

PUBLIC SECTOR GOVT. —

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1 JAN. 77 — 11. / ~~FEB.~~ NOV. 78.

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**'No boycott  
of schools'**

**Staff Reporter**

A SPOKESMAN for the Soweto Students Representative Council yesterday said pupils would return to schools when they reopened on Tuesday.

The spokesman denied a statement issued on Thursday in the name of the SSRC, which said students intended to boycott schools until the separate education system was abolished.

Earlier this week the Government announced the first steps toward compulsory education for Blacks.

# 'Come back' plea to pupils

W/E ARGUS 11/77

AN appeal to Black pupils in Langa, Guguletu and Nyanga, and to their parents, for a return to school on Wednesday was made today by Mr D. H. Owens, Director of Bantu Education in the Cape. He urged reconciliation and an end to the pattern of recurring violence in the townships

In a statement especially prepared for The Argus, Mr Owens said

'Normal life will not return to the townships until the schools are functioning once more, and I would therefore urge all scholars to dissociate themselves from those who have chosen the path of confrontation and violence, and to go back to school on Wednesday January 5. Their teachers will be ready to prepare them for the special examinations which are to be written during February.

All full-time candidates who entered for the November 1976 public examinations will be allowed to write the February examinations without paying further entry fees.

'The scholars now have a chance to avoid losing a whole year of schooling. In their own interests, and more particularly in those of the community as a whole, they should on no account lose this opportunity.

### 'UNHAPPY'

'The last four or five months have been an extremely unhappy period for the people of Langa, Guguletu and Nyanga, and in particular for teachers, parents and scholars, including thousands of young children who would normally have been attending classes at the lower primary schools

'The school boycott has given rise to grave social and economic hardships, and it will be clear to responsible people that no time should be lost in seeking reconciliation and an end to the pattern of recurring violence in the townships.

'Level-headed discussion of the problems which are stated to have given rise to the school boycott is an urgent necessity. The Department of Bantu Education is fully aware of the real problems which exist in the schools, and has recently announced significant measures designed

to restore confidence in school boards and school committees, and to assist teachers and pupils to achieve the high standards of work which the syllabuses demand

### CHANGES

'These measures embody important changes:

- Changes in the system of representation on school boards and school committees including the election of all members of school committees by parents
- The supply of free textbooks to all pupils in Standards 8 and 9 and 10 from January 1977, and to all pupils in Standards 3 to 7 from January 1978
- The first step towards the introduction of compulsory education for Black pupils.
- Improvements in the conditions of service of teachers and the provision of grants to encourage them to study school subjects at degree level
- The progressive elimination of double sessions, accompanied by a systematic reduction of the high pupil/teacher ratio.
- The establishment in Cape Town of an adult education centre, an

industrial training centre and a senior secondary school, all under the direct control of the department

'Without losing sight of the primary responsibility of any education department, which is to provide mass education of an academic character as a foundation for job-orientated training, the Department of Bantu Education has in recent years been giving increasing attention to the vocational training, in the form of basic instruction at industrial training centres in the large urban centres, as well as more advanced in-service training (heavily subsidised by the State) in factories and at public training centres in various cities, including Port Elizabeth.

It may be added that the department is alive to the sense of frustration experienced by a young person whose reasonable employment expectations in an evolving industrial state are not fulfilled, and is at all times ready to discuss with commerce and industry the practical issues involved in job-orientated training and the placing of young Black people in satisfactory employment in accordance with their qualifications



# School head's 'horror parade'

By JENNIFER HYMAN

"THE MOST terrible, sinister morning of my life." This is how prominent Soweto educationist, Mr Wilkie Kambule, described the pre-dawn raid on his home and his detention by Security Police on Friday.

Mr Kambule, principal of Orlando High School, told the Express of a "horrific" identification parade at John Vorster Square — in which he and his son had been forced to participate — where a hooded man singled out four youths for the Security Police.

"There were 36 of us at the parade," said Mr Kambule, in his first interview since

his release. "The police brought in this man with a dark blanket over his head. There was only one hole for his left eye."

"This hooded man walked down the row and pointed out four people. I knew one or two of them as students."

"As they were being taken away, the man in the blanket said he had made a mistake with regard to one boy and that it was not him but his brother."

"The police then released the boy and found his brother among the rest of the detainees."

Mr Kambule said he was "amazed" at the denial by the Security Police that he or his son had been detained. He was commenting on a statement by Major-General Mike Geldenhuys, Chief of the Security Police, that he

knew nothing of such detentions.

Mr Kambule, a well-known and respected figure in Soweto, also said his arrest and interrogation would probably affect the situation in Soweto when schools reopen on Wednesday.

"The children want an end to police harassment. When they see how easily the Security Police can detain a headmaster, they will have doubts about their own safety if they come to school."

Mr Kambule said that after the identification parade, he and his 25-year-old son, Shumko, were taken to the 9th floor offices of the Security Police where they were interrogated by a Major Olivier.

(The Express has established that a Major H J Olivier is on the staff of the Security Police in Johannesburg.)

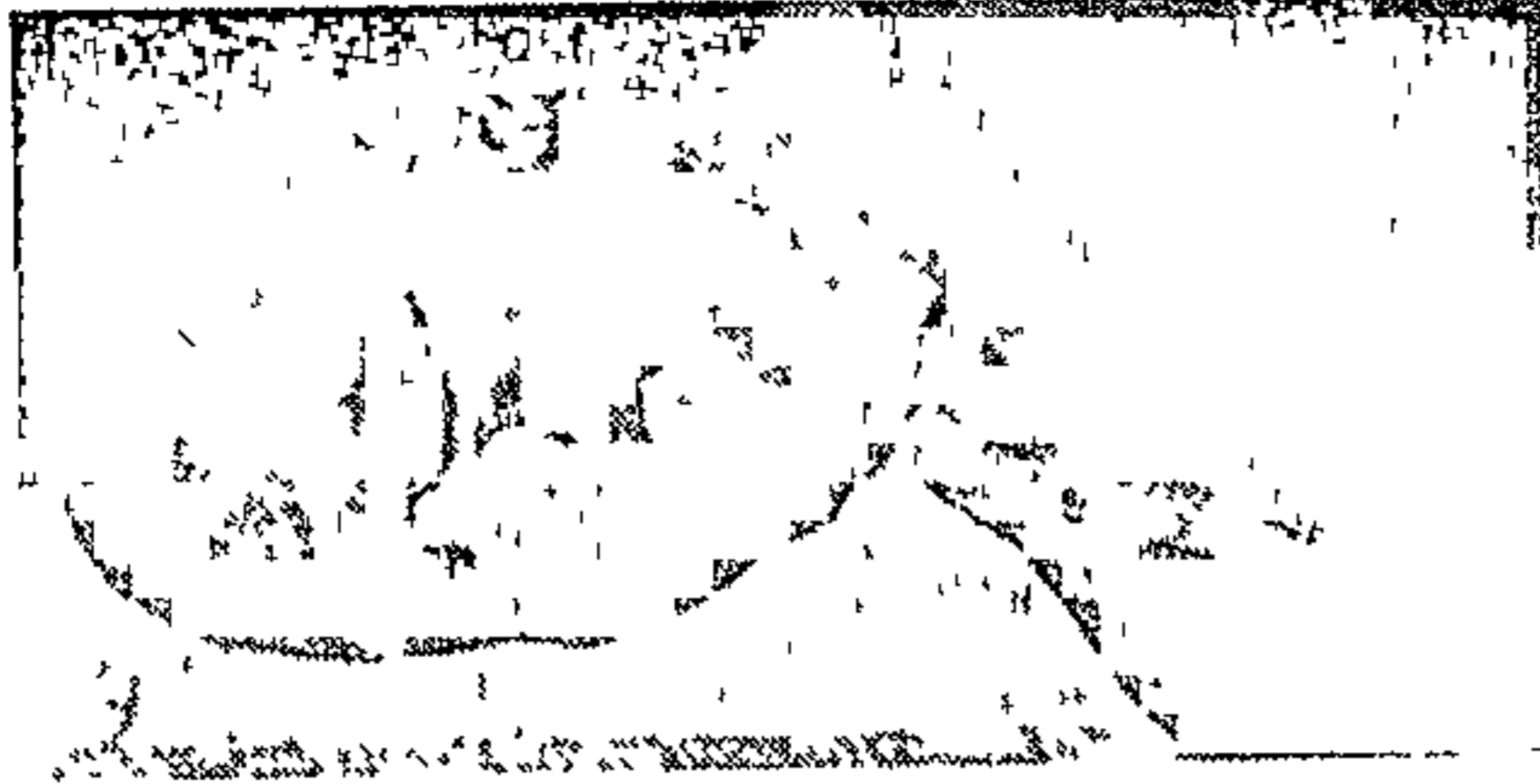
Major Olivier questioned me mainly about my other son, Jomo, who is a law stu-

dent at Fort Hare University. "He warned me not to talk to the Press or to contact Jomo and there was a suggestion — a hint of a threat — that something would happen to Jomo if I did not obey."

There was no doubt he was in the hands of the Security Police, Mr Kambule said.

"The five White policemen identified themselves as Security Police, as did the Lieutenant Visser who drove us from Protea Police Station to John Vorster Square."

(The Express has established that a Lieutenant J N Visser is on the staff of the Security Police.) Major-General Geldenhuys was not available for comment when the Express tried to reach him yesterday.



© Mr Wilkie Kambule

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# Back to school call to Soweto pupils

**Sunday Times Reporters**  
THE Soweto Students' Representative Council has called on students to go back to school on Wednesday. It has also appealed to parents to ensure that the call is heeded.

A SSRC statement said the move was aimed at giving the Government a chance of "restoring their senses" and repeated the demand for the scrapping of the Bantu education system and the release of detainees.

The statement adds "We appeal to all parents to encourage children to go back to school as we realise that education is the cornerstone of every nation."

"If we aspire for future leadership then we should acquire the best education available — not the inferior Bantu education — now Bantu education has become the bone of contention among the students who will not return to school."

## Supported

"They are not prepared to have anything to do with this system of education any more."

Scores of parents have supported the SSRC call.

The SSRC has also condemned "in the strongest possible terms" the burning of three Soweto schools — Nonto Primary in Rockville, Phakamani Higher Primary in Zondi and Ndoni Higher Primary in Meadowlands.

"We are not the advocates of destruction," said an SSRC spokesman. "We demonstrated that we have the interest of our community at heart a few weeks ago when we cleaned up the filthy streets of Soweto neglected since June."

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# Schools swop as KwaZulu takes over

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Sum Pub  
2/1/77

By CLEMENT NTOMBELA

THE Department of Bantu Education today hands over the running of 36 KwaMashu schools to the KwaZulu Government.

The township of 150 000 residents has 36 schools — one high school, four post-primary schools, three secondary schools, 12 higher primary schools and 16 lower primary schools. Mzuvele Higher Primary School is to become the fourth secondary school next year. There are 432 teachers in the township.

Control of schools is the first step towards its takeover of the township in April.

Mr W. P. Steenkamp, regional director of Bantu Education in Natal, said he was sorry his department was to lose the schools.

## Riots

He praised the co-operation of teachers, parents, school boards and pupils during the riots, which affected Natal only slightly.

The KwaZulu Government still has teething problems with its education department. Scores of teachers have complained that they have had to wait months for their salaries.

Mr J. A. W. Nxumalo, councillor for education in KwaZulu, was not available to say what changes would be made after KwaZulu's takeover.

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Cape Times 4/11/77

# Back to school, Africans urged

Staff Reporter

THE Department of Bantu Education has urged Black scholars to go back to school tomorrow and to dissociate themselves from those who have chosen the path of confrontation and violence.

The regional director of the department, Mr D H Owens, said in a statement released yesterday "The scholars now have a chance to avoid losing a whole year of schooling in their own interests, and more particularly in those of the community as a whole, they should on no account lose this opportunity"

He said that teachers would be ready to prepare their pupils for the special examinations scheduled for February and that all full-time candidates who had entered for last November's public examinations would be allowed to write the February examinations without paying entry fees again

## Quality of life

Mr Owens said there were signs that commerce and industry wanted to work with Black leaders to improve the quality of life in the townships and to provide equal

treatment for employees of all races

"This concern for the people living in the townships cannot, however, achieve significant results without the co-operation of the people themselves

"What is required is an early restoration of normal conditions in the townships, followed by discussion of the problems which need attention There is a willingness on the part of many leaders, Black and White, to act positively, and the time has surely come for them to use their influence," he said

The text of the statement is

The last four or five months have been an extremely unhappy period for the people of Langa, Guguletu and Nyanga, and, in particular for teachers, parents and scholars, including thousands of young children who would normally have been attending classes at the lower primary schools The school boycott has given rise to grave social and economic hardships, and it will be clear to responsible people that no time should be lost in seeking reconciliation and an end to the pattern of recurring violence in the townships

Level-headed discussion of the problems which are stated to have given rise to the school boycott is an urgent necessity The Department of Bantu Education is fully aware of the real problems which exist in the schools, and has recently announced significant measures designed to restore confidence in school boards and school committees, and to assist teachers and pupils to achieve the high standards of work which the syllabuses demand These measures embody important changes in the system of representation on school boards and school committees, including the election of all members of school committees by parents, the supply of free textbooks to all pupils in Standards 8, 9 and 10 from January 1977, and to all pupils in Standards 3 to 7 from January 1978, the first step towards the introduction of compulsory education for Black pupils, improvements in the conditions of service of teachers and the provision of grants to encourage them to study school subjects at degree level, the progressive elimination of double sessions,

training centres in various cities, including Port Elizabeth It may be added that the department is alive to the sense of frustration experienced by a young person whose reasonable employment expectations in an evolving industrial state are not fulfilled, and is at all times ready to discuss with commerce and industry the practical issues involved in job-orientated training and the placing of young Black people in satisfactory employment in accordance with their qualifications

There are many indications of an urgent desire on the part of commerce and industry to work with Black leadership in a major effort to improve the quality of life in the townships, and to provide equal treatment for employees of all races This concern for the people living in the townships cannot, however, achieve significant results without the co-operation of the people themselves

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The scholars now have a chance to avoid losing a whole year of schooling in their own interests, and more particularly in those of the community as a whole, they should on no account lose this opportunity

accompanied by a systematic reduction of the high pupil/teachers ratio, and the establishment in Cape Town of an adult education centre an industrial training centre and a senior secondary school, all under the direct control of the department.

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# It's back to school in Soweto

KIDWA  
4/1/77

## Staff Reporter

SOWETO school principals do not expect a big turnout of pupils when schools re-open tomorrow, in spite of a back to school plea by the Soweto Students' Representative Council

Schools in Soweto have been closed for three months

The Soweto Students' Representative Council's call for pupils to go back to classes was supported at the weekend by the editor of the World newspaper, Mr Percy Qoboza, who also appealed to Soweto pupils to go back to school

The principal of Orlando West High, Mr M P Mzaidume yesterday said it was difficult to say what the attitude of the pupils would be

"I expect a few pupils will come to school, not to attend class but just to mull around," he said

He said he had not had any direct contact with the SSRC, nor, to his knowledge, had any of the other principals

"However, all the teachers will attend," Mr Mzaidume said

Teachers report for duty today, a day before school starts

Mr T W Khambule the principal of Orlando High said it was anybody's guess

what would happen

"After three months out of school, going back requires a lot of thinking. Discipline has been broken, and the air is not clear yet", Mr Khambule said

He said many pupils would adopt a wait-and-see attitude

Mr G J Rousseau, Secretary for Bantu Education said everything would depend on the reaction of the pupils to the opening

He said "I think there will be a lot of hesitancy from some pupils who will want to see the attitude of the others. I expect the enrolment will be small, increasing later

Mr Rousseau also confirmed that the new plan on African Education, which would include the free supply of textbooks to pupils from standard three to matriculation, only applied to schools under the Bantu Education Department

The plan will be introduced in January 1978, and in 1979 the programme will be extended to pupils in Standard One and Standard Two

Police in Soweto are optimistic that pupils will "trickle back" to schools and that by the end of January attendances will be virtually normal

Brigadier Jan Visser, Soweto's Divisional Commissioner of Police, said yesterday "It is true that scholars are still hesitant, but I am sure that they will slowly return when they see that everything is back to normal"

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## ~~No~~ <sup>stac 4/1/77</sup> arrests at schools — promise

Police have given the assurance that pupils wanted for criminal offences or questioning will not be arrested at schools when they reopen tomorrow.

Brigadier Jan Visser, Soweto's police chief, said: "We will not interfere with the schools unless there is trouble. Then we must take action."

Asked if there was any likelihood of trouble, Brigadier Visser said: "Your guess is good as mine."

He added that police would adopt a low profile tomorrow. "I personally hope there will be no incidents."

Meanwhile Mr J. I. C. Stivdom, Regional Director of Bantu Education for Soweto and Alexandra, said the department has not made any special arrangements for getting the children back to school.

He said the reopening tomorrow was a continuation of the 1976 programme. There was going to be an intensive preparation for examinations which will be held in February.

Beginners will not be admitted tomorrow. They will be registered in March.

# Thousands

go back  
in Cape

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CAPE TOWN — Black primary school pupils in the Cape peninsula returned to their desks in their thousands today while more than 3 000 high school students continued their five-month boycott of classes

Today was the date set by the Cape Bantu Education Department for the start of an intensive six-year crash-course to enable the Peninsula's 20 000 black pupils to write the 1976 examinations which they boycotted last year

A tour of the black schools in the Peninsula's African townships early today showed the majority of the 16 000 primary pupils converging on schools from all directions in the township complex

## APPEALS

The partial breakthrough in the five-month deadlock between black pupils and education authorities has come after repeated appeals by the Cape Director of Bantu Education, Mr D H Owens, for pupils to end the "senseless boycott" and return to school

Last week, the Government announced far-reaching measures to improve the standard of black education through the introduction of free and compulsory education for black and provision of free text books and encouragement of higher standards in teaching



Little ones return to school, but older pupils wait and see

# BACK TO SLOWLY

Mercury Correspondent

**JOHANNESBURG**—Primary schools in Soweto recorded a minimum 50 percent attendance yesterday, but attendance at secondary schools was considerably lower in nearly all cases.

Of the secondary schools Morris Isaacson was the exception with an attendance of about 50 percent against only about 25 percent for Orlando High and Orlando West High.

The headmaster at Morris Isaacson, Mr. L. M. Mathabathe, expressed surprise at the turnout. "It was very good. I expect classes to return to normal by the end of the week."

His expectations were echoed by most principals in Soweto. Mr. T. W. Kambule, of Orlando High, said: "It looks promising now that the first students have braved the return. It looks as though it will pick up."

The pattern of increasing attendance was already in evidence on a smaller scale yesterday when schools were due to start at 8 a.m.

There was only a tiny trickle, but after about an hour it grew as students who were watching from the sidelines joined the schoolbound traffic.

One of the tense spots yesterday was Orlando West, scene of a student demonstration during the visit of the American Secretary of State, Dr. Henry Kissinger, to South Africa in September.

Mr. Jaap Struydom, Regional Director of Education for the Transvaal, said yesterday: "I am very satisfied. I feel the situation will return to normal by next Friday."

Mr. Kambule gave an informal address to the 166 students who returned to his school. He was arrested and questioned by police last week.

"Let us make up our minds whether we are going to choose Black Power or studying," he said.

Orlando High is the oldest school in Soweto and for 25 years it was the only high school in the township. It has an enrolment of about 700 students.

When and if they return, there will be an accommodation problem.

Part of the 25 class-rooms destroyed in the 1976-77 school year have been destroyed and

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Orlando High is the oldest school in Soweto and for 25 years it was the only high school in the township. It has an enrolment of about 700 students.

When and if they return, there will be an accommodation problem. Eight of the 25 classrooms were destroyed during the unrest and more than 300 desks burnt.

Down in the Cape, the large majority of high school pupils in the Peninsula's African townships of Langa, Nyanga and Guguletu effectively rejected the Government's "new deal" yesterday when they failed to turn up for classes at the beginning of the new school year.

And in Pretoria, the Secretary for Bantu Education, Mr. G. J. Rousseau, warned that if non-White pupils continued their boycott then his department would have no alternative other than to protect the jobs of teachers at the high schools.

"We are not going to dismiss teachers, but we may well create new posts at some of the primary schools in the same areas where these teachers will continue to give instruction," he said.

He added that this would have the advantage of reducing the teacher-pupil ratio at primary schools "which is quite high at the moment."

Only a thin trickle of pupils arrived at the four secondary schools during the morning — and even they did not appear to be attending classes. Small groups gathered in the school grounds and the street outside.

But for thousands of primary school pupils it was back to normal. They streamed to their 27 schools from all directions, laughing and cheering after a stay-away lasting nearly four months.

# Senior students stay at home

6/1/77

JOHANNESBURG — Attendances at many high schools in Soweto were low yesterday but had improved by late morning and attendances at certain primary schools had increased to as much as 80 per cent, the Regional Director of Bantu Education for the Johannesburg



region, Mr J Strydom, said yesterday

Mr Strydom was commenting on the reopening of schools in Soweto yesterday after a six-month boycott following the June unrest

He was optimistic that high school attendances would increase in the next few days

He said he expected the situation to return to normal by next Friday

Teachers turned up in full strength at all schools yesterday, he said

In recent months there had been considerable speculation on whether teachers would leave their profession for fear of further unrest

A school principal said many parents were waiting for more students to return before sending their children to school

Many students, too, appeared to be waiting to see whether others would return in any significant numbers following the Soweto Students' Representative Council's call for a return

At Orlando West High School only 20 students out of 780 attended early morning school assembly. There were fewer than 30 pupils at Orlando High School

Attendance at Daluwonga Junior Secondary School in Dube was better with 80 students at school assembly

Hundreds of children — mostly primary school pupils — returned to schools in the black townships of the Cape peninsula

Police patrolled the three townships — Langa, Nvanga and Guguletu to prevent intimidation — SAPA

## Principal warns pupils

6/1/77

JOHANNESBURG — Returning students to Orlando High School in Soweto were told by their headmaster yesterday that they would have to choose between black power and their studies for the immediate future

The headmaster, Mr F W Kambule, a veteran educationist, gave an informal address to the 166 students who returned. He himself was arrested and questioned by police last week. "Let us make up our minds whether we are doing power or studying," he said

A blackboard in the room where Mr Kambule addressed the students was still filled with slogans chalked up during the unrest and the visit to South Africa of the American Secretary of State, Dr Kissinger

One of them read "Live to fight for our freedom. Smith has agreed. So Vorster is on his way"

Orlando High is the oldest school in Soweto and for 25 years it was the only high school in the township. Mr Kambule said "Every headmaster here has been our pupil". It has an enrolment of about 700 students — DDC



# TEACHERS' STRIKE

BY CAROLINE  
9/11/68  
BLACK teachers are quitting at an alarming rate because of uncertainty and confusion over the future of education in the Reef townships.

Promises of transfers to other schools if attendance is not improved have convinced many that they will be repatriated to the home town.

Many are also being decanted to schools well to do and are resigning to take up their posts.

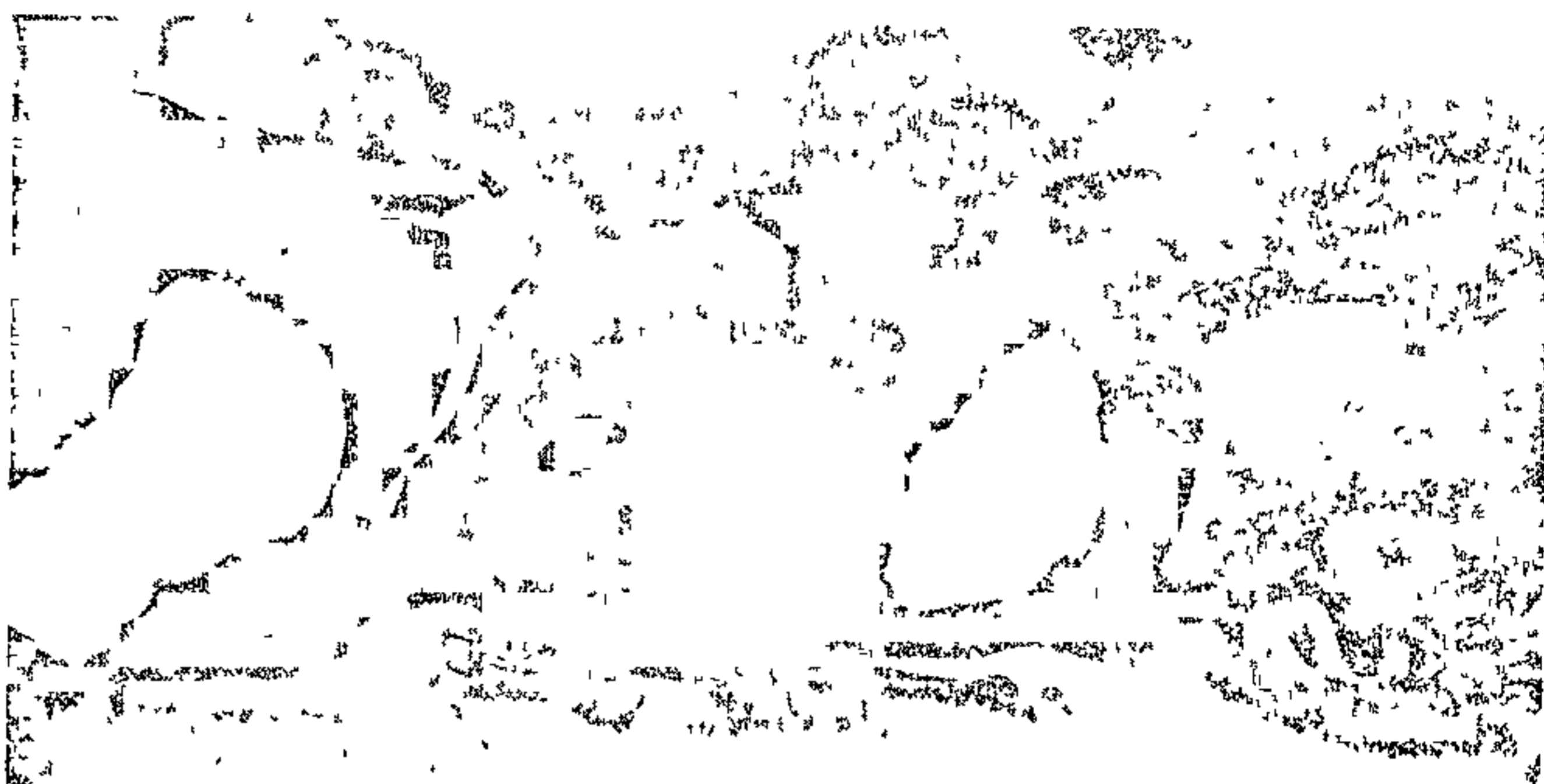
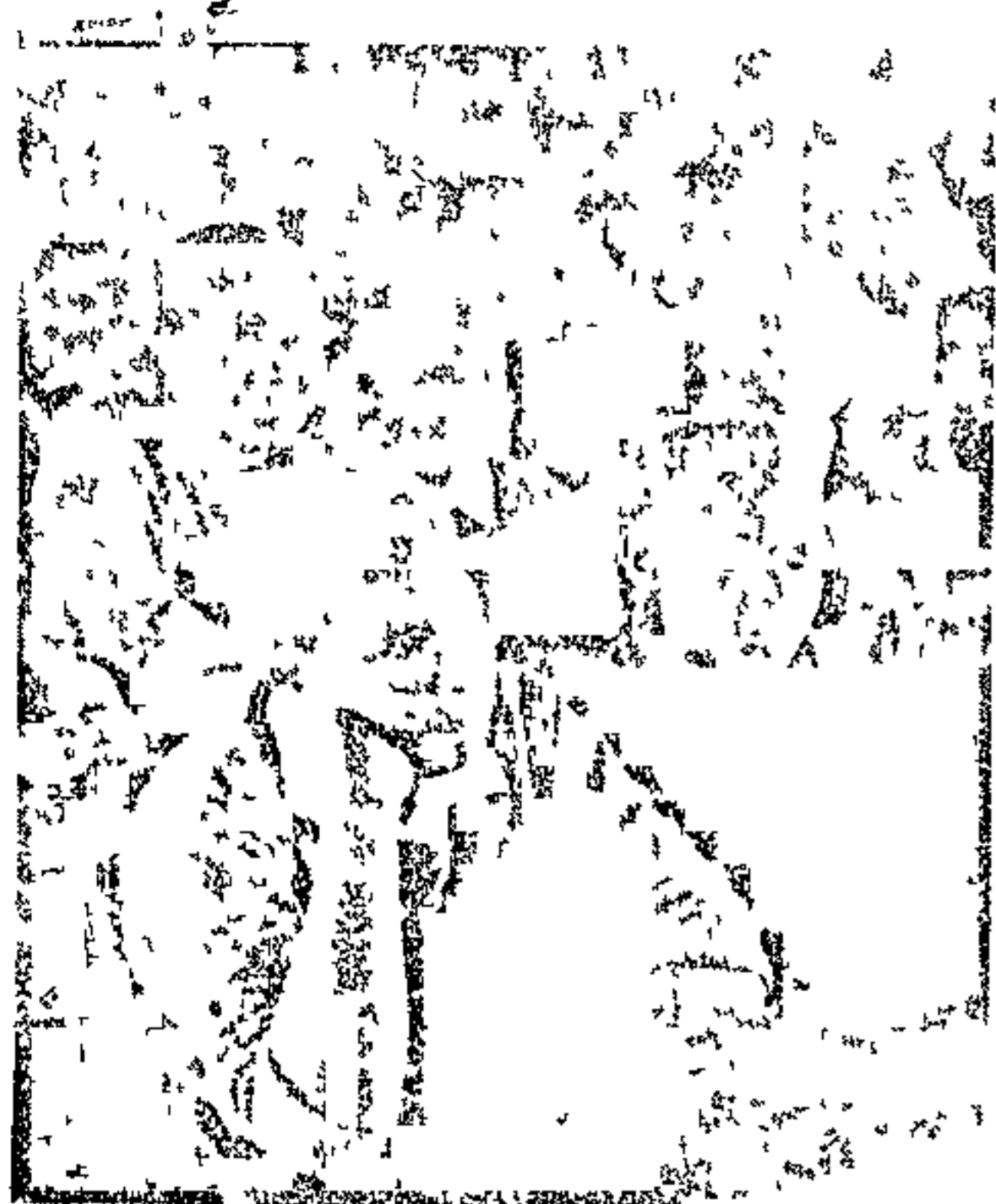
**EXCERPTS**  
The year has been very busy for the teachers' union as it has been a year of struggle and change.

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What does the future hold? Proper facilities are urgently needed

# A rose by any other name

FIN. MAIL 7/1/77

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Vast sums of public money are needed to pull Bantu Education out of the doldrums. Even the Defence Vote should forfeit an increase if necessary

If there is one department which should escape the pruning shears as Senator Horwood prepares his 1977-78 Budget, it is Bantu Education. If the children in Soweto and elsewhere all go back to school, enrolment this year will be 4,3m. But free, universal, and compulsory education is still a long way off.

Recent announcements that free text-books will be phased in over the next couple of years, and that parents entering their children in Sub A will be required to undertake to keep them in school until Standard 2, are welcome, if long overdue, steps in the right direction.

There has been progress in other ways as well over the years. In 1955, when Bantu Education came into operation with the take-over of the mission schools, the annual grant from the Exchequer was pegged at R13m. Every additional cent had to come from direct taxes paid by Africans. The net result was that between 1955 and 1964 the amount available for African education rose from R15m to no more than R24m.

The absurd pegging principle was consigned to the scrapheap in 1972. By fiscal 1975-76 the vote had risen to R147m. Last year the vote for the so-called White areas was R78m, the Bantustans having been hived off on their own.

The new arrangements apply only in the "White" areas. Pretoria says it is up to the various Bantustan authorities to decide their own spending priorities. But

it is nonetheless up to Pretoria to ensure that they get enough money to speed up progress in the same direction.

KwaZulu's Gatsha Buthelezi was quite right when he said last week that education must be free before it is made compulsory. The African Teachers' Association of South Africa (Atasa) made the same point in a memorandum to Joubert Rousseau, Secretary for Bantu Education, in September.

"We wish to emphasise that the stress (should not be) on compulsion, but on the responsibility of educational authorities to provide schools, adequately trained teachers, books and other school requisites for children, and to bring the school within the reach of every child."

Precisely. It is no use expecting parents to keep their children at school if they can't afford it. Yet another essential step therefore is to supply Black pupils with stationery. This is not done at present.

Nor is it practicable to expect children to stay in school if conditions for both them and the teachers are impossible. The inevitable result of high pupil-teacher ratios, overcrowding, and too few classrooms. More recent figures are not readily available, but in 1975 Bantu Education Minister MC Botha told Parliament that 960 000 pupils and more than 10 000 teachers were involved in the "double session" system in Sub A and Sub B, the equivalent of the grades in

White schools. These pupils constituted no less than 72% of the enrolment in those standards. To abolish the system would cost R14m extra in teachers' salaries and R37m for additional classrooms.

Twenty per cent of all new teacher posts are now to be directed towards reducing the number of double sessions, and the various Bantu Affairs Administration Boards (BABS) have been urged to provide the additional classrooms. Rousseau tells the *FM* the double sessions will be done away with as funds become available.

That is the root of the problem, money. What better way to mop up some of the growing number of unemployed than to embark on a school-building programme? It will stimulate dozens of industries currently languishing in the doldrums, and it won't bruise the balance of payments.

Increasing the number of teachers is also largely a question of money. Rousseau claims that conditions of service for African teachers (leave, pension arrangements and the like) are now the same as those for teachers of other races. But salaries still lag behind. So it's small wonder that Rousseau should complain that "as quickly as we can produce them, teachers are taken up by industry."

With not many more than 10% of the 68 000 African teachers in 1975 having a Matric certificate, this drain is about the last thing the Department can afford. Competitive pay scales, are the only means of stemming it — and of attracting enough people to enable the overall



teacher-pupil ratio to be reduced from 1 to 51 (which it is at present) to 1 to 22 (the ratio in White schools)

Around 80% of the Department's budget goes on salaries, so it's here that so much depends on how generous Owen Horwood is going to be. With the best will in the world there's not much that Rousseau can do if he doesn't have the financial wherewithal.

As from January 1, grants of R50 a course are available to teachers enrolling for school subjects at Unisa. This, too, is to be welcomed, as is the adult night school system which is about to get off the ground. Eight centres have so far been established (in Johannesburg, Pretoria, Boksburg, Bloemfontein, Cape Town, Grahamstown, Port Elizabeth, and Pietermaritzburg), with 12 more envisaged by mid year.

Until now only voluntary organisations have offered literacy training for adults. But there is a crying need for adult education. Rousseau tells the *FM* 27 000 adults wrote Matric last year, and 13 000 the Junior Certificate. These centres will offer literacy courses as well as instruction up to Matric.

Another important move is that the Department is now prepared to take over senior secondaries (Standards 9 and 10) from the various school boards and committees in the locations. This means that the Department of Public Works, and not the community itself, will be responsible for maintenance and the erection of additional facilities. There is a great shortage of senior secondaries — Soweto has over 250 primary schools, but only 41 secondaries, of which only 10 are senior secondaries.

More will be built, says Rousseau depending on the availability of funds and the inflow from the primaries. Jaap Strydom, who was last year appointed

education chief of Soweto and inherited the job of patching up the aftermath of June 16, says that at least three new senior secondaries will be registered in Soweto in the next four years, and that they will be financed by the State.

The Baabs, however, will still remain responsible for the erection and maintenance of all schools up to and including junior secondaries.

Increasing the holding power of the schools and the staying-power of the pupils is of great importance in stemming the notoriously high drop out rate at the moment only one pupil in a hundred gets as far as Matric.

There is certainly a growing demand for secondary education. Between 1974 and 1976 the number of secondary pupils in Soweto mushroomed from 15 000 to 35 000. Many others who completed primary education in the cities entered secondary schools in the Bantustans where, unlike "White" urban areas, boarding facilities are available.

Employers and the registered trade unions have an important role to play in increasing the incentive to stay at school. The industrial colour bar may well be a contributing factor to the high drop-out rate. A study by the Institute of Race Relations shows that African school-leavers feel they have limited occupational opportunities, few white collar jobs are seen as being open to them, and the prospects of obtaining skilled or unsupervised work in industry are also seen as severely restricted.

What, after all, is the point of swotting night in and night out for your Matric only to find that you bump your head against the colour bar or find that some trade union had slammed the door of the shop in your face?

Another problem which still has to be tackled is that of lowering the school

admission age for Africans from seven to six, which is what it is for other children. The Atasa memorandum said:

"Let all children who turn six years of age, say in 1980, be compelled to go to school and remain until they are 15."

The Department is aware that this has to be done — and that there is a political dimension to it, since Africans regard it as pure discrimination that other children go to school a year earlier. Some people in Bantu Education even take the view that lowering the admission age is more urgent than introducing compulsory schooling.

Merely changing the name of Bantu Education will fool no-one. For too long, and to our lasting shame, African education has been treated like Cinderella. With every justification, the pupils of Soweto, Nyanga, Galeshewe, Mhluzi, and a hundred other locations dismissed it as inferior. After all, those oft-quoted figures confirm the fact: R40 a head for Africans, 10 to 15 times that amount for Whites, depending on the province.

Rousseau himself concedes that the quality of Bantu Education is below that of White education. "The *standard* is the same, in that there is a common core syllabus, but the *quality* is determined in the classroom itself, where we have problems like the shortage of qualified teachers."

Putting the two on an equal footing will cost hundreds of millions. Doubling last year's Vote will be a useful start. We can't print the money, so it will have to come from somewhere else. And that means making cuts, or at least foregoing increases, in other Votes.

Defence (because it is the biggest) is the most conspicuous target — however heretical that may seem to some. Who would argue that guns can secure a happier future than books?



~~3/26~~  
260

DOM 10/1/77  
**Back to school  
but no exams,  
say parents**

Staff Reporter

THE African Parents' Association has urged all Soweto pupils to return to school — but not to write examinations while so many of their colleagues were still in jail or on the run.

The APA meeting at Diepkloof Hall in Soweto yesterday added a rider that the final decision on whether exams should be written should rest with the Black Parents' Association and the Soweto Students' Representative Council.

The chairman of the meeting, the Reverend S. E. Majola, said the APA aligned itself with the

pupils. "We would like to see all pupils in jail released to write their exams."

"Pupils are willing to return to school, but are afraid of the police," he said. "They have not kept their guarantees that they would not go into the townships unless called for."

The APA secretary, Mr. Milton Maliza, said the BPA had failed to give a progress report to parents and that was why his association had called the meeting.

The meeting became rowdy when some speakers said the APA was "a small opportunist organisation which had not tried to contact other Black organisations" and was co-operating with the West Rand Administration Board.

The meeting agreed that pupils had little hope of passing exams in February after having resumed studies for only six weeks.

The headmaster of Orlando West High School, Mr. M. P. Mzaidume, said the decision urging pupils not to write examinations was ridiculous.

"It is unbelievable coming from parents," he said. "It is a matter for pupils to decide themselves."

Mr. Mzaidume said he expected school attendances to increase this week, and Mr. H. H. Dlamlenze, secretary of the African Teachers Association of South Africa, agreed with him.

260

# 250 000 new black pupils expected

Pretoria Bureau

Despite the recent unrest, more than 250 000 new black pupils are expected to enrol at schools all over the country this year.

A spokesman for the Department of Bantu Education today said there would be a "pupil explosion" at the secondary level.

"Last year we built 500 more schools in centres all over the country to accommodate the expected upsurge for 1977," he said. "We have been building schools at a rate of 2½ every school day."

Another development brought to light over the last year was the "unqualified success" of the experimental schools for the mentally handicapped, which had been operating in Atteridgeville and Mamelodi.

He said the scheme was at present planned for areas around Soweto, but as soon as the situation there "normalises itself," the department would be starting the special classes for the mentally handicapped there too.

Bantu Administration Board officials denied reports that new special permits were necessary for pupils in black townships when they returned to school.

## SOWETO

School attendance in Soweto was almost back to normal. Mr G J Rousseau, secretary for the Department of Bantu Education, said today.

In the first official reaction to the reopening of black schools last Wednesday, Mr Rousseau said day-to-day figures received

from headmasters and regional inspectors, showed that attendances, particularly those at lower and higher primary schools had improved considerably.

"By as early as Friday of last week, most schools had attendances of between 60 and 70 percent."

The first serious arson bid on African schools in the Cape peninsula's townships has caused more than R5 000 damage to six schools, reports The Star's Cape Town correspondent.

Attendance at most of the black primary schools dropped dramatically today following the surprise petrol bomb attack on school buildings in Langa and Nyanga last night in which two schools were badly damaged.

260

# Black schools TV: Stage 2

A committee of experts should be formed as soon as possible to devise educational television programmes for black schools, says the Secretary for Bantu Education, Mr G J Rousseau.

He was reacting to a statement that the SABC would consider broadcasting educational television for black schools even before the introduction of a black television service.

Mr J N Swanepael, director general of the SABC, said there would be no problem in transmitting daytime school programmes for all races on the existing channel.

"We would welcome this

move," said Mr Rousseau in Pieteria today, "but several difficult problems would first have to be ironed out."

He said the Bantu Education Department was waiting on a report from the SABC so that the feasibility of using television for formal and informal education for blacks could be studied.

Both the SABC and the Education Department agree that the cost of producing the programmes would be the biggest problem.

Mr Rosseau said he had no idea how much this would be, nor how extensive the programmes were likely to be.

Once the SABC had got into touch with his department "and we have decided on our priorities," a committee of education experts should be formed to devise educational programmes, he said.

Mr J H S Ballard, secretary of the Transvaal Teachers' Association, said educational television for black schools would be wonderful — "but it

should be carefully devised and should serve the needs both of students and teachers."

He said the committee formed to consider the feasibility of the scheme should consist of experts from the Department of Bantu Education, the Johannesburg College of Education and others with knowledge of audio-visual teaching methods.

"I am sure some educationist would offer their help free, and I do not see why the SABC should not carry the cost of producing the programmes," he said.

"The more we can do and the quicker we do it, the better it would be for black education."



260

2.

Audio/visuals

Is it essential to show any audio/visuals, such as a film or a videotape?

Venue

(a)

(b)

(c)

(d)

(e)

(f)

Visu

(a)

(b)

**Talks on**  
*ARGUS 13/1/77*  
**boycott**  
**of schools**

A DELEGATION of 30 Black pupils met the Director of Bantu Education in the Cape, Mr Desmond Owens, at a Guguletu school yesterday and gave details of conditions which could lead to the end of the classroom boycott in the townships.

The meeting had not been arranged beforehand although the pupils appeared to be expecting Mr Owens's arrival and immediately asked to speak to him.

After a frank discussion lasting 45 minutes the pupils suggested that representatives from four secondary schools in the Peninsula's Black townships should meet the director on Monday to announce whether or not there would be a return to normal schooling.

As a prelude to Monday's meeting, there will be a mass gathering of secondary school pupils tomorrow to inform them of Mr Owens's response to demands outlined at the impromptu discussions.

The demands included:

- An assurance that pupils deained during police swoops on the townships would be given the opportunity to continue their studies while in detention and that they would be allowed to write the special examinations on February 14.
- An assurance that the examination papers set for February 14 would be of a similar standard to those which had been set for November last year.
- An assurance that riot police would not interfere with the proposed mass meeting tomorrow.

Mr Owens replied that he would do his utmost to see that the demands were met.

**GRIEVANCES**

While the atmosphere at the meeting was cordial and relatively friendly the pupils emphasised that any return to school by them should not be viewed as an indication that they had lost sight of their real objectives or had forgotten their grievances.

They said their ultimate aim, and one which they would continue to fight for, was to see the scrapping of the system of Bantu Education and its replacement by so-called 'universal education' where Blacks and Whites would enjoy exactly the same conditions.

available?

(c) What facilities are there for obtaining or making others you may need?

Budget

Has a budget already been prepared? If so, how much money has been allowed for:

# Botha appeals to parents

Political Correspondent

TEACHERS at Black schools in the Cape Peninsula will be transferred to posts in other areas if parents fail to stop the pupil boycott, the Minister of Bantu Education, Mr M C Botha, warned yesterday.

At the same time, he said that violence of "any description" would not go unpunished and he appealed to parents to make a determined stand against intimidation.

In a statement, Mr Botha also warned that children who did not attend school by the end of the first week in March, or who stayed away for more than 10 days, faced removal from the register.

Mr Botha's full statement read: "Shortly after the Black schools of the Cape Peninsula re-opened on January 5, 1977, the teachers took a stand against the disruption and unrest which started last year and called upon all

pupils to return to their classrooms. The initial response to the teachers' appeal was most encouraging. The prospect of an early restoration of peaceful conditions in the townships was entirely unacceptable to a small militant element, including large numbers of loiterers who have nothing to lose from continued disorder and lawlessness.

"My Department and I appreciate the courage and threats of this kind

dedication of the teachers who have been at their posts throughout the turbulence in the townships, and will do everything possible to protect their interests.

"They deserve the unwavering support of the parents, and it is to be deplored that they have not received it in sufficient measure. Trouble-makers are now threatening the teachers and their families.

cannot be tolerated and steps will be taken to ensure that violence of any description will not go unpunished.

"Against this background, I call upon the parents to take appropriate action to enable their children to write the forthcoming special examinations, so that they can avoid having to repeat last year's classes.

"The teachers have set a

Continued on page 2

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*Edm*  
*11/2/7*  
Botha  
threat on  
schools  
boycott

Political Correspondent

CAPE TOWN — The Minister of Bantu Education, Mr M C Botha, has threatened to remove African teachers from the Cape Peninsula if the schools boycott continues.

In a tough statement yesterday he said unless children returned to school within the first week of March, when the new term starts, they would not be enrolled later.

He called on parents to unite and stamp out hooliganism and warned that violence and intimidation would not be tolerated.

Children who were away from school for more than 10 days without good reason would be expelled, he said.

He praised teachers who had remained in their posts and said they would be protected. They deserved the full support of the parents, which they had not got.

"Troublemakers are now threatening the teachers and their families.

"Threats of this kind cannot be tolerated and steps will be taken to ensure that violence of any description will not go unpunished," he said.



Mansard Lt col 404 18/2/77

	260 ECONOMIC REGIONS									
	31	32	33	34	35	36	37	38	39	40
	AS A PERCENTAGE OF PRODUCTION/SALES/NO. (1)									
Maize	Education of Bantu: Expenditure on									
Grain Sorghum	287 Mr N J J OLIVIER asked the									
Wheat	Minister of Bantu Education									
Other Cereals	What was the total expenditure from									
Sunflower Seeds	Revenue Account on the education of									
Ground Nuts (Shelled)	Bantu in (a) the Republic and (b) South									
Ground Nuts (Unshelled)	West Africa during the financial years									
Legumes	1974-'75 and 1975-'76 respectively by (i)									
Tobacco	his Department, (ii) homeland Govern-									
Chicory	ments, (iii) the South African Bantu Trust									
Seed Cotton	and (iv) other State Departments or agen-									
Sugar Cane	cies									
Sisal	The MINISTER OF BANTU EDUCA-									
Phormium Tenax	TION									
Hay & Fodder Crops	(a) (i) 1974-'75 1975-'76									
Vegetables	R59 176 180 R66 871 199									
Citrus Trees (B)	(ii) —* —*									
Citrus Trees (N-B)	Capital expenditures									
Bananas, Pineapples, Granadillas	(iii) R3 479 185 R4 765 216									
Other Sub-Trop Fruit (B)	Bantu Administration and									
Other Sub-Trop Fruit (N-B)	Development									
Nut Trees (B)	(iv) †R3 677 345 R3 956 532									
Nut Trees (N-B)	(b) (i) S W A account									
Grapes (B)	R2 353 440 R3 080 466									
Grapes (N-B)	(ii) —* —*									
Other Deciduous Fruits (B)	Capital expenditure									
Other Deciduous Fruits (N-B)	(iii) R1 474 781 R779 172									
Cattle	Bantu Administration and									
Sheep	Development									
Goats	(iv) †R384 326 R478 046									
Pigs	* As education is controlled by the self-									
Horses, Mules, Donkeys	governing territories, I am not in a									
Ostriches	position to furnish the requested infor-									
Poultry	mation									
	† Expenditure in respect of capital works									
	excluded									
	0,3	0,9	-	5,1	0,8	3,5	1,0	1,2	7,2	1,1

# Blacks suspicious of the master's voice — witness

RDM 1/3/72

Staff Reporter

BLACKS were suspicious of all instructions from the Department of Bantu Education, a witness told the Cillie Commission yesterday

This was because of its gradual introduction of measures which reduced them "to a race which would know only its master's language and its master's voice."

Giving evidence, Mr Isaac Bakisha chairman of the Ntabankulu School Committee, in Sebokeng, said the enforcement of Afrikaans as a medium of instruction followed the unpopular introduction of teaching in the mother tongue for lower standards and the ethnic grouping of schools

"Blacks at every level felt their education was being taken back to square one," Mr Bakisha said

"We see the ethnic grouping of schools as

nothing other than the 'divide and rule' concept," he said

The Afrikaans medium of instruction caused further frustration and, when negotiation through school boards failed, "students were left with the alternative of talking the only language the Government understands — violence."

Mr Bakisha said that, no matter how much goodwill the Department now had, Blacks were suspicious of anything emanating from it.

Mr Bakisha said there was still time to save the situation. Unrest would stop if authorities spoke to Blacks across a conference table

He said Blacks did not hate Afrikaans and they used it in everyday life. But they were suspicious of its enforcement as a medium of instruction

The riots were the eruption of the years of frustration caused by the humiliations Blacks suffered daily. Afrikaans was only the spark which set off the explosion

He said there were insufficient channels of communication between schools and the Department of Bantu Education. Teachers were unable to report students' grievances for fear they would be labelled as the instigators

School boards also faced the possibility of dismissal by circuit inspectors if they spoke their minds, Mr Bakisha said.

Senate Hansard 3 Q col 27-28

2/3/77

**Schools for Bantu**

42 Senator L E D WINCHESTER asked the Minister of Bantu Education

- (1) (a) How many (i) Roman Catholic schools, (ii) other church schools and (iii) State schools for Bantu are there in the Republic and (b) what was the total number of pupils in each category for the latest year for which figures are available,
- (2) (a) what subsidies are paid to Roman Catholic and other church schools and (b) what school fees are paid by the pupils in each category.

260

The MINISTER OF BANTU EDUCATION:

	(a)	(b)
(1) (i) Roman Catholic schools	94	25 500
(ii) Other Church and Private Schools	8	867
(iii) Government schools	102	19 516
(2) (a) None		
(b) Unknown		

Statistics in respect of the self-governing territories are excluded as education in these territories is not controlled by my Department

Statistics as on the first Tuesday of March 1976



Senate Hansard 4 @ col 31-32

7/3/77

MONDAY, 7 MARCH 1977

† Indicates translated version

*For written reply*

**Bantu schoolchildren: School fees**

41 Senator L E D WINCHESTER asked the Minister of Bantu Education

(a) What was the amount in school fees paid by Bantu school-children in each year from 1972 to 1976 and (b) what is the estimated amount for 1977

The MINISTER OF BANTU EDUCATION

- (a) No school fees for tuition is payable, but schools collect voluntary school funds as in the case of schools under the control of other education departments
- (b) Falls away

260

**260**

Teachers resigned  
 Dr A. L. BORAINÉ asked the  
 Minister of Bantu Education  
 Whether any teachers resigned from the  
 employ of his Department during the past  
 four months, if so, how many in each  
 month

The MINISTER OF BANTU EDUCATION

Yes, the figures are as follows.

November 1976	11
December 1976	7
January 1977	501
February 1977	none

See that over a  
 year.  
 be self-financing.  
 be self-financing.  
 wheat.  
 be self-financing.  
 make prices paid

1. The government
2. The government
3. The government
4. The scheme will
5. None of the above.

41.

In the diagram below (where  $PQ = K$  is a rectangular hyperbola and  $DD$  is the demand schedule for wheat) in a bad year, where  $OB$  would require

1. The government scheme would certainly not be self-financing.
2. The government's scheme might or might not be self-financing depending on whether over the period crop surpluses were equal to crop shortfalls.
3. The government would inevitably accumulate vast surpluses.
4. It is theoretically impossible to stabilise incomes.
5. None of the above.

40.

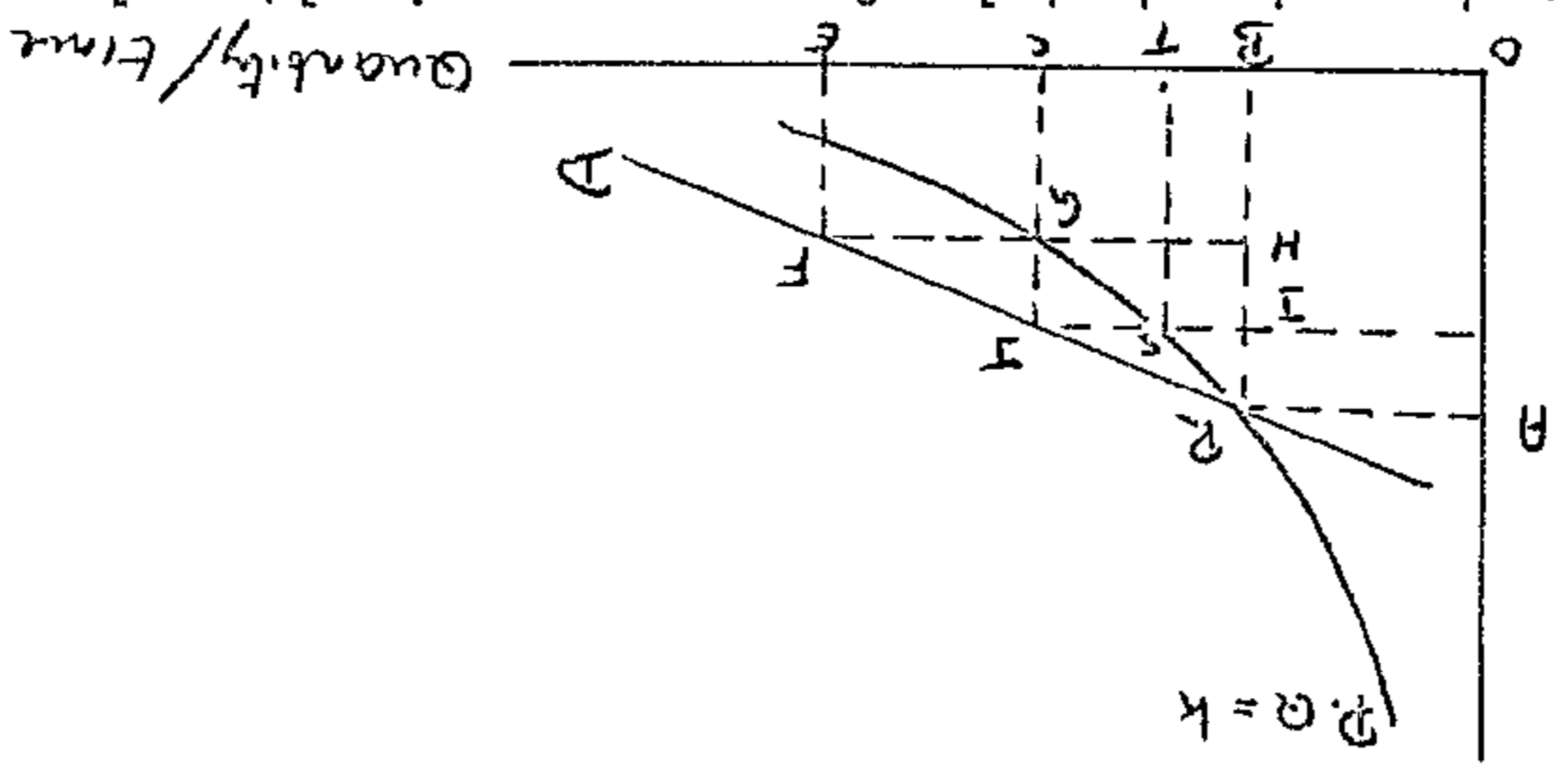
Given the diagram above one can see that over a ten year period if it started with no stocks

1. Buy up  $HG = BC$  wheat.
2. Buy up  $JS = TC$  wheat.
3. Sell  $GF = CE$  wheat.
4. Sell  $JS = TC$  wheat.
5. Sell  $BC$  wheat.

39.

If in a certain year there was particularly good weather and output was  $OC$  rather than the expected level  $OB$  then, in order to stabilise farmers' incomes of  $K$  the government would have

Suppose the government aims to stabilise incomes at a value =  $K$ .  
 $DD$  is the demand schedule for some agricultural good.  
 $PQ = K$  is a rectangular hyperbola of unit elasticity.



38. Consider the following diagram :

# AFRICANS OP FOR ENGLISH

23/3/77

260

NATAL MERCURY 23/3/77

Parliamentary Correspondent

CAPE TOWN — The majority of African secondary schools in South Africa have opted English as the medium of instruction for the Government's reversal of policy at the start of last year's riots in Soweto.

This has been disclosed in the Department of Bantu Education's annual report which was read in Parliament yesterday.

"During 1976 the majority of secondary schools adopted English as the medium of instruction."

"This has been the case for some time in the case of secondary schools in the homelands, where this decision was taken by the Legislative Assemblies of the respective homelands," the report said.

However, it adds, during June 1976 a decision was taken to leave the choice of the medium of instruction at schools under the control of the central Government to the schools, committees and boards concerned.

"In most schools English was chosen as the medium of instruction," the report said.

## Standard

But in schools where either English or Afrikaans was used, the language not used as the medium enjoyed an additional two periods a week in order that a satisfactory standard could be maintained.

Religious instruction, music and singing were taught through the medium of the mother tongue, the report said.

The Government also gave details of the progress being made towards introducing free and compulsory education for non-White children in South Africa.

The Department of Bantu Education's report disclosed that pupils in various grades would receive textbooks, that teacher training was being expanded and that the first steps were being taken towards compulsory education.

The department, the Minister of Education Mr. ... had announced the first steps to ... although the department had been preoccupied a number of years ... other preparatory ...



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"In most schools English was chosen as the medium of instruction," the report said

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The Department of Bantu Education's report disclosed that pupils in various grades would receive textbooks, that teacher training was being expanded and that the first steps were being taken towards compulsory education.

The department said the Minister of Bantu Education Mr M C Botha, had announced the first steps towards compulsory education although the department had been preoccupied for a number of years with other preparatory steps prerequisite for the move.

### Pledge

The undertaking by parents to keep their children at school for at least four years was one of the steps for compulsory education.

During 1971, free class readers would be supplied to primary school from grade A to Standard 5, all pupils in forms three, four and five would receive textbooks, pupils in forms one and two would receive 75 percent of the textbooks, and pupils in Standards 2 to 5 would receive 50 percent.

The department said all textbooks for mathematics in Standard 1 were to be issued to the pupils this year.

260

Visits of circuit inspectors to Bantu schools

\*3 Mr G W MILLS asked the Minister of Bantu Education

- (1) Whether the visits of circuit inspectors to Bantu schools are in any way limited by his Department, if so, (a) what are the limitations and (b)(i) how and (ii) why do the limitations operate,
- (2) what is the average number of visits per annum paid by circuit inspectors to Bantu schools,
- (3) whether he is contemplating any change in this regard, if so, what change

- 1. Zero.
- 2. Not measurable
- 3. Variable.
- 4. Infinite.
- 5. None of the ab

50. If you won't have particular thing,

- 1. Benefit product
- 2. Harm both prod
- 3. Benefit both p
- 4. Benefit both p
- 5. Increase expor

49. In a simple two coun commodity, the eff country would be t

- 1. Black workers
- 2. Employers do r
- 3. The economy is
- 4. The pursuit of (b) creation African Black
- 5. It happens eve

48. The primary cause African economy r

- 1. The failure in coast.
- 2. World economic demand for me
- 3. The burning of
- 4. World populat
- 5. Deliberate cu wheat.

47. According to Edwin food shortage is d

- 1. Can never be self financing.
- 2. Costs the government nothing because it buys or sells stocks at the same price.
- 3. Stabilises incomes as well.
- 4. Both 1. and 2. above.
- 5. Can never work because one cannot control the weather.

46. A buffer stock scheme which aims to stabilise prices -

The DEPUTY MINISTER OF BANTU ADMINISTRATION AND EDUCATION

- (1)(a) and (b) My Department does not limit the number of visits to schools This is determined by conditions prevailing at a specific school, which may vary from year to year Each year a kilometre allocation is made to each circuit as to the distance that may be travelled officially This again varies from circuit to circuit, as the quota is based on the number of schools as well as the size of the circuit
- (2) No statistics are kept concerning the visits to individual schools Circuit offices plan their own visits which covers visits by the circuit inspector, the Black inspectors and itinerant inspectors from the head office of my Department
- (3) No

Mr G W. MILLS. Mr Speaker, arising out of the reply given by the hon the Deputy Minister, may I ask him whether he has any intention of increasing the number of

kilometres available to inspectors visiting schools ?

The DEPUTY MINISTER Mr Speaker, if necessary, we shall investigate the matter

to get a

the exporting country. the importing country.

homogeneous the importing

in which all South

in the year.

the South

the output of supplies.

elasticity of

s off the Peruvian

challenge the world

260

32. In a simple two country the effect of removing be to :
1. Lower the price of
  2. Raise the income of
  3. Have no effect on st
  4. Lower the incomes of
  5. Both 1. and 4. above
31. If the demand for strawberries was relatively elastic then a bad harvest which reduced output 10% below its expected level would
1. (a) and (b) only.
  2. (b) only.
  3. (c) only.
  4. (d) only.
  5. None of them.
30. "If the railways are making a loss on passenger traffic they should lower their fares". The suggested remedy would only work if the demand for rail travel has a price elasticity of
1. A is correct because B is correct.
  2. Both A and B are correct but there is no causal relation.
  3. A and B are both incorrect.
  4. B is correct because A is correct.
  5. None of the above.
29. (A) The prices of agricultural products tend to fluctuate less than the prices of manufactured goods.  
 (B) The demand for agricultural goods tends to have a lower price elasticity than the demand for manufactured goods.
1. The analysis in the quotation is correct.
  2. The quotation confuses shifts in curves with movements along the curve.
  3. The quotation is free of logical error but does not describe the way prices behave in actual competitive markets.
  4. The quotation would be correct if "excess supply" were substituted for "excess demand".
  5. None of the above.
31. If the demand for strawberries was relatively elastic then a bad harvest which reduced output 10% below its expected level would
1. Lower the price of
  2. Raise the income of
  3. Have no effect on st
  4. Lower the incomes of
  5. Both 1. and 4. above
32. In a simple two country the effect of removing be to :
1. Increase world trade
  2. Decrease the price amount of the tar
  3. Lower the price in
  4. Increase output by
  5. Both 1. and 3. above
- The DEPUTY MINISTER OF BANTU ADMINISTRATION AND EDUCATION
- The information is not available. According to the instructions all parents who enrolled children in Substandard A were compelled to sign the undertaking. Statistics are kept on the number of pupils only and this will not be available before the end of this year.
- How many Bantu parents who enrolled children in Substandard A this year signed an undertaking to keep their children at school for at least four years
- \*9 Dr A L BORAINÉ asked the Minister of Bantu Education
- Undertaking to keep Bantu children at school for at least four years
- commodity
- country by the
- mount.
- country.



Harvard 10 @ cols 752 - 753 29/3/77

**Principals of schools in Black townships:  
Telephones**

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

Whether all principals of schools in Black townships have telephones in their offices, if not, (a) how many school principals (i) have telephones and (ii) have no telephones and (b) when will all school principals have telephones

The MINISTER OF BANTU EDUCATION

No (a) and (b) The requested information is not readily available. Schools in urban residential areas are mainly community schools which are controlled by school boards. Arrangements for telephone services are made by the schools and school boards themselves. 422 school boards will have to be contacted to obtain the information concerning 1 408 community schools. I do not deem it justified that my Department should undertake the extensive inquiry.

260

\* \* \* \* \*

(10 marks)

3. Write briefly on the causes of urbanisation.

# ASPERSIONS INQUIRY INDICATED

Natal  
Mercury  
29/3/66

PRETORIA—Top officials in the Department of Bantu Education were dedicated men and an inquiry was indicated into the motives of those who cast aspersions against them, a top official told the Cillie Commission here yesterday.

The Reverend J. A. Greyling, chief inspector of Bantu Education, said he was speaking on behalf of his colleagues.

A six-man team from the department under the leadership of the Secretary of Bantu Education, Mr. G. J. Rousseau, had handed in an extensive report to the commission on last year's riots as they affected the department. Mr. Greyling made his remarks in a preliminary statement.

He said the department had been established against a background of political opposition, and certain newspapers and people had campaigned unceasingly against it, particularly on the grounds of so-called inferiority of the schooling.

He said the name "Bantu Education" was intended only to distinguish the department from

other education departments, and not in a derogatory sense. The department was not tied to the name and was prepared to accept another.

Afrikaans had become unpopular among Blacks because the Whites they encountered were mostly Afrikaners, Mr. Greyling said.

He said the contact points between Blacks and Afrikaner policemen, administrators, railway workers and factory supervisors were conducive to friction.

Black grievances heard by the department since the outbreak of rioting had been as much political as educational. Afrikaans had been described as the language of the oppressor, and as such unacceptable.

By rejecting Afrikaans, Mr. Greyling said, Blacks would increase the possibility of friction—(Sapa.)

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$$\hat{Y}_i = \hat{\alpha} + \hat{\beta} X_i + e_i$$

We have estimated the line

Lecture 3

## Tests of Significance and Hypothesis Testing

Econometrics

D. J. REES

Econometrics III

260

# Cillie inquiry nears end of verbal evidence

RDM  
30/3/77

By MELANIE YAP

THE Cillie Commission of Inquiry this week began its final lap in hearing verbal evidence on the recent unrest.

The Department of Bantu Education will complete its evidence and reply to questions raised by other witnesses tomorrow. The Department of Bantu Administration and Development will submit evidence next week.

The secretary for the Commission, Mr Dawie Jacobs, said yesterday that hearing of oral evidence will be completed by April 21. There will be another 20 witnesses.

The Commission has so far heard evidence from 493 witnesses and had informal talks with 100. The record now runs to 6 700 pages.

"We cannot indicate when the report will be finished," Mr Jacobs said.

Presenting a memorandum this week for the Department of Bantu Education, Dominee J. S. Greyling, chief inspector of special services, spoke in defence of several officials of the department.

He said Mr G. J. Rousseau, secretary for Bantu Education, Mr A. W. C. Ackermann, Transvaal regional director and Mr D. Owens, Cape Regional director, were all men who dealt sympathetically with Black people.

Some replies to questions raised in previous evidence were:

● The name of the Department had no connotation of inferiority, said Mr G. J. Rousseau. "Bantu" was a term used to describe Blacks south of the Sahara. The Department was merely a control body with a name to distinguish it from other educational departments.

● Complaints on the high cost of school uniforms were not valid since the Department had told principals that the wearing of uniforms was optional, Mr Rousseau said.

● The Department provided R307 000 in bursaries for Black students but often did not receive enough applications for these.

● Mr Rousseau said the deciding factor in selecting a medium of education in schools was the language proficiency of teachers.

● The immediate introduction of compulsory education would be "chaotic" because if the school admission age was lowered from seven years to six, there would be 840 000 more scholars, he said.

● Certain school board members had been dismissed by the Department because they acted in conflict with the Department's policy by deciding on English as the medium of instruction, from Standard 3 rather than using the mother tongue at this level, Mr Rousseau said.

The Department of Bantu Education continues its evidence today.



FIM MAIL 1/4/77

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**SOCIAL SECURITY**

**Pension parsimony**

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Black pensioners have little to be thankful for. Government is supposed to be closing the gap between black and white pensions. Horwood, however, appears to have forgotten this.

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White pensions go up by R7 a month. This makes the minimum for whites R32 and the maximum R72 a month. Hardly princely sums. But African pensions, on the other hand, only go up R2, making the new minimum R14 and the new max

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We turn, now,  
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The picture looks even worse when these figures are compared to last year's. Then white pensions went up R8, Africans R3.50 and coloureds and Indians R1.50 (compared to R4 this year).

TABLE NO. 1.  
PROPORTION (  
AREAS IN THE

One could of course argue that African pensions are up 11% on the maximum figure and white pensions only 10%. But to plan pensions this way would probably mean closing the gap in about 100 year's time. Besides which, the fact remains that when minima are compared, the white figure has jumped by 28% the black by only 16%.

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ties. It will help, of course, if the money is spent in consultation with the communities.

As far as Bantu Education (BFD) is concerned, the position is confused. Horwood announced that the vote was being increased by 50%.

But the transfer in provisions between votes makes this year's figure not comparable with last year's. Much of the R33m drop in the Bantu Administration budget may be reflected in the Education increase.

Besides this, the BFD budget contains a R10m increase for black universities and a R14m increase in capital expenditure. Much of this might go on not damaged schools rather than new projects.

So the jubilation, it seems, will have to wait awhile.

More than 50 per cent of the rural farms are enrolled in primary schools in, Germiston, Kempton Park; 43, Odendaalsrus, Virginia, Benskroon and Vredefort; region 55, the

state of rural education for

of the position in regard to the 'coloured' children on white-owned

1 YEARS LIVING IN RURAL 'WHITE'  
PRIMARY) SCHOOLS IN 1975, By

	Primary School pupils as a percentage of population aged 5-14 years
	48,9
	24,1
	54,9
	95,9
Somerset	
gh,	45,3
Hermanus,	61,6

continued/

**AFRICAN EDUCATION**

**Wrong priorities?**

FINAL MAIL

8/4/77

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The Bantu Education Department (BED) budget has been increased — but not by the 50% (R39m) announced by Finance Minister Horwood. He pointed out in his budget speech that the 1977/78 figure was not comparable with last year's because of transfers between departmental votes.

He was referring to R14m for capital development. BED Secretary Gideon Rousseau tells the FM that this money is a transfer from the SA Bantu Trust, administered previously by Bantu Administration and Development (BAD).

Of this, the lion's share R13,25m, will go to the African universities, including R7m for the proposed medical university at Ga Rankuwa. The rest will go to educational institutions in the Swazi and Ndbele Bantustans and in Mabopane East, outside Pretoria.

So, while Rousseau says an additional R1m will go to each of the existing institutions, the services financed by this item have simply been transferred from BAD to BED. There is very little actual increase in spending.

Of the remaining R25m, R11m will go to the African universities and R14m to schools.

R8m will go to "Bantu Community Schools", R3m to State aided schools, R1.5m to schools administered directly by BFD, and R14 100 to schools for the disabled.

The money will be spent on subsidies, teachers' salaries, providing new school furniture and for the supply of text books when the free primary school book scheme is introduced next year.

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There are, however, no increases in funding for teacher and industrial training. Industrial training centres are built by the Department of Public Works, which has cut its budget for the centres by 55% — from R1.4m to R625 000.

Funds for in-service teacher training have been cut from R82 000 to R63 350 — 23%.

Rousseau argues, however, that the Public Works cut results from the fact that only three of BFD's planned industrial training centres remain to be built. Five have been completed.

He adds that the teacher training allocation has been cut because an expensive emergency programme budgeted for last year has ended.

Nevertheless, while the increases in school spending are welcome many will ask whether universities should get priority when the state of school facilities prevents most Africans ever reaching that level.

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# White teaching plan to aid Black pupils

Staff Reporter

THE Department of Bantu Education hopes shortly to employ White women teachers on a part-time basis to help matriculants who are not in schools and to help improve the standard of teaching.

The department's director of planning, Dr Ken Hartshorne, announced this at a Women for Peace meeting in Johannesburg at the weekend.

"The project has not been finalised, but our intention is two-pronged," Dr Hartshorne said. "First, we aim to help

matriculants who may or may not write their exams next month, outside of the school situation, and also, as part of our adult education programme, we want to help teachers in subjects such as maths and science to upgrade the standard of teaching."

Dr Hartshorne said women teachers had been considered for the programme because there were many who for family reasons could not teach full-time, yet would be prepared to offer their services for a few hours a week.

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Standard 16 Q 1142 20/5/77

**Bantu in high educational posts**

895) Mr N J J OLIVIER asked the  
Minister of Bantu Education

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How many Bantu persons were in March 1976 serving as (a) inspectors of schools, (b) assistant or subject inspectors, (c) professors, (d) lecturers and (e) principals of educational institutions in the Republic, including the homelands

The MINISTER OF BANTU EDUCATION.

The requested information is contained in the 1976 Annual Report of the Department of Bantu Education.

Standard 16 @ cols 114 7-1148 20/5/77

(35)

PROVINCE	EMPLOYMENT					AVERAGE MONTHLY	
	August 1965	August 1969	August 1973	Percentage change 1965/69	Percentage change 1969/73	1964/65	1968/69
AFRICAN	51 644	126 861	101 921	254,6	-19,7	4,87	2,92
CAPE NATAL	51 144	98 935	81 755	193,4	-17,4	6,10	4,60
TRANSVAAL	123 405	308 427	239 958	249,9	-22,2	4,52	2,99
O.F.S.	46 834	116 165	100 143	248,0	-13,8	4,49	1,90
R.S.A.	273 027	650 388	523 777	238,2	-19,5	4,88	3,03
ASIAN	43	141	98	327,9	-30,5	5,11	9,08
CAPE NATAL	1 202	1 449	266	120,5	-81,6	20,82	7,10
TRANSVAAL	-	-	24	-	-	-	-
O.F.S.	-	-	-	-	-	-	-
R.S.A.	1 245	1 590	388	127,7	-75,6	20,34	7,28
COLOURED	52 630	123 743	101 346	235,1	-18,1	7,17	3,91
CAPE NATAL	35	18	19	-51,4	5,6	111,00	25,35
TRANSVAAL	1 02	175	127	171,6	-27,4	7,68	9,60
O.F.S.	624	1 258	1 003	201,6	-20,3	6,40	3,11
R.S.A.	53 391	125 194	102 495	234,5	-18,1	7,23	3,91
WHITE	420	1 285	590	306,0	-54,1	34,92	14,51
CAPE NATAL	16	62	31	387,5	-50,0	100,09	18,47
TRANSVAAL	124	269	114	216,9	-57,6	35,90	17,88 <sup>(a)</sup>
O.F.S.	40	178	68	445,0	-61,8	52,31	22,44
R.S.A.	600	1 794	803	299,0	-55,2	38,02	15,94
TOTAL	104 737	252 030	203 955	240,6	-19,1		
CAPE NATAL	52 397	100 464	82 071	191,7	-18,3		
TRANSVAAL	123 631	308 871	240 223	249,8	-22,2		
O.F.S.	47 498	117 601	101 214	247,6	-13,9		
R.S.A.	328 263	778 966	627 463	237,3	-19,4		

930 Mr L F WOOD asked the Minister of Bantu Education

What is the estimated amount required to provide (a) free text-books to (i) Forms III

to V, (ii) Forms I and II and (iii) Stds 3 to 5 pupils and (b) free class readers for Sub-standard A to Std 5 pupils, for each of the next three years

The MINISTER OF BANTU EDUCATION

(a)	(i) and (ii)*	(iii)	(b)
1977-'78	R550 000	R900 000	R469 000
1978-'79	R920 000	R1 500 000	R550 000
1979-'80	R1 000 000	R1 800 000	R600 000

\* Separate estimates are not available

250

(B) CASUAL EMPLOYERS

**Free books/writing material in Bantu schools**

929 Mr L F WOOD asked the Minister of Bantu Education:

260

What amounts have been spent in each of the past four financial years on the provision of free books and writing materials for (a) lower primary, (b) higher primary and (c)

secondary school pupils (i) in the homelands and (ii) in the Republic

territories control and finance their own education

The MINISTER OF BANTU EDUCATION

(a), (b) and (c)(ii) Expenditure is not recorded according to school categories. Due to the volume of work involved in checking the orders for the different books, it is not deemed justified to instruct my Department to undertake the work. The *allocation* for free books, however, was as follows:

(a), (b) and (c)(i) The information is not available as the self-governing ter-

Class readers (Replacement) for primary schools	R410 000	R414 000	R436 000	R450 000
Text books				
(i) Primary schools	R510 000	R756 000	R582 000	R654 000
(ii) Secondary schools	R396 000	R455 000	R493 000	R425 000
Total	<u>R1 316 000</u>	<u>R1 625 000</u>	<u>R1 511 000</u>	<u>R1 529 000</u>



D.D. 22/7/77

# Cleric challenges Treurnicht's claim

(260)

JOHANNESBURG. — Rev Sam Buti said last night that he was surprised the Dr Treurnicht, Deputy-Minister of Bantu Education, had alleged that the policy of the South African Government was not unChristian, negative or oppressive. "I would like to suggest that he and I exchange places for some time in our respective societies so that he may detect the falseness of his doctrine."

Reacting to a speech made by Dr Treurnicht when he addressed a meeting of a Christian youth movement of the Nederduits Gereformeerde congregation of Kwaggasrand, Mr Buti asked whether it was not negative if a black Christian needed a permit to worship with whites?

"If a person could not do a certain type of job because he was not white, was it not unChristian, negative and oppressive?" he asked.

He referred to Dr Treurnicht's reference to aid from white people to blacks which totalled millions of rands. The truth was that the black man, directly and indirectly, contributed just as much to the income of

the country but that he was barred from any significant decision-taking by an unjust political and economical policy.

He extended an invitation to Dr Treurnicht, if the SABC was willing to do so, to discuss the matter in a television debate in order to enlighten the different aspects of the matter clearly — SAPA

N. Mercury 28/7/77

# Boycott of schools is 'political'

(260)

**PRETORIA** — The Minister of Bantu Education, Mr. M. C. Botha, yesterday blamed foreign elements with political aims for the boycott of Black schools near Pretoria and said the pupils were harming their own futures.

He repeated official denials that the Department of Bantu Education system was different or inferior, and warned that some schools might be closed if the boycotts continued.

"Continual school boycotts may lead to the decline or even complete falling away of these school facilities, to the disadvantage of the children," he said in a statement.

"Pupils and teachers should seriously consider for themselves whether they are prepared to allow foreign elements with political aims to deny pupils the opportunity of utilising to the full, in their own interest, their schooling and their training for a future career."

Mr Botha referred to reports that groups of Blacks had visited schools in the Atteridgeville area near Pretoria and elsewhere, causing the boycott, which is now in its third day.

"It has come to my notice that irresponsible and unscrupulous persons, who themselves are not pupils, were responsible for the pupils in Atteridgeville having to interrupt their normal schooling," he said.

"This also happened at other places. It must be realised that pupils who behave in this manner, or are forced into such action, render incalculable harm to their own education."

In spite of repeated explanations that the requirements at all South African schools were identical, there were still some people who, unfortunately believed a propaganda campaign which claimed the Department of Bantu Education standards were different or inferior. — (Sapa) —

Fede

Good Advice from a schools expert 2/8/77 (260)

Français

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**T**HE depth of loathing for the Bantu Education system is again being made dangerously obvious in Soweto where school-children have been running the gauntlet of shotguns, dogs and teargas to tear down the hated signs. To all but the Government, Bantu Education—the very name—has all along been the most readily identifiable grievance in the townships. Yet the Government shows no sign of compromise, believing it knows what is best for the different races.

side Pleading for a common system for all, Professor H L de Waal has pointed out that in no other country is it necessary to have two ministers of education and a rampant bureaucracy. He conceded that parallel systems once served an administrative purpose and probably benefited the separate groups, but now "we could do better with one system." One of the ways in which we could do better would be the introduction of revitalising cross-pollination—for instance, using black teachers for the African languages curriculum in white schools; white teachers for, say, English and Afrikaans in black schools.

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That is better than enforcing the present system with guns.

- ILE MAURICE
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- USA
- ADISA LIGALI
- 2. Answer all the following questions (25 marks)
- ANDRÉ MAMAN
- USA
- ETSU MATSUDA
- PARON
- JURGEN OLBERT
- RFA
- JACQUES RABATTONI
- SUISSE
- MARIE DE LOURDES
- RODRIGUES
- BRESIL
- SCULPTRESSES.
- SECRETARIE GENERALE
- MAY COLLET

... situation fort complexe dont fait état votre lettre du 24 novembre 1976, le Bureau de la Fédération Internationale des Professeurs de Français réuni en sa session annuelle les 27 et 28 juin 1977, a exprimé le souhait de voir les relations éventuelles des membres de l'Association des Etudes Françaises en Afrique Australe avec la F.I.P.F., s'établir sur la base qui régit le statut des professeurs étrangers membres de l'A.F.S.S.A., c'est-à-dire sur une base individuelle. (5 marks)

(b) Write down and divide into its morphemes the word sculptresses.

C'est pourquoi le Bureau renouvelle la suggestion que j'avais exprimée dans ma lettre du 7 Juillet 1976, et qui, malgré la diffusion que vous avez bien voulu lui donner, n'a pas jusqu'ici, à notre connaissance reçu de suites. (4 marks)

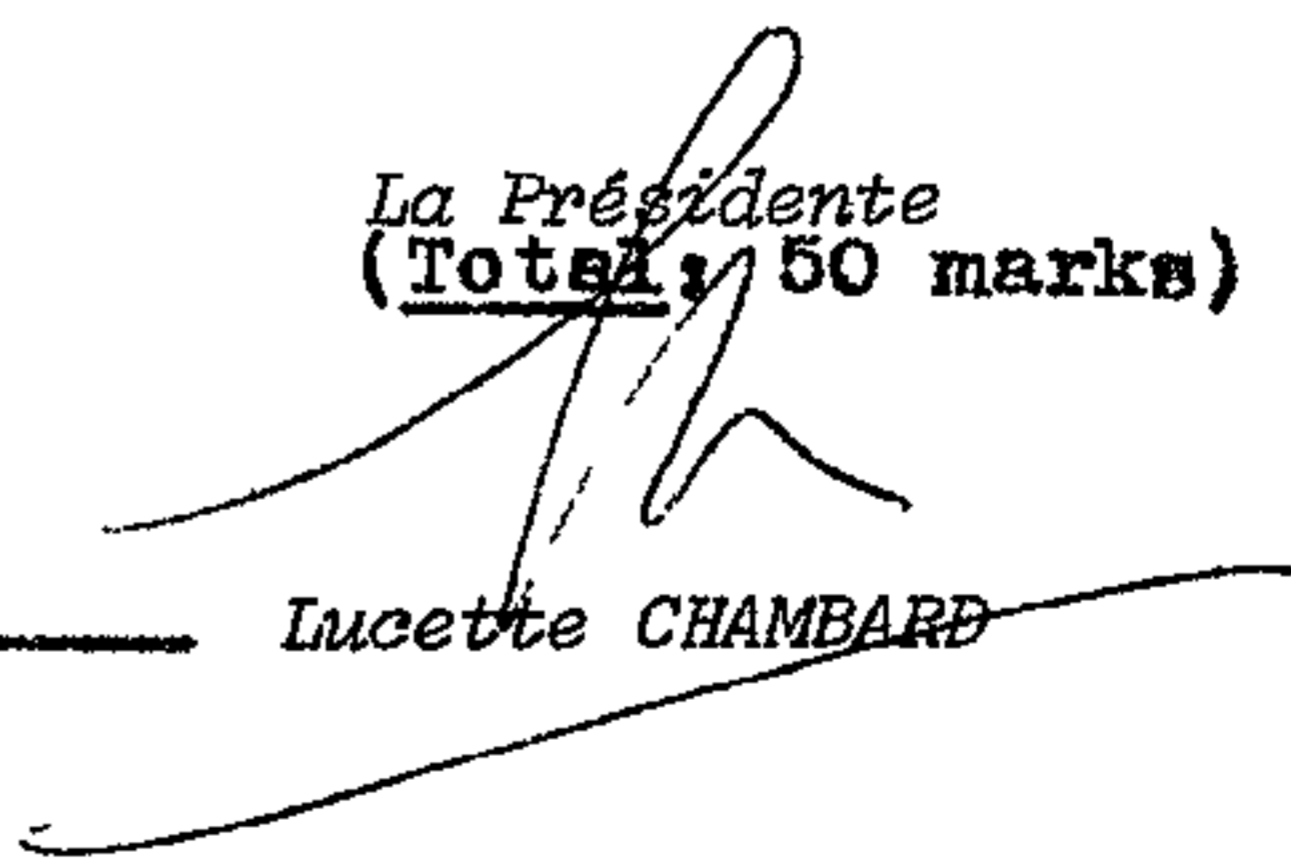
(c) Provide a constituent diagram for the sentence: We drove slowly down steep streets.

Les membres de l'A.F.S.S.A. peuvent devenir à titre individuel membres de la F.I.P.F. Ils recevront les publications et documents pédagogiques produits par nous ainsi que toute information sur nos activités futures. (10 marks)

(d) In terms of first immediate constituent division, explain the two meanings of pretty new dresses.

Je vous prie d'agréer, Monsieur le Secrétaire, l'expression de mes sentiments distingués. (6 marks)

La Présidente  
(Total: 50 marks)





D.A. 24 5/8/77 (260)

## Action on schools

PRETORIA — Steps will be taken from Monday which may lead to the closure of schools in black townships.

This was announced last night by the Minister of Justice, Mr Kruger.

He said schools would be inspected to enable the police to advise which, if any, should be closed in the interest of public order, and which teachers should be transferred.

"I wish to appeal to parents and teachers to ensure that the scholars attend the schools so that such steps will be unnecessary."

He said the decision to inspect the schools had been taken following discussions with the Minister of Bantu Education, Mr M. C. Botha.

Mr Kruger said he was pleased to say there had been less rioting and stone-throwing yesterday in the townships. The police would, however, continue patrolling the areas.

Referring to the proposed community councils, Mr Kruger said, elections would be held as soon as possible.

He added: "The Government does not intend negotiating before the elections with self-appointed groups or pressure groups."

LABOUR SUPPLY I

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ECONOMY

260

# SCRAP BANTU EDUCATION SYSTEM CALL

Mercury Correspondent  
PORT ELIZABETH  
The Cape Synod of the  
Nederduitse Gerefor-  
meerde Kerk in Afrika  
has called on the Govern-  
ment to scrap the pre-  
scent system of Bantu  
education and hand over  
control to the Depart-  
ment of National Educa-  
tion.

resolutions taken at its  
annual conference in the  
church hall of the New  
Brighton, Port Elizabeth,  
congregation last week.  
Other resolutions  
expressed concern about  
the suicides of detainees,  
condemnation of the  
resettlement of Blacks  
away from their homes.  
They also urged better  
pay and housing for  
farm workers; and urged  
the Government to allow  
rural Black women mar-

rying urban Blacks to  
live with their husbands.  
In a statement yester-  
day the conference secre-  
tary, the Rev. L. E.  
Ngeva, said the con-  
ference agreed to call on  
the Government to scrap  
the policy of Bantu Edu-  
cation which was a curse  
to the Black community  
of South Africa.

It called for Black edu-  
cation to be taken over  
immediately by the  
department of national  
education. It said that it  
was not only ridiculous,  
but oppressive for Black  
pupils to study three  
languages, while other  
groups had to study only  
two. It also called for  
freedom of choice of  
schools and colleges, a  
choice limited now by the  
Department of Bantu  
Education which pre-  
scribed the school or col-  
lege pupils from urban  
areas could attend in the

homelands, the state-  
ment said.  
The conference also  
attacked the system  
which tried to prevent  
urban Black men from  
marrying women from  
the rural areas by refus-  
ing registration of the  
women in urban areas  
after marriage.  
"The laws of the State  
must not collide with the  
Bible precepts of God on  
marriage," the statement  
said.

*M. Mercury 12/8/77*

## FUSE OF BANTU EDUCATION HAS CAUSED



Children at Mondear Primary School spend their learning hours on their knees

"Bantu education is geared towards the production of white-collar slaves. This kind of education is not divorced from the socio-political ideologies of the Nationalist Government. As a matter of fact it is through this kind of education that the Government tenets are effectively implemented

### Dignity

"Our formal education is primarily aimed at creating classes and dehumanising man. This maintains and enriches the capitalist system that designs it."

The BPC goes on: "Education is today a lethal instrument that conditions our minds on social, economic, cultural and psychological attitudes and is the major factor in the deliberate attempt to destroy our human worth and dignity

"All institutions that have contact with the people are mere extensions of the regime that oppress us. For it is through these that their doctrine and ideology is perpetrated and realised"

The well known black educationist Mr W. B. Ngakane said: "There can be no doubt left in the mind of anybody that the

purpose of ensuring the African's inferiority to the European is likely to be subtly achieved.

"There can be no doubt that the aim of Bantu education is to prevent the African child from emerging from the insular tribal and mentally / cramped state and becoming a member of a world community in which the entire heritage of the world's past is accessible to him."

Then comes the second objection — the physical working of the system which makes it inferior

- The State spends R644 a year per child for whites compared with R42 for blacks

- The pupil teacher ratio is 20 to 1 for whites and 55 to 1 and often more for blacks.

- The few black teachers who have comparable qualifications to white teachers get at most 70 percent of a white salary

- Black parents — often little able to afford it — in practice have to pay for school fees and books, while their white counterparts pay nothing (except possibly PTA fees).

- Because of home social and financial circumstances the drop-out rate is enormous

- In many schools the "double session" system is still in operation with hard-pressed teachers taking two sets of classes daily.

- In primary schools children are taught in the vernacular, leading them ill-equipped to tackle their official-language studies in junior school

- Education for blacks is not compulsory

All these factors link up to create a vicious circle making future improvements difficult.

For example, it is estimated that the system has only produced 10 percent of teachers who would be qualified to work in white schools.

### Rioting

For example, it is estimated that 90 percent of the country's black teachers would be under-qualified in terms of working in white schools.

And it is these under-qualified teachers who will have to produce the teachers of the future to deal with the 200 000 children annually entering the system

What can be done to improve the situation, stop the rioting and boycotts and get the children back to school?

The Department of Bantu Education is committed to eliminating double sessions, has introduced a programme to raise teacher's qualifications, wants to build more schools and is committed to phasing in compulsory education.

The Regional Director of Bantu Education in Soweto, Mr Jaap Strydom, has even asked students to discuss their grievances and problems with him

"Come and talk with me about your problems and grievances against Bantu education. We can't help you if we don't know what your needs and complaints are. You are wasting your time and adversely affecting yourselves with boycotts," he told a group of senior students during his tour on Tuesday.

But blacks are unimpressed with these concessions.

The BPC has put out a blueprint for an educational policy acceptable to black people.

Briefly, this includes the elimination of racialism in schools, compulsory education for all, crash programmes for the eradication of illiteracy and tuition in English at all levels



TODAY: WHY THE SLOW-BURNING

# VERWOERD'S

# LETHAL

# LEGACY

By CAROLINE CLARK

DR HENDRIK Frensch Verwoerd, then Minister of Native Affairs, lit a slow burning fuse when he launched the Bantu Education Bill in Parliament in 1953.

He made his intentions clear Black education was to be different, designed to equip the black man for his place in society.

"I just want to remind honourable members that if the native in South Africa today in any kind of school in existence is being taught to expect that he will live his adult life under a policy of equal rights, he is making a big mistake," he observed during the second reading of the Bill in 1953.

Blacks rejected the system from its inception. Today they are determined to rid themselves of Verwoerd's legacy — and are resorting to rioting and boycotts to achieve their aim.

This week, with boycotts continuing at most Soweto and Pretoria schools and students threatened with permanent expulsion, the Sunday Tribune asked what blacks — students, parents, politicians and educationalists — reject about the system.

Objections fall into two main areas — the ideological basis of the system and its physical inferiority.

Despite a significant "liberalisation" in official attitudes, since Verwoerd's days, blacks firmly believe that Bantu education is a white instrument designed to make them second-class citizens forever.

They base this argument on the fact that blacks are, in terms of the inferior physical circumstances of the Bantu education programme, unable to receive the same standard of education as white children.

Verwoerd's ideology, they insist, is still firmly entrenched in the system.

The Black People's Convention speaks for the boycotts on the ideological objections:

**QUOTE**

By Dr Hendrik Verwoerd:

IN the selection of a general policy direction, in the search for a plan, consideration will have to be given to a wise decentralisation of administration and a healthy differentiation in forms of education.

*M. M. M. M.*  
**Botha**  
**asks for**  
**evidence**

**Mercury Correspondent**  
**PRETORIA**—The Minister of Bantu Administration and Development and Bantu Education, Mr. M. C. Botha, said in Pretoria yesterday that 42 Soweto schools must state or produce adequate evidence before next Thursday if the State subsidy to these schools should not be withdrawn.

Mr. Botha added that the Bantu Affairs Commission will be requested to investigate and report to him on the desirability of the continued existence of these schools under the present circumstances or on the cancellation of the registration of the schools.

Mr. Botha said in a statement that decision on the schools was taken after a meeting with him and the Minister of Justice, Police and Prisons, Mr. J. T. Kruger.

"For a considerable time the normal school programme has been disrupted at certain schools in Soweto and no worthwhile instruction has been taking place at these schools," Mr. Botha said.

260

30 18/8/77

# Schools may lose subsidies

PRETORIA — The Minister of Bantu Education, Mr M. C. Botha, announced here yesterday that the school boards of 40 schools in Soweto would have to give reasons before next Thursday why their State subsidies should not be withdrawn.

He also announced that the Bantu Affairs Commission had been asked to investigate the desirability of the continued existence of the schools, or the cancellation of their registration.

The Minister said the announcement was being made as a result of discussions yesterday

between himself and the Minister of Police, Mr Kruger.

"For a considerable time the normal school programme has been disrupted at certain schools in Soweto and no worthwhile instruction has been taking place at these schools. The teachers concerned are therefore not at all being utilised effectively," Mr Botha said.

"It is now obvious that repeated appeals to school boards, school committees, parents and the staffs of schools to normalise conditions have not had the desired effect."

SAPA



# Misplaced anger?

"We don't want Bantu Education," said the placard carried by a young Soweto girl on June 16 last year. Student opposition to the system has not diminished since then, and during the past two weeks thousands have boycotted classes in protest against it.

Clearly Mr Jaap Strydom, regional director of Bantu Education for the Johannesburg region, faces a mammoth task.

Firstly, he has to supervise a concerted effort to improve the quality of education in Soweto. Second, and just as important, he has to convince Soweto children that the education they are getting is not inferior to that of white children.

His popularity among many teachers and pupils testifies that he has made an impressive start since he was appointed to his present post in September last year.

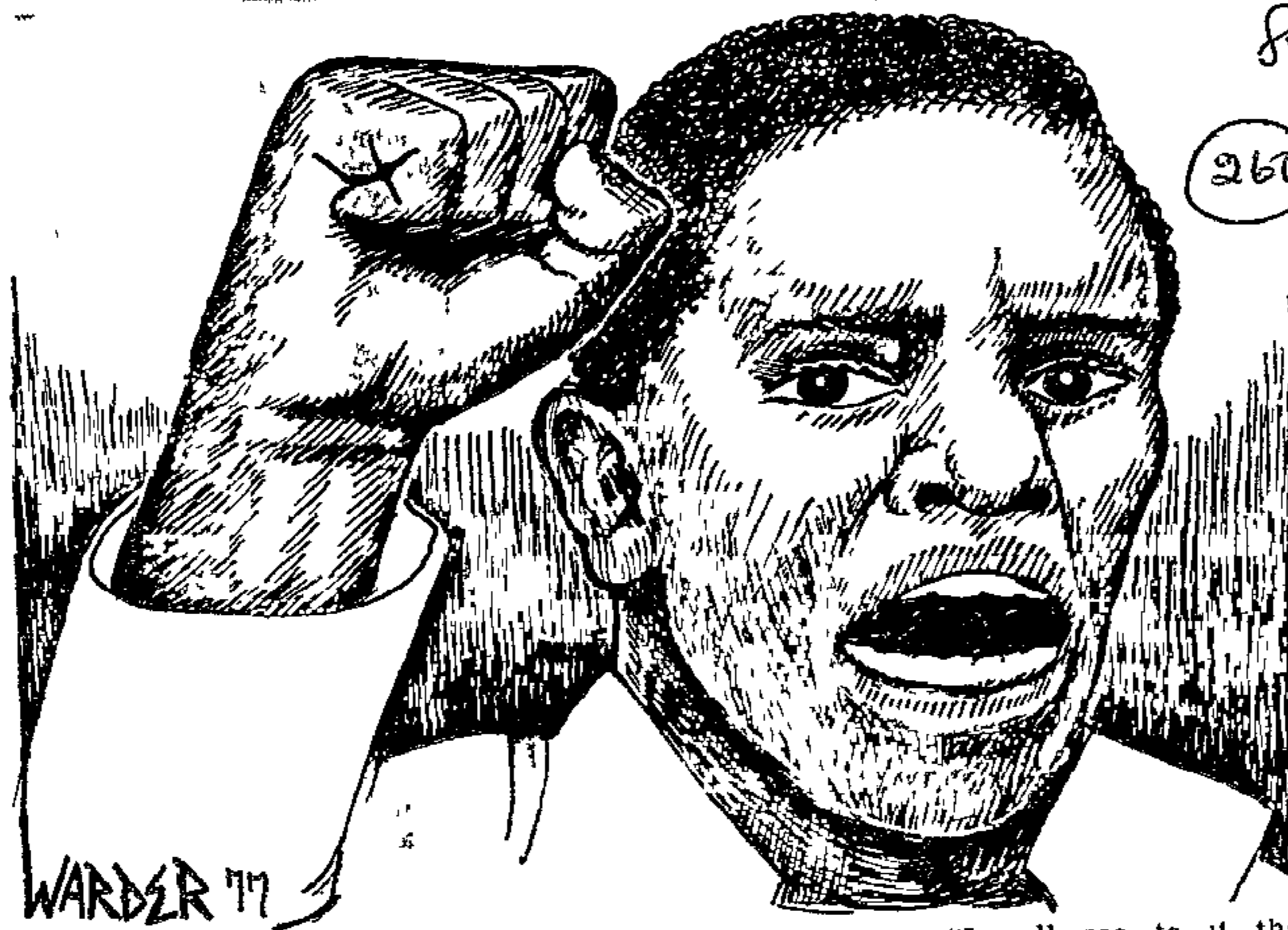
A charismatic man, he has gained approval for his straight-talking, no-nonsense approach to the awesome problems he faces. A striking feature has been his frequent visits to schools — even at times when emotions are running dangerously high among students. He has listened to their grievances and in turn explained what improvements he is trying to bring about.

## Still suspect

But suspicion still lingers, Mr Curtis Nkondo, principal of Lamula Secondary School, sums up the feelings of many students when he says apartheid by its very nature provides unequal amenities. Those in power always arrogate to themselves the best things in life.

"Bantu Education is definitely inferior to that of other groups."

It has to be inferior to that of blacks must, in the words of Dr Verwoerd, "never aspire to green pastures."



Few issues arouse as much anger among young blacks as the system of Bantu Education. Yet there are arguments that much of their anger is misplaced. TOM DUFF and TONY DAVIS report on efforts to improve the system and bring peace to troubled schools.

Students' grievances against their schooling include

- inadequately trained teachers,
- overcrowded classrooms,
- high student/teacher ratios,
- inferior syllabuses,
- less money being spent on them compared with white children (the black/white per capita spending gap in education stood at R644 to R42 in 1975),
- poor facilities,
- and mother-tongue instruction in primary school.

Mr Strydom says he heartily agrees with the demand that black children should enjoy the same per capita expenditure as white children. However, he points out that expenditure varied from one education department to

another, because of differing pay for teachers, depending on their qualifications. Teachers in black schools have lower qualifications, but efforts are being made to rectify this.

## Progress

He says progress is being made on several fronts. Double sessions in schools are being eliminated, several new high schools are to be built in the near future and free textbooks are being phased in.

It is easy to point to the "green pastures" type of rhetoric of the Verwoerd era, he says. What people don't quote is the undertaking made last year by the Minister of Bantu Education, Mr M C Botha, that his department is committed to providing black children with an education which is equal to that of whites.

"I will see to it that these children get the best possible education," he says, and indicates that he is willing to accept changes on a regional basis if they are needed.

He says efforts are being made to improve the student/teacher ratio, and "I don't think we are doing too badly."

He deplores the accusation that Bantu Education trains blacks to remain subservient to whites. Children are being taught to the highest possible level, he says. After qualifying, they can enter any university in South Africa or abroad.

There are moves to bring syllabuses in black schools more into line with those of whites. He points out that his department does not set exams for matric students at its schools. All schools can choose between the exams of the Joint Matriculation Board and the Department of National Education — exams which are written by white youngsters.

One problem he takes very seriously is the quality of teaching in Soweto schools, and one of the first things he did when he took over the job of regional director last year was to promote a massive campaign to improve the

*This is the man  
in the hot  
seat...*

education of teachers, most of whom do not even have a matric.

He says it is essential to improve their qualifications in order to improve their relations with students.

Another important project is a large teachers training college which is being built in Soweto and which is expected to be

completed by the beginning of next year.

He and several other educationists believe that other grievances are secondary to the problem of inadequate teaching.

Many students are sceptical about planned improvements, and he acknowledges that his task is not going to be an easy one.

Star 20/8/77.

260

... a real  
problem is  
untrained  
teachers



260

# No need for State control of Cape schools — Rousseau

C.T. 27/8/77

THERE was no need for the State to take control of community schools in any Cape township as attendance figures were "very satisfactory", the secretary for Bantu Education, Mr G J Rousseau, said yesterday.

Commenting on the announcement this week that 40 secondary schools in Soweto would lose their community schools status and become State controlled, Mr Rousseau said there was "no necessity" to spread the scheme to other townships, either in the Cape or elsewhere.

"We had a lot of trouble with the school boards of the 40 schools. Attendance was at times almost nil and the boards were obviously not pulling their weight and controlling the pupils."

He said the new system would do away with school boards. While community schools were controlled by school boards and merely subsidized by the Department of Bantu Education, government schools in townships were fully controlled by the department.

Attendance figures at Peninsula township schools have increased "greatly" since the beginning of this week, according to Mr Mike Mitchell, circuit inspector of Bantu Education in Cape Town.

While figures released last week showed classes at secondary schools in Guguletu, Nyanga and Langa had ground to a halt, attendance at those schools had now shot up to 72 percent, 42 percent and 52 percent respectively.

Sapa in Pretoria reports that the cancellation of the registration of 40 community schools in Soweto announced by the Minister of Bantu Education, Mr M'C Botha, on Thursday night would take effect on August 31 and the new government schools would be established on September 1. Mr Rousseau said.

# Avoiding a black education collapse

Her 8/9/77  
260

CURRENT events show that South Africa is facing the total breakdown of the system of Bantu Education—certainly as far as the country's major townships are concerned. Let there be no mistake about this and when that breakdown comes it will blight the lives of hundreds of thousands of young black people and it will pose a major security threat to all South Africans. So the situation is not one to be taken lightly, not one to be used as a pawn in the political power struggle between white and black—each side has too much to lose in the process.

Much of what the black students in places like Soweto demand is naive, educationally unsound and economically impossible at this stage. But their anger is based on the belief that theirs is an inferior system compared to that of the whites. And, no matter what the Government might say about exams

and syllabuses, the fact that the black/white per capita spending gap in education stood at R644 to R42 in 1975, is all the proof that is needed of the inferior quality of Bantu Education. There are dedicated men in Bantu Education, but they cannot work miracles, they cannot, Christ-like, feed a multitude with seven small loaves of bread. Despite its magnificent achievements (in relation to the money at its disposal) Bantu Education has become anathema in the schools of Soweto.

So, if the Government wants to avoid the breakdown, it must transfer control of "Bantu Education" to the Department of National Education or the Provinces. It must commit itself to closing the "education pay gap" as fast as it can and it must consult closely with reputable black educationists. Action on these lines could do more than anything else to cool the situation in the townships.



MINUTES OF A MEETING OF THE PARISH COUNCIL OF  
ST. FRANCIS OF ASSISI, SIMONSTOWN, HELD ON  
TUESDAY, 9TH AUGUST 1977 IN CHURCH

**Present:** Canon D.C. Rogers  
Mr P. Lord  
Miss J. Cartwright  
Mr R. Norman  
Mr J. Merand  
Mrs de Villiers  
Mrs Tredree  
Mrs Luxton  
Mrs Taylor, Mr. P.S. Fouché, Actg. Hon. Secy.  
**Apologies:** Father J. Cartwright  
Miss M. Cartwright  
Mr J. Hulse  
Chairman  
Churchwarden  
Churchwarden  
Actg. Hon. Secy.  
Chapelwarden, St. Andrews

**1. Opening**

The meeting was opened at 8 p.m. with Scripture reading and prayer.

**2. Minutes**

Minutes of the meeting printed and circulated, seconded that these be amended to on page 2 be amended to

**3. Matters Arising**

- a. Piano at Rectory.
- b. Roses. Mrs Parsons
- c. Hymn Book "Inserts". Mrs de Villiers for a hymn books. He also Cartwright and her
- d. Notice board. It was Mrs de Villiers for a board will be correct.
- e. Roof repairs. The full amount reflecting the full amount of repairs. It was agreed that Dio roof was repaired satisfactorily and cheque pay R5 000 and cheque

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**Now it's  
'black'  
English?**

Her  
9/9/77

(210)

Pretoria Bureau  
The Department of Bantu Education's insistence that black primary school pupils be taught in their vernacular had led to the emergence of a "black" South African English dialect, according to a lecturer at the University of South Africa, Mr. A. D. Adey.  
In an article "South African 'Black' English: Some Indications" in the September volume of English Usage in South Africa, published by Unisa, Mr. Adey said that dialect was not an annoying aberration and was not an incorrect form of standard South African English. Dialect was caused by indifferent teaching, a policy of instruction through the vernacular, and an interference from the mother tongue.  
Mr. Adey ended with the dictum of J. B. Priestley "Standard English is like standard anything else — poor, tasteless stuff"

**ACTION**

# Kruger: education not Soweto issue

J.D. 7/19/77

(260)

BLOEMFONTEIN — The black consciousness movement planned to cooperate with the banned African National Congress to polarise blacks against whites, Mr Kruger, the Minister of Police, said here yesterday.

The ANC had encircled South Africa and there was documentary proof that the black consciousness movement aimed at working with it, Mr Kruger told the Free State

Congress of the National Party.

Mr Kruger said he had documents to prove this.

The problem at Soweto schools was not really an educational problem, Mr Kruger said. There was documentary proof of plans to introduce a socialist system of education under which accepted Western concepts would disappear.

After referring to the take-over of secondary schools in Soweto by the Department of Bantu Education, Mr Kruger said the 700 teachers had not resigned, but had said they would resign at a date still to be fixed and that they would in the meantime still draw their salaries.

"They say they will resign but they do not say when," he said. "It will probably be next year. I don't know. We'll have to watch. There is political activity on the go that we are conscious of. I am not going to say more, except to tell you there is much more to it than these people let on."

Mr Kruger asked why so many blacks had matriculated and gone on to take university degrees in the last 15 years if the standards of Bantu Education were as inferior as alleged.

Mr Kruger said "The security position is completely under control. It is a task that the police are not afraid of fulfilling."

DDC



# Black women leaders again slam education

14/9/77

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"The issue of Bantu education is a pivotal one — it's on this issue that the struggle today continues," says Deborah Mabiletsa, the new president of the Black Women's Federation of South Africa.

Mrs Mabiletsa, who was elected president at the second annual conference of the federation, held recently in Johannesburg, said in an interview "We took the stand that Bantu education should be replaced by a universal education system to prepare all South African citizens to make our society a better one."

Mrs Mabiletsa has been acting president of the federation since its former president, Fatima Meer, was banned last year.

The federation is an umbrella organisation and at the conference 60 black women's organisations were represented, making it a powerful gathering of the black women leaders in this country.

## Main topic

Bantu education was one of the main topics of discussion at the conference.

"We reaffirmed a resolution we took at our first conference in Durban in 1975," said Mrs Mabiletsa.

The resolution reads: "We, the black women of South Africa, register our abhorrence of the existing system of education for blacks which ignores the wishes of the needs of the black people, is inferior in content, inadequate in funding and bad in administration."

"We call forthwith for a universal education for all South Africans which will equip them to work and live together in a better South Africa."

Mrs Mabiletsa said "We reject the whole system of separate education, at all levels."

One of the 15 resolutions taken at the conference, reaffirmed the federation's support for black students in Soweto and other areas, and added "We filled with a deep feeling of respect for their courageous stand."

The leading black women's organisation in South Africa has reaffirmed its rejection of Bantu education. SUE GARBETT interviewed its new president.

Other resolutions passed at the conference included

- Rejection of the Government's proposed three-tier Parliament

- No recognition of the Transkei or any other homeland states

- A call to the Government to provide all those living in squatter communities with adequate housing facilities.

- An expression of concern at the proposed

introduction of compulsory cadet training at Indian and coloured schools

Mrs Mabiletsa said one of the federation's priorities would be to give financial aid to squatter camps

"We want to help squatters wherever possible because they are a problem which is here to stay

"Another of our priorities will be to establish pre-school facilities. This

Labour Organisations (Wenela) Ltd., Reports and Financial Statements for the Year Ended 31 December 1974, Johannesburg.

a representatives in Salisbury explained these reasons as: ke of underground work, being 'trouble makers' and being 'dis- d' and 'unsettled'.

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indicating heightening of the local political crisis and/or ility of change has brought about immediate fall-off in recruit- ntake levels.

Mrs Mabiletsa said the federation was concerned that not much change was taking place in South Africa

"We expected more after the riots of June 16 and we're disappointed," she said

A resolution passed at the conference emphasised that the federation was not intimidated by the alarming increase in the number of detentions, bannings and banishments

## Contribution

"We conferred on our founder and former president, Fatima Meer, the position of honorary life president of the federation in recognition of the outstanding contribution she has made to us," said Mrs Mabiletsa

She said Mrs Meer could not continue as president because she was banned.

Black Worker of South Africa, p.15, report a figure of 11 000 1970 Census in South Africa. Affairs figures are much 1, 3 April 1976.

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Financial Mail, 9 May 1975.

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Sun. Trib

18/9/77

(260)

## END OF A DREAM

ON JANUARY 1, 1954, the Bantu Education Act of Dr Verwoerd came into force. It adopted most of the recommendations of the Eiselen Commission, some of which were that "Native education" should be removed from the control of the provincial education authorities, that it should be called "Bantu education", that it should be controlled by the Minister of Native Affairs, that it should be suited to the "Bantu environment", based on "Bantu tribal ethnics", and be given through the medium of "Bantu tongues".

Introducing the Bill, Dr Verwoerd said: "I want to remind honourable members that if the Native in South Africa today, in any kind of school in existence, is being taught to expect that he will live his adult life under a policy of equal rights, he is making a big mistake."

It is not surprising then that almost every section of the non-Nationalist population regarded Bantu education as an inferior kind of education, designed to prepare people for an inferior life.

Today the Verwoerdian dream is shattered. In Soweto a mere fraction of children go to school. A great number of teachers, many with grave misgivings, are preparing to leave their profession, and to take up work which will inevitably be spiritually and financially less rewarding.

How long will it take the Government to realise that Bantu education will never recover? And to realise that the time has come to restore black education to the provincial or to the national education authorities? And to realise that the black boy and girl, with unforeseen determination and in increasing numbers, will not return to any system of education based on the "Bantu environment"?

Nothing could be worse than to adopt the ~~krandadine~~ line towards these children. South Africa, whatever its political future is to be, just cannot afford a black generation that spends its time demonstrating and destroying.

# School

STAR 19/9/77

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Mr F W Kambule, principal of Orlando High School doubted that any of his students would be writing exams this year. "The situation is hopeless," he said and pointed out that many students had lost more than 60 school days so far this year.

### Poor turnout

He said about 30 parents, who attended a meeting at his school on Saturday, agreed that there would be no education until the system of Bantu Education was abolished.

"They did not mince their words," he said, adding that the parents had criticised the police.

The turnout of parents for meetings at other schools was low, according to surveys conducted by Pressmen.

Fewer than 200 parents turned up at schools for meetings which had been called to help resolve the continuing boycott at Soweto high schools

### Shops open

Shops in Soweto were not closed today although a call by the Soweto Students Representative Council that a period of mourning in memory of Mr Steve Biko, the Black Consciousness leader who died in detention, should be observed.

The University of the North campus was quiet today and sources on the campus estimated that about half the 1800 students at the university had returned to classes.

More teacher resignations in Soweto poured in today as the education crisis in the area worsened. So far, about 400 of the 700 post-primary teachers have quit.

Mr Fanyana Mazibuko, secretary of the Teachers Action Committee, said today that his organisation would send in resignations "some time this week" to the Regional Director of Bantu Education by registered post.

He stressed that teachers would not backtrack on their decision "even if Bantu Education officials came crawling on their knees"

"These people should sort out the mess with the politicians and the parents and it is only when parents and children come to us that we will start talking," Mr Mazibuko said

He repeated his statement that Soweto teachers had resigned because they did not want to be party to the system of Bantu Education

### Halted

Schooling in post-primary schools has come to a halt in the townships. The few pupils who have registered in the 40 State schools are not attending classes

reading for this course draws rather heavily on biological literature unfamiliar to you. The readings contain theoretical chapters into It is advisable therefore, to spend some time at the contents of the various edited collections notating your bibliography accordingly. ch. 3,8,16)

Patterns of Culture

Human Way

(For Changes to Postgraduate Registration, see over) 1-5

Anthropology and Society

Anthropology, vol. II

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THE INFANT-INDUSTRY ARGUMENT

In the form of a debate between  
MR PROTECTIONIST AND MR FREE TRADER

Mr Free Trade... theory of comparative advantage... that free trade between nations will

area yonds

Mr Protectionist: That's easier said than done! If we possessed perfect knowledge and information, if all the capital markets were perfect and if there were no such thing as externalities, your objection would be fully justified. However, as you know, this is not the case!

# Scrap Bantu Education and end troubles'

Staff Reporter

THE worsening Soweto school crisis will end the moment the Government decides to scrap Bantu Education, Dr Manas Buthelezi, chairman of the Black Parents Association, said yesterday.

A total of 27 000 pupils have been affected since 40 Soweto secondary and high schools were taken over by the State in an apparent attempt to break the pupils' boycott.

The crisis deepened when 600 teachers decided to resign blaming the situation on Bantu Education.

So far, according to Mr Fanyana Mazibuko, secretary of the Soweto Teachers Action Committee, 350 teachers have signed resignation forms. He said yesterday another 200 resignation forms are still to be collected from teachers who intend resigning.

"It is likely to take us a whole week to get around to the 40 schools to collect these forms," said Mr Mazibuko.

After all the forms have been collected, they will be sent to the Department of Bantu Education.

"I cannot see any of the teachers, who took the stand to resign, backtracking," he said.

Dr Manas Buthelezi said: "The current deadlock in the education of African children shall be resolved the moment politicians stop making education serve political goals."

"We are all witnesses to a situation that has deteriorated for over a year now," he said.

"It is amazing how teachers have been able to take it for so long."

Mr Jaap Strydom, Johannesburg regional director of Bantu Education, said yesterday he had not received any resignations from Soweto teachers. Asked what his department would do about the resignations, he said: "The department will wait and see if they resign or not. We will cross that bridge when we get to it."

He said he did not have a total of the number of pupils who have registered at the 40 schools.

POLITICAL comment in this issue by Allister Sparks, Benjamin Pford and Trevor Blesker; newsbite by John Ryan, headlines and editing by Patrick Carfax, all of 171 Main Street, Johannesburg

## Late Classification

MIGDAL (of East London) passed away peacefully on 18th September. Deeply mourned and sadly missed by Ben and Sylvia Goldberg and family

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# 'Give black schooling priority'

Star 23/9/77

260

DURBAN — South Africa had badly underestimated the importance of black education, Dr K B Hartshorne, Director of Planning in the Department of Bantu Education, said last night.

The country had now reaped the results of a national neglect of what should have been a major priority, he told a conference at the Edgewood College of Education at Pinetown.

Education did not exist in a vacuum and those who decided on priorities between white and black within the general education system were making political decisions, said Dr Hartshorne.

Departments concerned with black education were still struggling with the basic problems of provision and distribution within the limited resources available to them.

Dr Hartshorne said with present resources it should be possible to implement the first stages of free compulsory education in about five to six years time.

Not enough credit, however, had been given for what had already been done. "It is not very helpful, now that some national conscience has been aroused, to make my department the whipping boy for the neglect by the white community as a whole," he said.

One step to be taken immediately was to pay black teachers the same as all others, he said.

"Basically a massive programme is needed to improve the quality of both formal and non-formal education to make it more relevant and more

effective. But this will not be achieved unless as a nation we get our priorities right."

These priorities had to be backed with money and manpower resources, and blacks had to be involved in decision-making at all levels, said Dr Hartshorne. — Sapa.

# Bantu Education Chief Hits Out

23/9/77

260

OWN CORRESPONDENT

**SOUTH AFRICA** had reaped the results of a national neglect of what should have been a major priority and had badly underestimated the importance of black education, Dr K B Hartshorne, director of planning in the Department of Bantu Education, said last night.

"The discrimination in per capita expenditure between a white and black child reveals not only where our national priorities lie, but is also expressing a political viewpoint," he said.

Dr Hartshorne was speaking under the title of "Education at the Crossroad" at a conference at Edgewood College of Education, Pinetown.

After the events of the last year, education of South Africa's black people would never be the same again, he said.

"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."

Education did not exist in a vacuum and when those who decided on priorities within the country and within the general education system, between white and black, they were making political decisions, said Dr Hartshorne.

Departments concerned with black education were still struggling with the basic problems of provision and distribution with the limited resources available to them.

"One of the problems is how to cope with quantity without sacrificing quality. An understanding of this basic dilemma and its accompanying strains and stresses is essential to any understanding of the state of black education today."

Giving statistics, Dr Hartshorne said in 1976 there were nearly 250 000 more black pupils than in 1975. This increase was twice the total white enrolment in Natal.

Even at 50 pupils per teacher it meant 5 000 more teachers and many more classrooms in order to cope.

"It is against this background of growth that one must view the present demands for the introduction of free, compulsory education," he said.

With present resources it should be possible to implement the first stages of compulsory education in about five to six years.

However, unless a sound foundation for it was laid, its overhasty introduction could result in the educational system collapsing or the Bill enforcing it remaining a sham.

"Not enough credit has been given to what has been done," Dr Hartshorne said. "It is also not very helpful, now that some national conscience has been aroused, to make my department the whipping boy for the neglect of the white community as a whole."

The double-session system had to go because it demanded too much of the teacher and offered too little to the child. Even with 2 000 new teachers a year for the central department it could not be wiped out before 1980.

There was high pupil wastage. For example, only a third of those entering primary school finished the seven-year course. There was an 83% drop-out before Standard 10.

The lack of qualified graduate teachers was particularly critical in the senior secondary schools with matriculation classes.

One step to be taken immediately was to pay black teachers the same as all other teachers, he said.

260

DM

23/9/77



Daily Disp. 23/9/77

# SA neglected black education meeting told

DURBAN — South Africa had reaped the results of a national neglect of what should have been a major priority and had badly underestimated the importance of black education, the Director of Planning in the Department of Bantu Education, Dr K B. Hartshorne, said last night.

He was speaking on Education at the Crossroads at a conference here.

One of the things he called for was equal pay for all teachers.

After the events of the last year, education of South Africa's black people would never be the same again, he said.

"One of the problems is how to cope with quantity without sacrificing quality. An understanding of this basic dilemma and its accompanying strains and stresses is essential to any understanding of the state of black education today."

Dr Hartshorne said in 1976 there were nearly 250 000 more black pupils than in 1975. This increase was twice the total white enrolment in Natal.

"It is against this background of growth that one must view the present demands for the introduction of free, compulsory education."

With present resources it should be possible to implement the first stages of

compulsory education in about five to six years.

However, unless a sound foundation for it was laid, its over-hasty introduction could result in the educational system collapsing or the Bill enforcing it remaining a sham.

He said not enough credit had been given to what had been done. "It is not very helpful now that some national conscience has been aroused, to make my department the whipping boy for the neglect of the white community as a whole."

The double session system had to go, because it demanded too much of the teacher and offered too little to the pupil. Even with 2 000 new teachers a year for the central department it could not be wiped out before 1980.

In the first six months of 1977 the State had financed 20 adult education centres which had a total enrolment of 15 000 adult students, and there would have to be more adult education from literacy right through to university.

"Basically a massive programme is needed to improve the quality of both formal and non-formal education to make it more relevant and more effective. But this will not be achieved unless, as a nation, we get our priorities right," Dr Hartshorne said — DDC

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SPECIES
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# S.A. has 'neglected Blacks' education'

23/9/77 <sup>260</sup> Mercury Reporter

**SOUTH AFRICA** had badly underestimated the importance of Black education, Dr. K. B. Hartshorne, direction of planning in the Department of Bantu Education, said last night.

He was speaking under the title of "Education at the Crossroads" to a conference at the Edgewood College of Education, Pinetown.

South Africa had reaped the results of a national neglect of what should have been a major priority, he said.

One of the things he called for was equal pay for all teachers.

After the events of the past year, education of South Africa's Black people would never be the same again, he said.

"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."

Education did not exist in a vacuum and when those who decided on priorities between White and Black within the country and within the general education system, they were making political decisions said Dr. Hartshorne.

"The discrimination in per capita expenditure between a White or Black child reveals not only where our national priorities lie, but also expresses a political viewpoint."

Departments concerned with Black education were still struggling with the basic problems of provision and distribution within the limited resources available to them.

"One of the problems is how to cope with quantity without sacrificing quality. An understanding of this basic dilemma and its accompanying strains and stresses is essential to any understanding of the state of Black education today."

Dr. Hartshorne said in 1976 there were nearly 250 000 more Black pupils than in 1975. This increase was twice the total White enrolment in Natal.

Even if there were 50 pupils to one teacher it meant 5 000 more teachers and classrooms were needed.

"It is against this background of growth that one must view the present demands for the introduction of free, compulsory education," he said.

With present resources it should be possible to implement the first stages of compulsory education in about five to six years' time.

However unless a sound foundation was laid, its over-

ticularly critical in the senior secondary schools with matriculation classes.

## Competition

The competition for graduate manpower from the three Black universities meant there would not be enough graduate teachers for a long time to come.

"But one cannot provide 'instant' teachers. In the end the quality of education depends upon the quality of the teacher."

One step to be taken immediately was to pay Black teachers the same as all other teachers, he said.

He said the effects of compulsory education would not be felt for two generations and something must be done now to compound the already serious breakdowns

hasty introduction could result in the educational system collapsing or the Bill enforcing it remaining a sham.

## Credit

Not enough credit had been given to what had been done. "It is also not very helpful, now that some national conscience has been aroused, to make my department the whipping boy for the neglect of the Black community as a whole," he said.

The double-session system had to go because it demanded too much of the teacher and offered too little to the child. Even with 2 000 new teachers a year it could not be wiped out before 1980.

There was a high pupil wastage. For example only one third of those entering primary schools finished the seven-year course. There was an 83 percent drop-out before Standard 10.

The lack of qualified, graduate teachers was par-

in understanding that existed between the little-educated parent and the child.

It was imperative when planning education to realise the full potential of the work situation, not only for the benefit of the economy but for the man and his community.

## Centres

In the first six months of 1977 the State had financed 20 adult education centres which had a total enrolment of 15 000 adult students. There would have to be more adult education from literacy right through to university.

"Basically a massive programme is needed to improve the quality of both formal and non-formal education to make it more relevant and more effective. But this will not be achieved unless as a nation we get our priorities right."

These priorities had to be backed with money and manpower resources and Blacks had to be involved in decision-making at all levels, said Dr. Hartshorne.



# The Star

## Closing the <sup>(260)</sup> education gap

It took great courage for Dr K B Hartshorne, the Department of Bantu Education's Director of Planning, to speak out as frankly as he did at an education conference in Pine-town this week. He accused South Africa of badly neglecting black education and said the country had reaped the result of a national neglect of what should have been a major priority. Dr Hartshorne said the discrimination in per capita expenditure between a white and a black child "reveals not only where our national priorities lie, but is also expressing a political viewpoint." And his words are heavily underlined by the fact that the discrimination he refers to was the R644 spent on each white child in 1975 compared to the R42 spent on every black child.

As The Star has said before, the Department of Bantu Education has generally done a magnificent job with the minute sums of money (relative to the total number of pupils) it has had to spend. The neglect has been the neglect of the white community, as reflected in the actions of the government it has elected. If there are now stirrings of conscience, those stirrings should be directed at the Government which should be pressured into closing the education gap as quickly as possible.

Dr Hartshorne has provided the first step (pay black teachers the same as other teachers). Perhaps pay parity cannot be achieved overnight, but a measurable government commitment to closing the gap and a massive increase in Bantu Education's allocation from the 1978/79 budget would be a good beginning.



After 24/2/77

# Botha defends black education

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Black education in South Africa is not approached from a political point of view, black children are not discriminated against and black education is not underestimated. The Minister of Bantu Education, Mr M C Botha,

said this in a newspaper interview in Pretoria yesterday.

He was commenting on statements by Dr K B Hartshorne, director of planning in the Department of Bantu Education. Dr Hartshorne said

South Africa had neglected what should have been a major priority, and had badly underestimated the importance of black education.

Mr Botha said he was sorry Dr Hartshorne had made so generalised a

statement without referring to the progress which had been made in black education, and those things that had not been good but had been corrected.

The Minister said "I strongly deny that we underestimate black education. One need only make comparisons with other African states."

The Minister referred to Dr Hartshorne's statement that discrimination in spending on white and black education showed not only where South Africa's priorities lay, but also that there was a political decision involved.

Mr Botha said there was no discrimination. There was no decision in advance on what the spending on black children should be. What spending did depend on, was availability of money.

The Minister said there were certain priorities. What should come first - compulsory education and higher salaries, or should we first give more careers better training against the day when the bill be compulsory education?

The allegations that have been made smack to me more of politics than a discussion of black education. It is a great pity that such an experienced and competent senior official has seen fit to make statements which are being exploited by various bodies for their own ends.

Mr Botha said it was Government policy to narrow the wage gap between black and white - Sapa

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Opening

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Minutes

Minutes of the meeting of the committee of the church, held on 1977, have been printed and circulated. Mrs Taylor proposed and Mrs Tro seconded that these minutes be taken as read and accepted subject to amendments on page 21, to be amended to read 25th. Carried.

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Matter

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# Mercury

SATURDAY, SEPTEMBER 24, 1977

## A LESSON TOO LATE

AMID THE fierce controversy that rages round the Bantu Education system, there is a tendency to overlook the sterling contribution made by a dedicated band of civil servants who quietly get on with their formidable task in spite of the handicaps of a system and a political philosophy not of their devising.

It is highly encouraging that some of these men in the front line of education, such as Dr. K. B. Hartshorne, director of planning in the Department of Bantu Education, have lately been showing less deference to the tradition of a civil service that keeps a low public profile, particularly on politically sensitive issues.

In an outspoken address to student teachers at Pinetown on Thursday, Dr. Hartshorne said that South Africa had badly underestimated the importance of Black education and was reaping the results of the neglect of what should have been a major priority. But after the events of the past year Black education would never be the same again.

Education did not exist in a vacuum and those who decided on priorities between Black and White in education were making political decisions. The sort of discrimination that spent about ten times as much on the education of a White child as on a Black child not only revealed priorities but also expressed a

political viewpoint. Correct priorities had to be backed with money and manpower, and Blacks had to be involved in decision-making at all levels, said Dr. Hartshorne.

Much of that has, of course, been said before. But when someone in Dr. Hartshorne's position says it it has far greater significance than it would as part of the interminable war of words among politicians, with its built-in discount for partisanship.

The Department, for all its difficulties and shoe-string budgets, also deserves credit for its achievements. More than 4 000 000 Black pupils, representing 75 percent of the potential school-going population between the ages of seven and 16 are at school, and it should be possible to implement the first stages of compulsory education within six years. More money is being spent. This year the Budget vote for Bantu education increased by 50,8 percent to R117 400 000.

Materially South Africa is doing more for Black education than any other State in Africa, but its efforts are still tainted by the declared Verwoerdian philosophy that Blacks were to be educated to accept an inferior position in society. The educational handicaps today are more physical than ideological, but it is essential that a new chapter should be opened by placing all education under the control of a single authority.

195 000 are boycotting  
or barred from classes

**BLACK**  
**SCHOOLS**  
**IN CRISIS**

~~260~~

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Augus.

7/10/77



(200)

argus

7/10/77

## DURBAN. — Black education in South Africa has reached a crisis point with more than 195 000 pupils and students either boycotting classes or barred from schools.

The most affected areas are schools in the Venda homeland in the Northern Transvaal, Pretoria, Johannesburg, Port Elizabeth, East London, King William's Town and Queenstown.

Student unrest in the Venda Homeland started on Tuesday and yesterday the homeland government closed all schools.

The Minister of Education in the Venda homeland, Mr. E. R. B. Nesengani, claimed that students were on some black power mission.

An estimated 357 schools, with 114 800 pupils and 2 565 teachers, are affected.

### Shot

Thirty-five pupils have been detained by police. Some have been shot and wounded.

The Ciskei government has closed all secondary and high schools under its jurisdiction in East London, King William's Town, Queenstown and Port Elizabeth following disturbances.

More than 50 000 students are affected by the decision. The disturbances in the areas started after the funeral of black consciousness leader, Mr. Steve Biko.

About 3 072 students at four post-secondary schools in Pretoria's two townships of Saulsville and Atteridgeville are boycotting classes. They began their boycott at the end of August.

In Soweto, about 27 000 students of the township's 40 State-run secondary schools are engaged in boycotts. Student unrest in the township has resulted in the destruction of school property and confrontations with police.

Some students have been killed and many have been wounded.

Most Soweto teachers are supporting the stand of the students through the Teachers' Action Committee. About 500 of the 750 have resigned in support of the students.

The situation in the Peninsula is returning to normal after a drop in attend-

ances in recent weeks, according to officials of the Department of Bantu Education in Cape Town.

Coloured Affairs sources in Cape Town also report that 'everything is normal'.

More than 1 000 University of the North-Turfloop students are attending lectures and preparing for the examinations which start on October 24, according to a statement issued today by the executive committee of the university council.

### Expulsion

The statement follows an almost total boycott of lectures since September 12 and the expulsion of a number of students last Friday.

The statement reads: 'The Executive Committee of the Council of the University of the North approved all the steps taken by the university since students first boycotted lectures in June.'

On Thursday, October 6, 1 015 students attended lectures and were calmly preparing themselves for the examinations which begin on October 24.

The University of the Western Cape was closed for a week by the rector, Professor R. E. van der Ross, after unrest late last month. The university re-opened on Tuesday but students still appear to be unhappy.

### Pamphlets

They have issued hundreds of pamphlets calling for the resignation of Professor van der Ross.

At the University of Natal medical school, 623 students are boycotting lectures and examinations because of the Government's decision to phase out black students from the school from next year.

The students have resolved to continue the boycott until the Government reverses its decision. The medical school teaching staff have declared their solidarity with the students and have formed an action committee to fight the issue.

Blacks, with coloured and Indian students, have been studying there since its inception 26 years ago. — The Argus Correspondent and Sapa.

## Pupils stone car

The Argus Crime Staff DISSATISFACTION about conditions on a school tour to Port Elizabeth was said to have led to a stone-throwing incident in the African township of Mbkebeni, just outside Paarl, yesterday.

Members of the Boland Anti-Riot Unit dispersed

a crowd of about 700 parents and young children.

The Divisional Commissioner of Police for the Boland Division, Brigadier E. S. J. van Rensburg, said the incident took place at about 2 pm.

He said schoolchildren complained to their

parents about conditions on the tour and the behaviour of certain teachers.

### HIT CAR

A group of parents and children went to see the chairman of the school committee, Mr. Simon Hebe Stones were thrown at Mr. Hebe's car.

# Black teachers who quit were 'misled'

Black teachers who resigned for "the cause of a better education for blacks" were doing the wrong thing and were misguided, says the rector of the University of the Western Cape, Professor R E van der Ross.

In a speech read in his absence at a lecture series at Wits University in Johannesburg last night, Professor van der Ross said it was not always fully grasped that with increased

State expenditure on education there came increased State control

He said: "We hear so many demands today from blacks that the school expenditure on these groups (black and coloured) should be equal to that of whites.

"We also hear that the education should be 'the same,' whatever that means"

But no government would be prepared to pay for a system which it believed would cause its downfall.

The Afrikaners, poor as they were, had on their own initiative formed their own education system apart from the British imposed education system

Professor van der Ross said "I am not aware that the black community has produced either a philosophy to serve as a basis for a new educational pattern or a plan for financing a new educational system with schools, teachers, teacher-training, syllabuses, books and the necessary nuts and bolts to run such a system"

### USURPED GOD

Dr Beyers Naude, director of the Christian Institute of Southern Africa, said ideology usurped God and thereby took His place in man's life, motivation and action

"An excellent illustra-

tion of this is the situation in South Africa where the protagonists of the policy of separate development unequivocally and resolutely state their belief that separate development is the only answer to the racial problem and the sound human relations in our country.

"Ideology in the religious sphere started with the acceptance of the false belief of the Afrikaner nation as being given a divine calling, a divine vocation, a divine mission

"The Afrikaner believes to have received the same divine mission to the black 'heathen' people of our country as the Jews were given to the land of Canaan," Dr Naude said.



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# 110 now 260 withdraw & resignations

The Department of Bantu Education in Johan-  
 nesburg has received 110 withdrawals of teacher  
 resignations, a spokesman said today

Originally, about 500  
 teachers from Soweto's 40  
 State-run secondary  
 schools had handed in  
 their resignations, but  
 with the withdrawals, that  
 number has dwindled to  
 about 400

The Department of Bantu  
 Education and of Bantu  
 Administration have  
 accused the six members  
 of Soweto's Teachers' Ac-  
 tion Committee of intimi-  
 dating teachers into re-  
 signing

The action committee  
 has denied this allegation,  
 and accused the Govern-  
 ment of intimidating  
 teachers

Mr N Molohe, vice-  
 chairman of the action  
 committee, said the de-  
 partment's barring of ac-  
 tion committee chairman  
 Mr Curtis Nkendo, and its  
 secretary, Mr Fanyana  
 Mazibuko was an act of  
 intimidation

**DIFFICULT**

Mr Molohe said the De-  
 partment of Bantu Educa-  
 tion had made it difficult  
 for teachers to resign but  
 that it was being made  
 very easy for them to  
 withdraw their resigna-  
 tions

He said teachers could  
 even resign over the tele-  
 phone

A Department of Bantu  
 Education spokesman in  
 Johannesburg today de-  
 nied this was the case  
 'Withdrawals of resigna-  
 tions must be received in  
 written form and either  
 be delivered personally or  
 through the post he  
 said

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# X Call for <sup>(260)</sup> phasing out of bantu <sup>Cape Times 11/1/77</sup> education X

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 Dlamenze, 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 M C 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.

## 'Good chance' for 147

JOHANNESBURG — The 147 Soweto teachers who asked the Regional Director of Bantu Education to withdraw their resignations "have very good chances of being taken back by the department"

This was said last night by the Regional Director, Mr Jaap Strydom, when he disclosed that not only had the teachers asked for their resignations to be considered invalid, but they had also disclosed the reasons for resigning.

Mr Strydom said that in almost all cases two reasons had been given for resignation. Intimidation and fear.

"Now their chances of being taken back are very good. In fact, almost all of them will rejoin the department at the same rank and salary as before they had resigned," said Mr Strydom.

# 'Change ahead' in Black schools

**PRETORIA** — Any differences that might occur between White and Black education could be ascribed to classroom work and not school syllabuses, Minister of Bantu Education Mr. M. C. Botha said in a statement here yesterday.

Addressing Black parents and pupils in a New Year message that "carries the full authority of the Government of the Republic," Mr. Botha appealed to them to ensure school attendance and the "full utilisation of the available education facilities at the beginning of the New Year.

"My advice to the Black people is not to allow themselves to be misled by false slogans but to concentrate on enabling their children to make full use of the education services provided and continually extended and improved by the Republic of South Africa

## Near future

"I feel completely at liberty to extend this appeal to all concerned because the Government, through my department with its supporting bodies, continually attends to needs to change, adaption and improvements. Such will once again be experienced in the near future."

Mr. Botha said. "It is common knowledge that certain persons insisted on the substitution of the existing political order with another dispensation in which the Blacks would have representation in a common Parliament together with Whites

"Regrettably, pupils, teachers and schools in certain areas were involved in these agitations to the detriment of education

"It must be unambiguously understood that such a political dispensation is completely beyond the question and that it would be disastrous to abuse the education of Black pupils for this purpose

"With regard to education for Blacks these agitations contained demands or proposals which could give rise to false expectations as, on the one hand, these proposals would be completely contrary to our policy and, on the other hand, are founded upon misrepresentations

"Statistics prove the education services for Blacks in South Africa, as also the enrolment, have increased astronomically over the past two decades. The Blacks, as requested by some persons, have already acquired a nationally-directed, and organised education system outside the

boundaries of the self-governing territories

"Syllabuses are in the main identical to those of White departments.

## Manuals

"The core syllabuses at present in existence are used by all education authorities and in many cases the same manuals are prescribed in schools for both Black and Whites

"At the end of their school career Black pupils, as do Whites pupils, write the matriculation examination papers of the Department of National Education or of the Joint Matriculation Board, since the Department of Bantu Education does not set its own senior certificate examination papers but merely acts as an agent in the administration of the two examinations mentioned

"It would thus be meaningless to abolish the Department of Bantu Education or to combine it with departments serving White education as requested by some people, for my department renders education services to Blacks on the same basis as those being rendered to Whites

"It must also be kept in mind that education for White children is administered by the four provinces and only to a limited extent by national education.

"Education in the Department of Bantu Education is not inferior simply because it is termed 'Bantu'. Any differences that might occur may be ascribed to the work accomplished within the classrooms and not to the content of syllabuses. Should the omission of the word 'Bantu' in any way contribute to obviating any misrepresentations a change of name may be considered." — (Sapa.)

# Blacks urged to go to school

DD. 22/12/77

(260)

PRETORIA — The Minister of Bantu Education, Mr M C Botha, yesterday appealed to black parents and pupils to make use of the education facilities available to them next year.

In his new year's message, Mr Botha said it was regrettable that pupils, teachers and schools in certain areas had been involved in agitations to change the existing political order.

"With regard to education for blacks, these agitations contained demands or proposals which could give rise to false expectations, as on the one hand these proposals would be completely contrary to our policy and, on the other hand, are founded upon misrepresentations," he said.

Statistics prove that the education services for blacks in South Africa, as also the enrolment, have increased astronomically over the past two decades.

"Syllabuses are in the main identical to those of white departments. In many cases the same manuals are prescribed in schools for both blacks and whites. At the end of their school career black pupils, as do white pupils, write the matriculation examination papers of the Department of National Education or of the Joint Matriculation Board.

"It would thus be meaningless to abolish the Department of Bantu Education, or to combine it with departments serving white education as re-

quested by some people, for my department renders education services to blacks on the same basis as those being rendered to whites.

"Education in the Department of Bantu Education is not inferior simply because it is termed 'Bantu'. Any differences that might occur may be ascribed to the work accomplished within the classrooms and not to the content of syllabuses. Should the omission of the word 'Bantu' in any way contribute to obviating any misrepresentations, a change of name may be considered.

"Compulsory education, as proposed, is the ideal accepted by the department, but on account of the tremendous cost involved and other implications it cannot be immediately introduced throughout the country," he said.

Certain measures preparatory to compulsory education were already receiving due attention, such as the provision of more schools, the reduction of the pupil-teacher ratio, abolition of double sessions, teacher training and support classes for handicapped children.

"My advice to the black people is not to allow themselves to be misled by false slogans, but to concentrate on enabling their children to make full use of the education services provided and continually being extended and improved.



# Solution to a crisis

What can be done to solve the continuing crisis in black education? Dr Ken Hartshorne, retired director of education planning in the Department of Bantu Education, a respected educationist who has devoted 40 years to promoting black education, suggests the following:

- (1) A definite commitment in terms of money to radically improve the system. It needs to be a commitment to a programme which will go over at least five to 10 years. This should be a commitment to an increase in the education budget of 25 percent compound interest for at least the next four years. In addition about R100-million is needed for capital expenditure on more classrooms.
- (2) Set up a working party of experts of all races to examine the system and see what it needs, what its

- weaknesses are and to draw up a development plan for the years ahead.
- (3) Accelerate the present in-service training schemes for teachers and to extend them to as many areas as possible.
- (4) Accelerate the policy of reducing double sessions — which happens when one school building is used for two "schools" of pupils — and cut down the very high pupil/teacher ratio.
- (5) Let black teachers with the same qualifications as whites get the same pay. At present a black teacher with degree and teaching diploma gets only 65 percent of what his similarly qualified white counterpart earns.
- (6) Let blacks take part in decision making at the highest levels in the department. All the real decision-making posts are still in white hands.

# Spotlight on black education

When black secondary schools open tomorrow thousands of black pupils will not have sat for an exam since December 1975. This is the tragic result of the crisis that has gripped black education for two years.

School boycotts which started in Soweto in 1976 and spread to various parts of the country last year have not only

These boycotts are not something which can be simply wished away, says Dr Ken Hartshorne, retired director of education planning in the Department of Bantu Education. "We are heading for a very dangerous situation — the general breakdown of the education system with all the tragedy that this means for the people themselves and for the country as a whole."

## Danger of repetition

"What I am afraid of in terms of 1978 is that unless you breathe a new spirit into the situation, and even if the children go back to school, there is the danger of a repetition of the kind of thing which happened in 1977 ending up in a breakdown at exam time."

For any educationist, last year's boycott statistics are depressing. Towards the end of last year, The Star in a random survey found that 196,000 black children throughout the country were boycotting classes. And the situation got even worse as the year progressed. In Soweto alone, about 27,000 high school pupils did not write exams, while about half of their teachers resigned.

Now, as the new school year begins, there are few signs that this massive opposition to the system of Bantu Education is ending. In fact, opposition to the system started back in 1954 when it was introduced. Its introduction met with widespread demonstrations from parents and teachers. There were school boycotts lasting

vances. A prime example of this was the many efforts, memoranda and pleas by school boards and teachers to have Afrikaners removed as a compulsory medium of instruction for certain subjects in secondary schools. This was only changed after the June 1976 riots which began around this issue.

- Overcrowded classrooms, high pupil/teacher ratios and general poor facilities
- The pay gap between black and white teachers holding the same qualifications.

black secondary schools are not adequately framed or qualified and they are trying to teach beyond their capacities. No in-depth look has been taken of black education in more than 25 years. It was reviewed and evaluated in the early 1950s by the Government's Eiselen Commission which then laid down the philosophy and aims of "bantustan education."

- Lack of responsiveness by the Bantu Education Department to repeated representations by parents and teachers on deep-seated grievances

The main black grievances against Bantu Education are:

- The vast disparity between the amounts spent on black and white education. According to latest statistics (SA Institute of Race Relations quoting Hansard) about 13 times more money is spent on white children than on blacks — less than R50 for each black against R644 for each white pupil.
- Inadequately trained teachers. According to Dr Hartshorne at least two-thirds of the teachers in

During the 25 years it has been in existence Bantu Education has come under continual fire from educationists, parents and now black children themselves.

The basis of these grievances is a deep-seated one — the Bantu Education system was thought up, organised, introduced and administered by whites for blacks. No blacks had any part in deciding the direction of their own education.

## As the new Minister of black education, Mr Willem Cruywagen, settles into one of the hottest administrative seats in the country, he faces awesome problems. Not only must he radically improve black education, but he must also convince black children that their education is not inferior to that of whites. Report by TOM DUFF and ANTHONY DUGAN.

several weeks on the Witwatersrand and in the Cape. Previously education had been in the hands of the provincial authorities, the churches and voluntary organisations and the syllabuses followed varied from place to place.

The introduction of Bantu Education led to some of the brightest black intellects leaving the country — people like Professor Ezechiel Mphahlele who became a respected academic in Nigeria and the United States. A prime grievance was the fact that it was a system created for blacks by whites. No black was invited to sit on the Eiselen Commission which led to the creation of the system. Indeed, blacks who addressed the commission spoke out strongly against a separate education system for blacks, as the Commission acknowledged.

The feeling among blacks that the system was inferior was reinforced by

speeches by the late Dr Verwoerd and the rhetoric of other Government spokesmen who made it clear that the black man should not aspire to the white man's privileges.

Dr Hartshorne himself believes that the past rhetoric should be publicly repudiated as one of the first measures to clear the air.

The irony of the present unrest in schools is that it is a sign that Bantu Education has in a sense done a good job. It has educated hundreds of thousands of black children to a point where they can realise that they are being discriminated against.

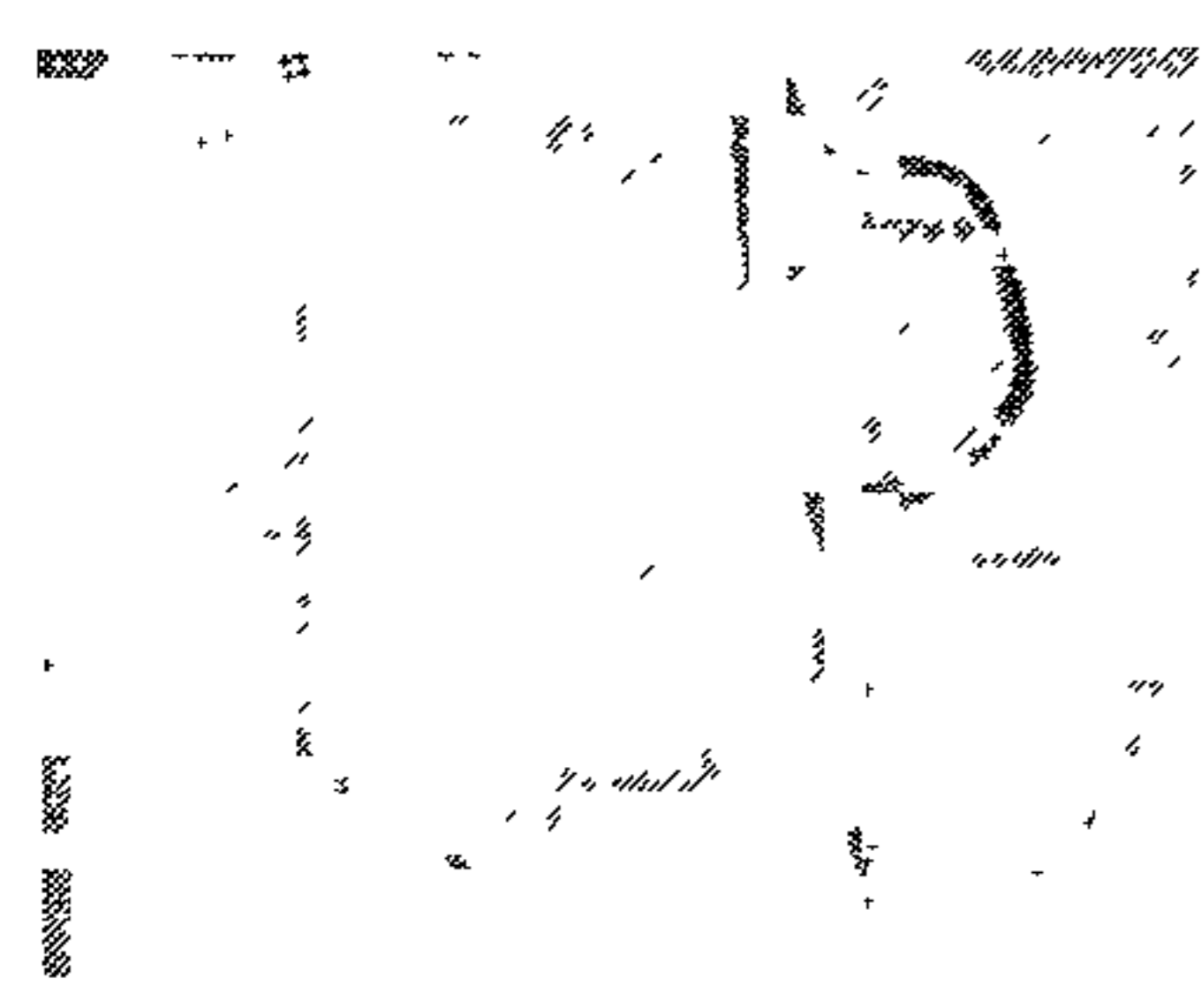
"When you come down to it, the one big issue is discrimination. When you have said that, pretty well everything else flows out of it," says Dr Hartshorne.

He points out that some of the Eiselen Commission's recommendations are sound, but because they were made by whites for blacks, they are regarded with suspicion by blacks.

"We've got to make decisions with them," he says. "The time has come to get a group of people — black and white to go into the issues and come up with practical things which can be done. Change has to come about as a result of consultation between blacks and whites."

## Commitment in money

"One must then spell out further the commitment to improve education because in the end it comes back to the brass tacks of money. And it's no use dodging that issue. Whatever you talk about, you are going to need money to do it and the commitment needs to be a commitment to a programme which will go over five to 10 years."



Voices from the past

"Racial relations cannot improve if the wrong type of education is given to Natives. They cannot improve if the result of Native education is the creation of frustrated people who have expectations in life which circumstances in South Africa do not allow to be fulfilled. Immediately when it creates people who are trained for professions not open to them, when there are people who have received a form of cultural training which strengthens their desire for the white-collar occupations to such an extent that there are more such people than openings available. Therefore, good racial relations are spoiled when the correct education is not given."

Dr Hendrik Verwoerd, December 17 1953 (Hansard)  
"Mr W A Maree, the Minister of Bantu Education, said in 1959 that the Bantu must be so educated that they do not want to become imitators (of the whites, but) that they will want to remain essentially Bantu. On another occasion, Mr Maree said, 'non-whites must not gain the fallacious impression that academic training would remove discrimination in South Africa.'"

"The Eiselen Commission which reported in 1951 acknowledged that Africans who had given evidence before it showed 'an extreme aversion to any education specially adapted for the Bantu.'"

"The Commission considered that Bantu education should be an integral part of a carefully planned policy of socio-economic development for the Bantu peoples."

"Bantu Education to 1968," SA Institute of Race Relations.

## MR CRUYWAGEN... facing awesome problems.

thinking in terms of radical change. It's no use making vague promises. He recommends a working party of experts — not a Government commission which will take a long time — to look at the system.

## Some things are right

He says there are certain things the department is doing which are right, but which need to be accelerated. These include the policy of reducing double sessions and the introduction of training schemes.

He points to problems in secondary schools. "When you come to secondary schools you are dealing with a teaching force which is teaching beyond the level for which it is qualified and trained in general. At least two thirds, I would

"And this means a commitment in money over you are going to introduce compulsory education, get rid of double sessions, cut down on the pupil/teacher ratio, train more teachers and build more classrooms, you are going to need more money."

He proposes a minimum increase in the education budget of 25 percent compounded annually for the next four to five years. An additional R100 million is needed to build more classrooms.

"This is not the hundreds of millions of rands Minister M C Botha (the former Minister of Bantu Education) has said would be necessary. But in the end it will build up a force which is teaching beyond the level for which it is qualified and trained in general. At least two thirds, I would



RAND DAILY MAIL, Monday, Feb. 5, 1979

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'76/77	Exp	'77/78	'76/77
( 9.04)	Stamps	34.00	(41.00)
	Xerox	40.00	
(20.21)	Stationery	2.52	( 2.55)
(35.10)	Prizes		(32.10)
		22.00	
		8.40	
		37.00	
		10.50	
		3.20	
		250.00	
		10.00	
		12.00	
		7.80	
		<u>37.42</u>	
		<u>37.42</u>	

# Bishops slate black schooling

**Pretoria Bureau**

A REAL improvement in the quality of black education could only be achieved by rejecting Bantu Education, the Department of Schools of the Southern African Catholic Bishops' Conference said in a report during its conference in Pretoria at the weekend.

Commenting on the Government's Draft Education and Training Bill, the department said Bantu Education had led to inadequate funding, unqualified and insufficiently trained teachers, and an inordinately high pupil-teacher ratio.

The co-ordination with other departments of education on syllabuses, courses and examinations as envisaged in the Bill will only be a progressive step if the quality of education is radically improved.

Negative aspects of the draft Bill were that it dealt only with black education; forcing blacks to believe their system was inferior. There were grave reservations about the language used to teach during the first six years of school.

"Parents are only allowed to choose the medium of instruction after Standard IV, but many African children do not continue school beyond that year."

A positive feature of the Draft Bill was the principle of compulsory education, but it could not be implemented while school fees were charged and books had to be bought.

The resolution also hoped present difficulties could be resolved by negotiation. This was seen as a reference to the reluctance of the Administrator of the Transvaal to allow freer attendance of blacks at white schools.

● The trial of two young Christian workers in Kroonstad was a major concern among delegates at the conference. Mr Petrus Makhae, 28, and Mr Jacob Tledima, 27, are appearing in the Kroonstad Regional Court on charges of conspiring to commit sabotage. Judgment is expected tomorrow, the last day of the conference.

Accumulated		Current Assets	
Balance Sept. '77		Savings a/c	R300.26 (43.89)
Savings a/c	43.89	Petty cash	.89 ( 1.04)
Petty cash	1.04		
(50.18)	44.93		
Surplus for the period			
(-5.25) Sept '77-Sept '78	256.22		
	<u>R301.15</u>		<u>R301.15</u>

**Note:**

Of our current assets a very large portion is reserved for specific purposes: R200, being the balance in the Stellenbosch Farmers Winery a/c, is destined for the purchase of Asterix books which will be presented to various schools in the Western Cape and R28.50 is held in trust for the purchase of prizes. Thus a sum of R72.65 remains for routine expenses ('77-78 = R65 - see starred items in Exp. and Rev. a/c). This excludes the cost of prizes and of the commentaries project. As we have already received our grant for '78/79 from CASA it is clear that we shall have to call on outside sources for help when, as is likely, the expenses connected with the above, recur this coming financial year.



ALTRUISM & CHARITY: The altruistic self and the selfish altruist. p125 IEA

(1) GIVING AND ECONOMIZING

A gift is defined as presenting someone with an object at a contractual price deliberately less than the market price. (Cooper & Gulyar, p125 IEA) On the face of it, such a concept is beyond the scope of economics.

Fortunately for those of you who wish to read a paper by this author (and conversely!) von Mises shows that giving is well within the realm of study: "The general theory of choice ... (includes) ... much more than merely a theory of the economic side of human endeavours and of man's striving for commodities and an improvement in his material well-being. It IS THE SCIENCE OF EVERY KIND OF HUMAN ACTION ... Choosing determines all human decisions. In making his choice man chooses not only between various material things and services. All human values are offered for option ... The modern theory of value ... (is) ... the general theory of human actions, praxeology." (Quoted in ... p125 IEA) The motives for and effects of charity are therefore integral parts of economics.

(2) THE UTILITY OF GIVING

"A man there was, the son of a ... more he had." (Buryas, Pilgrim's Progress) Some of the fundamental ... utility-maximising individuals ... than poorer, even if ... wealth could reduce ... MY utility. Then I ... Tinari argues, however, that this utility school approach over-simplifies the issue in viewing charity as an exchange in which the giver receives a quid pro quo in terms of utility. For the ... not having to give up resources ... are confused.

This may be true but so what? That ... for economic man ... Tinari is concerned ... "genuine charity" in ... be tax deductible. The ... prefers a set of arbitrary ... how givers should be able to ... institutions from wasteful competition ... course he can just determine ...

Another challenge to the utility school is led by Boulding. He contends that because giving is a one-way transfer, it must be analysed in terms of a

non-market method of income redistribution. As such, he contends that concentrating only upon the Exchange system of organizing society is insufficient. The Threat and Integrative systems must also be considered. (Boulding, 1968 pp43-54) The view is that Grants Economics needs separate study. (Boulding & Praff, 1972 pp 1-11)

But this line of thought confines itself to market exchanges only - the utility approach is much broader, embodying all utility-maximizing behaviour, both market and non-market. As an illustration of his thesis Boulding discusses sexual relations.

# Black education Bill receives an overhaul

Star 6/2/79 (256)

Tom Duff Political Reporter

CAPE TOWN — Changes are to be made to the planned new education law for blacks. It will now include some recommendations made by the African Teachers' Association of South Africa.

A draft Bill was published in November last year and many proposals were received from both the white and black communities

The Secretary for Education and Training, Mr G J Rousseau, said today efforts were being made to include some of these proposals.

He said elements of the comprehensive blueprint sent to his department by

the black teachers' association would be included in the legislation. Officials of his department were still working on this

Mr Rousseau stressed that the system being planned would be similar to that for whites. Use was made of all the existing education Acts in developing the system

Asked if he believed the planned new system would be acceptable to blacks, he replied "I think very definitely"

He said it was hoped that the Education Bill would be put through Parliament this year. It is expected to provide for compulsory education in the future

It is understood that an important measure in the new system will be provision for the introduction of school health services

Handwritten notes and diagrams on the right side of the page, including a graph with axes labeled P, R, S, Q, and various annotations like 'The relevant consideration is not...'. The graph shows a downward-sloping curve and a vertical line, with points labeled P, R, S, Q. Annotations include 'The relevant consideration is not...', 'at the margin, he prefers an increase in his consumption of goods', 'Cooper and Gulyar use this to determine conceptually the size of a gift. (p130 IEA)', 'An diagram 1: it shows the increasing marginal loss of utility experienced by R as he gives to P. S shows the supply of gifts by R to P.', 'At a zero price R donates Q. At a positive price of R, S shifts down to S' and therefore S shifts out to S', 'The conclusion is that economic policy cannot change people's attitudes, ie. altruism, but that policies can affect the extent of giving, ie. generosity, given the level of altruism which people already have.'



3,5m black pupils in SA

HOUSE OF ASSEMBLY - There were 3 469 432 black pupils enrolled in schools in the Republic at the end of March, the Minister of Education and Training, Mr Willem Cruywagen, said yesterday

He was replying in writing to a question by Dr Alex Boraine (PPP Pinelands)

Dr Boraine had asked the percentage and number of pupils in each standard

The Minister's reply showed

that the fewest registered pupils were in Form Five (0,3 percent) and the most in Sub-Standard A (20,2 Percent)

In Form Four there were 0,7 percent, Form Three two percent, Form Two 4,4 percent Form One 5,9 percent, Standard Five 7,1 percent, Standard Four 7,9 percent, Standard Three 9,9 percent, Standard Two 11,2 percent, Standard One 14,6 percent and Sub-Standard B 15,8 percent - Sapa

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# GEWRA: 'N CRUYWA GEBIED

Deur JOHAN VOSLOO

**VERWIKKELINGE kan daartoe lei dat die tuislandregings volle seggenskap verkry in die onderrig van sy onderdane in blanke gebiede, voorsien min. Willem Cruywagen, die nuwe Minister van Onderwys en Opleiding op wie die oë van swart Suid-Afrika brand.**

• *Verwys na dr Verwoerd se gewraakte ut-spraak oor swart onderwys wat sy department nou nog voor die kop gegooi word, sê min Cruywagen: "Dr. Verwoerd het 'n kwarteeu gelede gepraat Intussen het arbeidspatrone en dinge verander"*

• *Hy wil na die Minster van Finansies gaan om te hoor of hy kan help met die verwydering van die tekens van die onluste by skole: die swart gebrande mure, die flenter route, die dakke wat nog met gekrulde plate in die lug staan, dit het sekkundig so 'n nadelagige uitwerking*

• *Verpligte swart onderwys gaan op gewestelike basis begin word en dit klink of Port Elizabeth die eerste aan die beurt gaan kom*

R42 teenoor R644 per kop MIN CRUYWAGEN 'n Mens wil ook nie te kenne gee dat alles tussen wit en swart onderwys gelyk loop nie Maar wanneer sulke syfers genoem word, word alle faktore nie in aanmerking geneem nie

Kyk byvoorbeeld na salarisuitbetalings Van die 28 000 onderwysers wat ons in ons (swart) skole het, is daar maar net oor die 4 000 wat matriek en hoër kwalifikasies het As die oorblywende 24 000 ook hoër kwalifikasies gehad het — matriek met 'n onderwysdiploma of 'n graad — watter verskil sou dit aan die syfers gemaak het!

RAPPORT WAT van die salarisgaping wat bestaan? Swart onderwysers kry vandag net 65% van die blanke onderwyser se salaris.

MIN CRUYWAGEN Histories het dit so ontwikkel dat die gaping daar is Dit is die Regering se beleid om daardie loongaping uit te skatel By die universiteite gaan ons dit eerste uitskakel en dié uitgawe sal in die komende begroting in aanmerking geneem word Dit hang alles van die beskikbare fondse af hoe gou ons die gewone swart onderwyser ook op gelyke voet kan bring Hoe gouer, hoe

kan toepas nie Jy kan hom gewestelik of streekgewys toepas nadat jy bepaal het hoe al die kinders in 'n sekere streek die skool bywoon en of die betrokke gemeenskap aanvaar dat al die kinders in die skool behoort te wees Maar onmiddellik daarmee saam moet jy ook onthou dat daar 'n strafmaatregel aan gekoppel is As die ouers nou nie hulle kinders skool toe stuur nie, dan moet hulle voor die hof of voor 'n owerheid gedaag en straf opgelê word Dan kan die „lammervanger" soos by ons begin rondloop Met mense wat nog nie hierop ingestel is nie, sal jy so 'n maatregel omsigtig moet toepas.

RAPPORT Het u 'n beginpunt in gedagte?

MIN CRUYWAGEN Mens kan streke deurgaans en besluit dat jy daar maar kan wagval daarmee By Port Elizabeth byvoorbeeld het ons vir die mense gesê hulle moet vir ons sê of hulle gebied reg is en of ons die maatregel maar daar kan toepas Dis nie net onderwysers en kinders wat hier in gedrang kom nie, maar ook die ouers Die gemeenskap sal vir ons moet help om dit te

MIN CRUYWAGEN Ons is kliphard aan die gang daarmee Ek dink op die oomblik is daar al agt van die sentrums Daar is eintlik drie soorte tegniese inrigtings 'n Tegniese sentrum wat deur die departement tot stand gebring is, 'n openbare sentrum waar 'n groep nywerheidsonderneemings hulle mense laat oplei, en 'n opleidingskema by 'n enkele fabriek

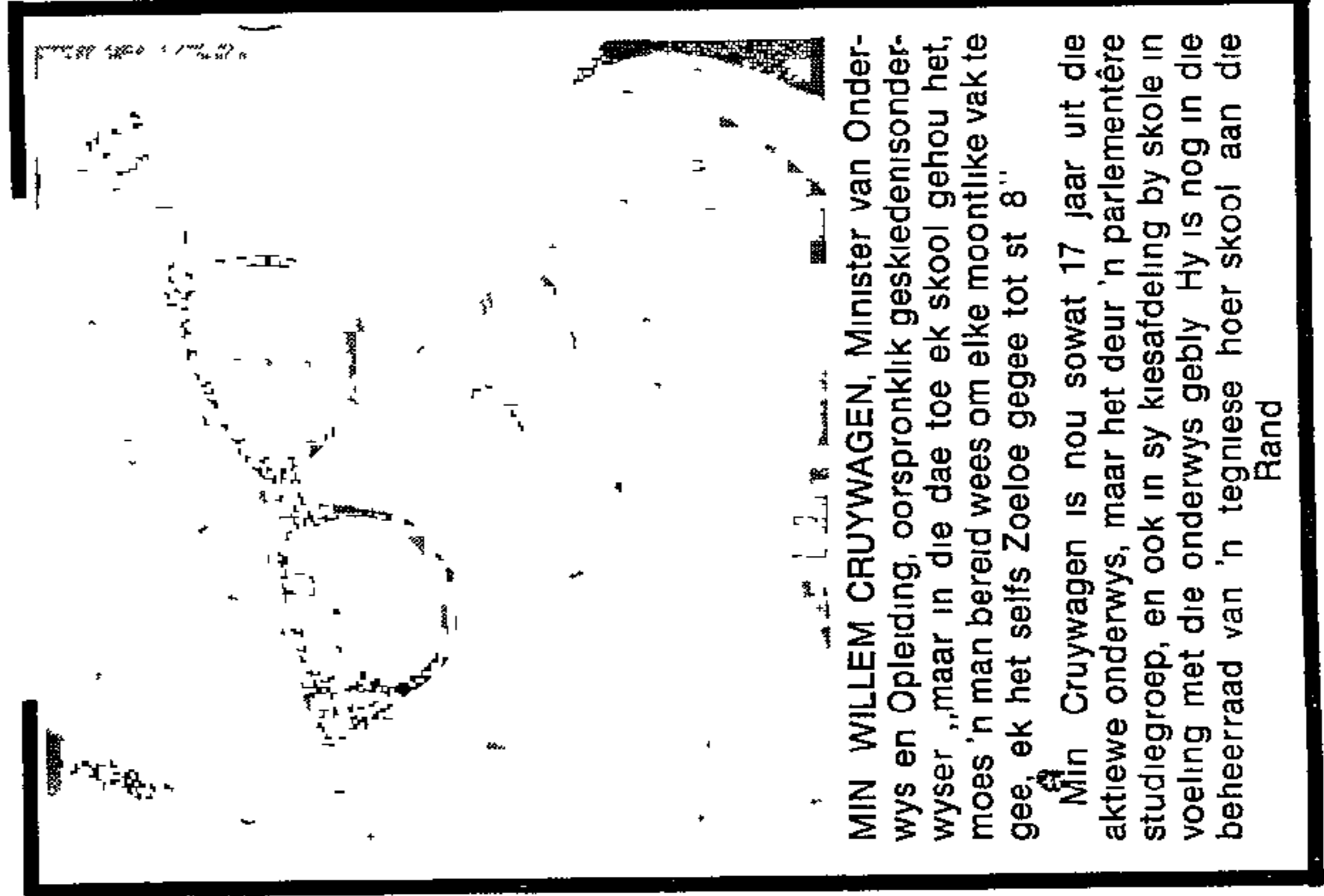
Ons gaan selfs verder waar ons tegniese orientasiesentrums tot stand bring Jy bou so 'n sentrum byvoorbeeld in die Skiererland Jy neem kinders van die omliggende laer skole op staatskoste na die tegniese sentrum Daar ontvang hulle vir 2,5 uur 'n week tegniese onderrig in houtwerk, metaalwerk ens Die kind word as 't ware vroeg al ingelei in 'n tegniese rigting Wanneer hy dan in die hoër skool kom, kan hy makliker besluit of hy 'n tegniese vak wil neem

Dis baie noodsaaklik dat swartes hulle ook op 'n tegniese gebied moet bekwam en nie net probeer toespits op witboordjeweerk nie Ek is nie diskriminerend as ek so sê nie In 'n ontwikkelende land '005 SA waar d

betrokke moet wees Met skoolkomitees en skoolrade, ens, is die masjinerie daar In die geval van die gemeenskapskole stel die gemeenskap die onderwysers aan, hulle het 'n besondere seggenskap tot die administrasie, hulle beheer eintlik die skole

Maar nou voel 'n mens da hul betrokkenheid finansieel ook groter kan wees 'n mens sien dit reeds by sommige skole 'n Men kom by 'n skoolterrein en sien dis onderrig, terwyl jy nie baie verdaarvandaan nie 'n baie netjiese e goeiersorgde skool aan tref Dan is dit nie net di personeel alleen wat daarvoor verantwoordelik is nie, dis die prinsipaal c prinsipaal wat die ouergemeenskap so geaktiveer het dat hulle deel is van 'n daardie werksaamhede b die skool

Maar ek wil 'n ander din sê Ek sal vandag nog v 'mense gaan wys hoe ons i my skooldae tennissbar gebou, terrasse uitgelê he met ons hande gewerk he Dit is eintlik 'n deel van d opvoedingsproses Dat word in ons swart skoolmiskien nog bietjie m hieraan gedoen



MIN WILLEM CRUYWAGEN, Minister van Onderwys en Opleiding, oorspronklik geskiedenisonderwyser „maar in die dae toe ek skool gehou het, moes 'n man bereid wees om elke moontlike vak te gee, ek het selfs Zoeloe gegee tot st 8"

Min Cruywagen is nou sowat 17 jaar uit die aktiewe onderwys, maar het deur 'n parlementêre studiegroep, en ook in sy kiesafdeling by skole in voeling met die onderwys gebly Hy is nog in die beheerraad van 'n tegniese hoër skool aan die Rand

beter pligte onderwys is ons stre-RAPPORT Wat gaan u doen in verband met verpligte onderwys? MIN CRUYWAGEN Ver-



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of taalgroep aanpas

Nog iets. Jy kan met leerplanne die standaard stel en jy kan die standaard hoog maak. Jy kan hom selfs hoer maak as vir blanke onderwys as dit dan jou strewe is. Maar die werklike kwaliteit kom uit die klaskamer en ons sit ongelukkig met die kwessie van swak opgeleide onderwysers. As die mense materiaal uit die gemeenskap nie self na vore kom nie kan jy sakke vol geld hê, maar jy sit ewig met daardie probleem. Hierdie aangeleentheid sal besondere aandag moet geniet. Dis die gemeenskap se taak om hulle te aktiveer om te gaan skoolhou en die gesindheid kan jy nie met geld koop nie. Jy kan soos in gewone bedrywe mense trek met salarisverbeteringe en voordele, maar hulle moet uit die gemeenskap uit kom.

**RAPPORT** Het u besondere planne vir die uitbreiding van tegniese onderrig aan swartes?

Ek voel eintlik gelukkig dat daar nou 'n groot mate van rustigheid is. Ek glo deur alles heen het ons foute gesien wat ons gemaak het en dinge wat dringend moet aandag kry. Maar ek dink ook aan die ander kant het oopgegaan. Mense het agtergekom dat hulle hul eie mense in die proses laat skade ly, want daar is nou al klaar swart kinders wat 'n jaar of twee nie onderwys ontvang het nie.

Fisiek saboteer hy die skool deur dit in die lug te blaas of aan die brand te steek. Maar die grootste sabotasie is teen homself, want sy eie toekoms word daardeur bederwe. Kaptein Buthelezi het byvoorbeeld ook vir hulle gesê hulle moenie instrumente vir hul vooruitgang vernietig nie.

**RAPPORT** Wat dink u van groter geldelike bydrae van die swartes se eie kant?  
**MIN. CRUYWAGEN** Dit bly natuurlik die strewe dat die gemeenskap sover as moontlik by die onderwys

**RAPPORT** As atsonderlike ontwikkeling tot sy logiese konsekwensie gevoer word, sal dit dan beteken dat alle swart onderwys op die ou end in die swart mense se hande sal val?

**MIN. CRUYWAGEN** Ja. In die Wet op Gemeenskapsrade word daar al in 'n groot mate daarvoor voorsiening gemaak dat die gemeenskap ook die onderwys sal hanteer. Alle swart onderwys sal op die ou end in swart mense se hande wees.

Ons werk ons dalk uit die „Job“ uit! Dis geen bekommernis nie. Daar is natuurlik binne die raamwerk van die beleid sekere sake wat binne die gebied van die wit owerheid val, waarvoor hy steeds seggenskap sal hê. Origns kan ek ook voorsien dat verwickelinge daartoe kan lei dat die tuislandowerhede volle seggenskap verkry in die onderrig van sy onderdane in blanke gebiede. Die skakeling sal dus al hoe nouer moet word tussen ons en die tuislandowerhede se onderwysdepartemente.



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watter dele al ryp is vir so 'n maatreel

**RAPPORT** die afgetrede direkteur van beplanning in u departement, dr Ken Hartshorne, sê dat 'n R100 miljoen bewillig moet word vir klaskamers en dat die begroting vir swart onderwys met minstens 25 persent verhoog moet word. Wat dink u?

**MIN CRUYWAGEN** Toe ek nog met Bantoe Administrasie en Ontwikkeling te doen gehad het, het ek uitgespel aan hoeveel huise ons 'n tekort het en die bedrae genoem wat ons benodig. As jy sê dis die tekort en jy het sóveel geld nodig, dan maak jy 'n stelling. Of die geld op daardie oomblik beskikbaar is, is heeltemal 'n ander vraag.

As jy geld het, kan jy wonderere verrig. Met die bou van die tweede Sasol by Trichardt-Evander, was 'n Bantoe dorp presies op die plek waar die blanke uitbreiding moes plaasvind. Ons moes die dorp totaal opruim en heeltemal 'n nuwe aanlê. 'n Stuk grond is dadelik aangekoop, teen die einde van 1976 het die beplanners die eerste keer aan die werk gespring, en in September 1977 toe open ek daardie dorp met sy 800 huise, sy skole, hostelle, alles. In hierdie geval het Sasol 'n groot deel van die geld verskaf.

Die gewilligheid is daar, maar geld bly die probleem.

**RAPPORT** Wat van leerplanne. Moet alle bevolkingsgroepe s'n in alle opsigte dieselfde wees? Dink aan geskiedenisleerplanne, byvoorbeeld.

**MIN CRUYWAGEN** In die geval van die eksakte wetenskappe soos boekhou, chemie en wiskunde verskil leerplanne reg oor die wêreld nie veel nie. By tale en ander geesteswetenskappe moet die onderwys tog aanpas by die gemeenskap wat hy dien. Jy moet ook vir daardie mense hul historiese agtergrond gee anders is jy besig om hulle van hul erfenis te vervreem. Al sou daar dan enerses kernleergange vir almal wees, moet daar binne die leergange aanpassings gedoen word wat by die bepaalde volksgroep

heidswese fenomeen aange-groei het, is dit vanselfsprekend dat mense met die vaardighede vir die nywerhede verkry moet word. Dit sal 'n wanbalans veroorsaak as daar net gekonsentreer word op die akademiese vakke. Dis ook van belang vir die opbou van die tuislande dat hul bur-

**RAPPORT** Wat van die plattelandse swart kind?

**MIN CRUYWAGEN** My ervaring is dat dit vir boere belangrik is om sekere voorregte vir hul werkers daar te stel. Een daarvan is skoolgeriewe. 'n Groep boere kan besluit waar skole vir die werkers se

# Minister het groot planne vir swart onderwys

gers tegnies geonderlê is. En daar kan ons baie help.

**RAPPORT** Hoe voel u oor swart skoolbywoning deesdae?

**MIN CRUYWAGEN** Getalle het deur die jare aansienlik verbeter. As jy na die statistieke kyk en sien hoeveel van jou swart bevolking se kinders is reeds op skool, selfs nog vóór die instelling van verpligte onderwys, as jy kyk hoeveel mense het vroeger matriek gemaak en hoeveel stap vandag met 'n matrieksertifikaat uit, as jy kyk na tegniese onderrig, na naschoolse opleiding, dan stem dit 'n mens gelukkig.

Die onluste waarby die skole ook betrek is, het ongelukkig 'n breuk veroorsaak, maar behalwe vir enkele skole hier en daar — miskien in Oos-Kaapland, hier en daar in Soweto, in Atteridgeville by Pretoria — loop dinge wat my betref, weer normaal.

kinders opgerig moet word. Daar is dié wat deur die sif val en nie skoolonderrig ontvang op die platteland nie, maar ek dink nie dis 'n groot getal nie.

**RAPPORT** Is die hostelgeriewe in die tuislande voldoende om leerlinge uit die blanke gebiede te akkommodeer? Of waarheen moet die swart kind van die platteland vir sekondêre onderwys gaan?

**MIN CRUYWAGEN** Ek glo dis iets waarna 'n mens moet kyk. Tydens die onluste het mens dit ook gekry dat leerlinge na die tuislandgebiede is om in rustiger omstandighede hul onderwys te geniet. In sulke omstandighede dink ek moet 'n mens kyk wat gedoen kan word om tuislandregerings in daardie gevalle te help waar daar oorplasing of sê maar verskuiwing van leerlinge na hul gebiede is.

# Minister visits Soweto schools

The black education system could not be changed overnight, although a number of important changes had already been made, the Minister of Education and Training, Mr Willem Cruywagen, said last night.

Mr Cruywagen was speaking at a Press conference held after he and senior officials of his department had toured Soweto schools. He was accompanied by his deputy, Dr Andries Treurnicht.

Mr Cruywagen said his department would not "implement changes for the sake of change, but would implement necessary and relevant changes."

He said there were a number of problems that needed attention in Soweto schools — problems such as large numbers, classroom accommodation and teacher qualifications.

"We have to find out where things are not moving and then where the hitches are," he said.

## WAGE GAP

Mr Jaap Strydom, Regional Director for Education and Training, cited the phasing out of "double sessions" at schools and the introduction of adult training centres and the improvement of the teacher-pupil ratio as meaningful changes that had already been made.

On the question of the wage gap between white teachers and their black counterparts, Mr Cruywagen said it was Government policy to narrow the wage gap, but the question of qualifications and the availability of money remained.

"Our priority is to narrow the wage gap from a higher level downwards," he said.

Mr Cruywagen said black parents would have to accept compulsory education for their children and the implications that went with it.

The director of planning in the department, Mr W. P. Steenkamp, said his department was "gravely concerned" with the number of drop-outs at lower classes.



No. R. 68, 1978

WYSIGING VAN DIE BENAMING VAN DIE DEPARTEMENT VAN BANTOE-ONDERWYS EN VAN DIE SEKRETARIS VAN BANTOE-ONDERWYS

Kragtens die bevoegdheid my verleen by artikels 27 en 27A van die Staatsdienswet, 1957 (Wet 54 van 1957), soos gewysig, wysig ek hierby, ooreenkomstig die aanbeveling van die Staatsdienskommissie, die Eerste Bylae en Derde

69168—A

No. R. 68, 1978 23/3/78 (256)

AMENDMENT OF THE DESIGNATION OF THE DEPARTMENT OF BANTU EDUCATION AND THE SECRETARY FOR BANTU EDUCATION

Under the powers vested in me by sections 27 and 27A of the Public Service Act, 1957 (Act 54 of 1957), as amended, I hereby amend, in accordance with the recommendation of the Public Service Commission, the First

5954—1

2 No 5954

STAATSKOERANT, 23 MAART 1978

Bylae by genoemde Wet met ingang van 8 Februarie 1978 deur die vervanging van die woorde "Departement van Bantoe-onderwys" en "Sekretaris van Bantoe-onderwys" deur die woorde "Departement van Onderwys en Opleiding" en "Sekretaris van Onderwys en Opleiding" waar hulle onderskeidelik in kolomme I en II van die Eerste Bylae en die Derde Bylae voorkom

Gegee onder my Hand en die Seel van die Republiek van Suid-Afrika te Kaapstad, op hede die Derde dag van Maart Eenduisend Negehonderd Agt-en-sewentig

N DIEDERICHS, Staatspresident  
Op las van die Staatspresident-in-rade  
A L SCHLEBUSCH

Schedule and Third Schedule to the said Act with effect from 8 February 1978 by the substitution of the words "Department of Education and Training" and "Secretary for Education and Training" for the words "Department of Bantu Education" and "Secretary for Bantu Education" where they appear in columns I and II, respectively, of the First Schedule and the Third Schedule

Given under my Hand and the Seal of the Republic of South Africa at Cape Town this Third day of March, One thousand Nine hundred and Seventy-eight

N DIEDERICHS, State President  
By Order of the State President-in-Council  
A L SCHLEBUSCH



# Blacks, MPs glad about changes to education laws

31/3/78 Star 256

Leading black educationists and politicians today welcomed the announcement that the Bantu Education Act would be scrapped.

But they warned the Government that significant reforms were necessary.

Mr T. W. Kambule, former headmaster at Orlando High and lecturer at Wits University, said the Minister's announcement yesterday that the Bantu Education Act would be replaced was a welcome step.

"The new Act must be completely new and in no way different from what white students have."

"We are suspicious of something 'made' specially for us," he said.

"Any new education policy must be made in

consultation with black leaders."

Dr Nthato Mollana, chairman of the Soweto Committee of 10, said the Act must not be simply replaced, but instead a common educational policy for all South Africans under one Minister should be introduced.

Mr Ken Hartshorne, former director of planning in the Bantu Education Department and a strong advocate of a new education policy, said the scrapping of the Act represented at least a willingness to change on the part of the Government.

Opposition spokesmen today welcomed the news that the Government is to overhaul black education legislation, in consultation with blacks, but warned that half-measures would be dangerous.

"This is to be welcomed," said Dr Alex Boraine, MP for Pinelands and Progressive Federal Party spokesman on education.

"This is a great opportunity, which must not be let slip."

"The Minister would be extremely foolish if he were to embark on a major rewrite of the Act without making very significant changes as wanted by the blacks themselves."

DD 31/3/78

# Bantu Education Act to be replaced soon

256

**THE ASSEMBLY**— The Minister of Education and Training, Mr. Willem Cruywagen, announced yesterday that the Bantu Education Act would be replaced as soon as possible with a new education measure.

A draft Bill would be published as soon as possible and he hoped to be able to introduce the new measure at the next parliamentary session, he said.

Introducing the second reading of the Bantu Education Amendment Bill, he said although the original 1953 Bantu Education Act had been amended several times, it contained basic shortcomings as an Education Act which were difficult to correct through amendments.

"It is my considered opinion that we should not patch this Act any further. It is consequently intended to replace the Bantu Education Act as soon as possible with a new Education Act."

The draft Bill would be published for comment.

"It is essential that blacks whose education is involved here should have the opportunity to give their comments.

"It is also necessary that black teachers, and especially the department's advisory council, which consists of blacks, be properly consulted on this important step," he said.

"Because of the intend-

ed new measure, it is not thought necessary at this stage to change the title of the Act to replace the word Bantu with a more acceptable word.

"As the word Bantu occurs in many Acts administered by the Department of Plural Relations and Development, it is in any case desirable to replace it uniformly throughout."

Mr Cruywagen said the amendment Bill he was introducing empowered the Minister to appoint someone to control and administer a school board when one was not properly constituted or failed to exercise its prescribed duties. — SAPA.



# Schools: blacks to be asked

256  
31/3/78  
(82)

## Political Staff

**THE ASSEMBLY** — Black education leaders are to be consulted on new legislation to be drafted soon to replace the existing Bantu Education Act, the Minister of Education and Training, Mr W A Cruywagen, said yesterday.

Moving the second reading of the Bantu Education Amendment Bill, the Minister announced the new draft Bill for black education would be published for comment as soon as practicable.

The aim was to introduce the proposed legislation, which would replace the Bantu Education Act, during the next session of Parliament

## WELCOMED

The Minister's announcement was welcomed by the Opposition's chief spokesman on Black Education, Dr A L Boraine (PFP Pinelands)

Mr Cruywagen said although the Bantu Education Act had been amended several times since it had been passed in 1953, it had certain basic shortcomings that would be difficult to put right by way of amendment

"It is my considered opinion, that there should be no further patchwork to this law," he said. It was the intention, therefore, to replace the Act with a new education law as soon as this could be done

## FRUSTRATION

Mr P A Pypers (NRP, Durban, Centre), said the Bantu Education Amendment Bill, if implemented in its present form, would result in more frustration among black people about



Mr Cruywagen . . . no profit in patchwork.



Mr Pypers . . . blacks should have a say.

the whole system of Bantu education.

He said the new legislation would cause more friction.

Mr Pypers said he wished to remind the Assembly that the overriding principle which had led to the establishment of black school boards under the Bantu Education Act was that black people were to be allowed active participation in the education of their children.

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# Comment

Sun. Tribune 2/4/78

## Removing those basic flaws

(25b)

WE welcome the announcement by Mr Cruywagen, Minister of Education and Training, that the Bantu Education Act will be replaced as soon as possible by a new education measure. We also welcome his undertaking that black people and especially black teachers will be consulted.

The Government should have learned valuable, even if unpalatable, lessons from the black school unrest which has continued now for almost two years.

Black people — and black children — do not want black education. They do not want an education which, to use Dr Verwoerd's words, would stand "with both feet in the reserves." They do not want an education designed by a white political party for the preparation of black children for a society that exists only in the mind of the National Party.

They want an education which will be fundamentally the same as white education, an education which will qualify talented young black men and women to become doctors, lawyers, opticians, architects, pharmacists, engineers . . . And they want the right and the opportunity to use these skills in an open society. They want nothing less than this.

What is more, they do not want their education to be placed under a separate authority. They want to see their education restored to the education authorities from whom it was taken, or to whatever regional authorities are created in the future under a new constitution.

We ourselves favour regional rather than centralised control for a national authority inevitably leads to uniformity, and could even lead to a new brand of Christian-National education.

Mr Cruywagen thinks that the Bantu Education Act has "basic shortcomings". He is right. Its most intolerable shortcoming is its assumption that African education must be separate and different. Inevitably it has been inferior.

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# All African kids to get free textbooks

By JOHN MATISONN  
Political Correspondent

**FREE** textbooks for all African schoolchildren are expected by the end of this year as a result of the increase by R26-million in the amount budgeted for the Department of Education and Training.

At present free textbooks are being provided in secondary schools, also in most Standard 5 subjects, some Standard 3 and 4 subjects, and in one subject only in Standards 1 and 2.

"I sincerely trust we will be able to provide textbooks free for the rest of the primary school subjects this year," Mr G J Rousseau, Secretary for Education and

**BUDGET '78**

Training, said this week.

The department started its programme of providing free textbooks in 1974

This year's budget, increased by R26-million to R143-million, will be used primarily for teachers' salaries and for textbooks.

Mr Rousseau said the extra funds would also be used to create additional teaching posts to phase out double sessions and to reduce the pupil-teacher ratio from 1.41 to about 1:39.

The Education and Training Department (formerly

the Bantu Education Department) does not provide schools. These are built by the Bantu Administration Boards in the urban areas, and by farmers in the rural areas.

About 84% of the department's funds go in salaries.

Last year's increase of nearly 50% in the Bantu Education budget was primarily paper transfers which did not provide additional facilities. In that year the department's budget rose from R77-million to R117-million — but much of that represented the transfer of certain facilities from other Government accounts to the Bantu Education Department budget.

Despite the latest budget increase, the average amount spent on each African schoolchild is about R60 — compared with about R644 for each White child.

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**MONDAY, APRIL 3, 1978**

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## NEW EDUCATION DEAL

**THE STEADY** pace at which the Minister of Education and Training, Mr. Willem Cruywagen, is moving to bring about a new dispensation in Black education augurs well for improved race relations.

Indeed, the Government seems to have finally recognised the significance of Soweto and acknowledged the rectitude of Opposition pleas for a better deal for the Cinderella section of our peoples.

Only a few days ago Mr. Cruywagen made a timely and positive move to establish new pay scales for Black teachers which will considerably increase their earnings and enhance the prospects of rapid reward for those willing to apply themselves and improve their qualifications.

Now he has announced the Government's intention to replace the Bantu Education Act with a new measure aimed at removing basic shortcomings which were difficult to correct through continued amendment. This in itself suggests a welcome willingness to abrogate out-

dated tenets and face up to the urgent needs of the times.

Here, it is refreshing to note that the Blacks themselves are to be given an opportunity to offer suggestions. Mr. Cruywagen assures us that Black teachers, and the Department's advisory council which consists of Blacks, are going to be consulted once the draft Bill has been published.

This is the sensible way to go about things. Experience has taught that no positive results can be achieved without co-operation and goodwill, and it was the absence of these two ingredients which contributed in no small measure to the tensions of the past.

By upgrading education in this way the Government is showing a new sensitivity to the problem. It still has much leeway to make up before the stigma of discrimination disappears, but if Mr. Cruywagen maintains the impetus achieved during his short period in office we have no doubt that the critics will offer him encouragement rather than condemnation.

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# Bantu tag still an issue claim

256 13/4/78 DD

EAST LONDON — There is still a strong and fairly widespread antagonism towards "bantu education" despite the department having been renamed the Department of Education and Training, the assistant director of the South African Institute of Race Relations, Mr J. G. E. Wolfson, said at a lunch-hour forum here yesterday

"What we have to accept is that there have been — and possibly still are — powerful forces at work that are strongly and determinedly opposed to 'bantu education'," he said

As an example he quoted a threatening letter sent to a young black friend about to write matric, a letter which warned that the youngster was an obstacle in the path of scrapping Bantu education. The youngster's name was allegedly on a "black list" and if he dared write he could expect trouble

This same youngster, on the other hand, was caught in an impossible cross fire, as he had also been detained by the police — though not charged — presumably because he was regarded as a dangerous radical

Mr Wolfson said black youth had emerged as a potent and generally radical force, forcing schools to close their doors, members of school boards to resign and burning school buildings

"I have no clear idea who has been responsible for these activities, but it is a fact that from August-September last year there was virtually no schooling

for black children in Soweto or on the East Rand for the rest of the year," he said

This was not the full picture however as the winter school held by the institute to assist black matriculants had been virtually flooded during the last two years

"Clearly there is a widespread demand for education, 'bantu' or not, and yet in the second half of last year very strong moves were being made in other quarters for the outright rejection of 'bantu education'," Mr Wolfson said

The government had recognised the rejection of 'bantu education' by blacks was real and were taking this into account

It had scrapped the outmoded and disliked term 'bantu' and renamed the education department, it had increased spending for the current year, and it recently promised an entirely new education act to be promulgated next year.

These were important measures. The name change and increased spending were long overdue, Mr Wolfson said

"But I am afraid it is too late and I'm sure the extra amount budgeted will make very little difference to the disgracefully inequitable difference between per capita spending on white and black

"As for the promised new bill, one can only wait and see what it contains when it is published. Suffice to say though that the scrapping of the present act is a prerequisite for any real change in black education," he said —  
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# Govt looks at black education

The Department of Education and Training was seriously probing the introduction of compulsory education for blacks, the department secretary, Mr G. J. Rousseau, said at the weekend.

Mr Rousseau was addressing Soweto parents and teachers at the official opening of the Emde-ni school complex in Soweto on Friday.

He said the issue of compulsory education in the Department's schools was under "extensive investigation" and studies into subjects such as pupil-teacher ratios were being examined.

"By the end of this year we hope to end double sessions," Mr Rousseau said. "We have budgeted R1.5-million this year for posts to phase this out."

Mr Rousseau said with compulsory education came a greater responsibility on the parents to make sure their children attended schools and maintained contact with the school faculty.

"An absolute assurance is needed from the communities concerned. Students should not be influenced by outsiders. A year lost cannot be replaced or redeemed," he said.



# 'Progress' towards education for all<sup>RDM</sup> 25/4/78 blacks (256)

THE ASSEMBLY. —  
Good progress is being made in preliminary steps towards compulsory education for blacks, according to the annual report of the Department of Bantu Education.

In his 1977 report the Secretary for what has now been renamed the Department of Education and Training, Mr G J Rousseau, says there was an 84% increase in black school enrolment in the last 10 years

On the introduction of compulsory education, Mr Rousseau noted an increase in enrolment, progress towards eliminating double sessions and reducing the teacher-pupil ratio, and the free issue of text books

"It is evident the department has made good progress in taking the necessary steps towards the introduction of compulsory education," said Mr Rousseau

"A thorough investigation into prevailing conditions in residential areas is under way," he said

"Attendance figures, classrooms available and the cooperation of the community in keeping children at school will be analysed from the findings to establish whether compulsory education may be introduced in certain areas without undue disruption of schools and communities"

He reported that a total of nearly 3 500 000 black pupils enrolled last year, an increase of 84% over 1 900 000 pupils in 1967.

The largest increase was in secondary schools, where enrolment rose by 537%. Primary school enrolment was up 66% in 10 years.

The figures for 1977 showed an increase of 0,2% for lower primary enrolment, a decrease of 2,9% in higher primary enrolment and an increase of 10% in secondary school enrolment over 1976

The department's annual budget, which stood at R15-million in 1955 and R27 500 000 in 1972, was R80-million last year, excluding the amounts allocated for black universities, Mr Rousseau said — Sapa

26/11/78 RDM  
256

# All support black education Bill

THE SENATE — The Bantu Education Amendment Bill was taken through all its stages yesterday by the Minister of Education and Training, Mr. Willem Cruywagen.

Mr. Cruywagen said goals could be formed now his department was an autonomous one. But these hopes could not be exaggerated because education could not be changed overnight.

The Bill was supported by all parties — Sapa

# 'Teachers at fault in black education'

PIETERSBURG — The fault with black education lay not with the system but with the classroom teacher, the Deputy Minister of Education and Training, Dr Andries Treurnicht, said in Pietersburg last night.

He was addressing the annual congress of the Association of White Teachers in Black Education.

A rise in standards could only be achieved by persuading black teachers that to realise black ambitions they would have to accept that education required the most talented youth of a nation, Dr Treurnicht said.

The fault lay not in the system, the curricula, the medium or the textbooks, but in the classroom teacher, he said.

"There is no royal road to success. The instrument for raising standards lies with a corps of well qualified, dedicated teachers who have specialised in high school subjects and are inspired by idealism to serve their people through education," Dr Treurnicht said.

Another condition of success in education was the inculcation of discipline.

Although their numbers were small in comparison

with the 69 258 black teachers, the 937 whites in black education were performing one of the most important educational services in the country.

In their professional association with various population groups, they played a major role in maintaining and developing a high standard of education. They also fostered good relations in the best interests of South Africa and its people, he said.

It was a difficult task to educate children of other nations so that they grew up with their own culture. But the imposition of alien systems led to self-rejection and self-hate and created a negative identity which could erupt into conflict and crisis, he said.

"I think that through our conduct and our policy, national identity and national self-determination have averted such eruptions against us by developed nations."

"The rapid progress at management level and later constitutional development leading to independence of certain black nations can be ascribed largely to the education they received," Dr Treurnicht said — Sapa



**Will he <sup>RDM</sup>  
never learn?**

THE PROSPECTS of substantial change in Bantu Education are grim indeed if the views expressed by the Deputy-Minister, Dr Andries Treurnicht, to the Association of White Teachers in black education (RDM, April 27), are accepted and absorbed by his audience.

Like the Bourbons, Dr Treurnicht has apparently learnt nothing and forgotten nothing — and the smug, self-deceptive and patronising statements he then made ignored 18 months of school rioting and burning and the obvious hatred of most black students for a system they know is inferior.

Will he never learn that what black students want is indeed an 'alien' (i.e. European-style) education? But they are not likely to get it unless we first get rid of Dr Treurnicht. — READER  
Killarney, Johannesburg. (256)

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# BLACK SCHOOLS:

# BARON

## Nation-wide

## order by State

# VISITS

By Rashid Seria

THE Department of Education and Training has withdrawn all permits from people allowed to enter black schools, according to Mr D H Owens, the department's regional director.

He was reacting to a report that Dr Margaret Elsworth, secretary of the African Scholars' Fund, had been barred from entering black schools in the Peninsula.

Mr Owens said the bar did not apply only to Dr Elsworth, but to all people, organisations and commercial firms throughout the country who had permits.

The department had been obliged to take the decision because many people, including insurance agents, car salesmen and book salesmen, were disrupting the normal teaching programme at schools.

### No more

He said the department had issued circulars to principals telling them that all permits had been withdrawn and no more would be issued.

Because Dr Elsworth was a permit-holder he had written to her telling her of the withdrawal.

He had offered Dr Elsworth the help of his circuit office and had suggested that she approach the circuit inspector.

'We are not trying to make things difficult for the African Scholars' Fund and will give them every possible assistance to help them administer the bursary fund.'

'If we consider it necessary, we will give Dr Elsworth permission to visit schools,' Mr Owens said.

### Unmanageable

The situation at the schools had become unmanageable and they had been obliged to restrict school hours to teaching.

It had always been the department's policy to issue permits to people wishing to enter black schools.

MR D H OWENS — No more permits to be issued... the situation has become unmanageable.





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 July 24 came to be called "the industrial revolution". There was no room for what

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# Black education being revised

By JOHN MOJAPPELO

THE Government's revision of the Bantu Education Act is being done in consultation with relevant black organisations, the public relations officer of the Department of Education and Training, Mr G E Engelbrecht said yesterday.

Mr Engelbrecht added that the organisations included the African Teachers' Association of South Africa, Atasa, the Advisory Council for Bantu Education and black school inspectors.

Mr Willem Cruywagen, the Minister of Education and Training, told the recent sitting of Parliament that the Government intended revising the Bantu Education system.

Yesterday, Mr Engelbrecht said the Education and Training Department was taking the "necessary steps" to revise the system. There was no time limit for the completion of the revised educational system.

Mr Engelbrecht explained that his department would revise the present Act, and then send it to relevant organisations for suggestions.

So far, the different organisations had not submitted their suggestions, he said.

Bantu education became the target of criticisms before and during the township unrests in 1976.

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34. Africa Institute Bulletin, April 1971 p115  
 35. See Anderson, Europe on the Eve of the Eighteenth Century, 85  
 36. Barthold, op. cit. p16



GEWONE VERGADERING

1. Opening

2. Notule Vergadering 2 April 1978:

2.1 Sake out notule;

2.2 Egpaar Tito opgeroep;

2.3 Br. J. Boezak.

3. Program: Junie - Desember 1978:

3.1 Kerkraadsvergadering elke tweede maand, derde Saterdag in die maand 2.00 nm;

3.2 Kerkraadsbiduur en Broederlike onderhoud in die maand tussen in, op die derde Sondag in die maand 5.00 nm;

3.3 Nagmaatlêrings elke 2 maande om die beurt 10.30 vm en 6.00 nm;

3.4 Doop: Eerste Sondag in die maand 10.30 vm;

3.5 Doop- en Tugkommisste vierde Woensdag in die maand. Voornemende doopouers stel hul wyksouderling in kennis en ontmoet die kommissste saam met die ouderling onmiddellik na biduur;

3.6 Spreekuur met leraar in kerkantoor: Elke Woensdag van 6.00 - 7.30 nm (voor biduur);

3.7 Dankoffers:

3.7.1 Elke Sondag in die maand.

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Blacks are 'equals'

Pretoria Bureau

The colonial period is irrevocably past and the power that whites had over blacks, their areas and resources no longer exist. The Minister of Education and Training, Mr. Cruywagen, said last night.

Speaking in Pretoria at a meeting of the Historical Society (Genootskap) of South Africa, he said this was one of the international circumstances which affected the country's position.

The non-white nations act today on the world historical stage as equals and active co-players," he said.

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social and economic problems, who were usually far more interested in artisans and craftsmen of the traditional type than in industrial wage-earners. The fact that many of such large-scale industrial enterprises as existed—the Ural ironworks in Russia are a leading example—were geographically remote from any large town also helped urban life to retain its predominantly mercantile and handicraft character almost everywhere to the end of this period.

The still largely traditional and static society described in this chapter was doomed to rapid decay. The network of communities, orders, privileges, peculiarities and exemptions, of which it was composed, could not hope to withstand indefinitely the forces of change which were growing stronger throughout this period. From the middle of the century at latest it was being steadily though very slowly eroded by the demands of governments for larger revenues and greater administrative efficiency. It was also being undermined, more rapidly and perhaps more fundamentally, by the development of Europe's economic life. For a society based on customs and traditions which were everywhere different was slowly being substituted one based on ideas and economic pressures which were everywhere the same. Yet it would be a great mistake to describe eighteenth-century society entirely or even mainly in terms of 'progressive' forces. Like so many other aspects of the continent's life during this period, it must be studied with an eye to the past as much as to the future.

RDM 4/8/78  
**Consult blacks  
 on education**  
 (256)

By JOHN MOJAPELO

CONSULTATION with black leaders was the only way to develop a system of education acceptable to all blacks, a former educationist, Dr K B Hartsorne, said yesterday.

Asked to suggest revisions to the Bantu Education Act, Dr Hartsorne, the former Education Planner of the then Department of Bantu Education, said some familiar criticisms of the system were that

- Education was not compulsory or universal
- Classes were too large, and the teacher-pupil ratio was unrealistically high, causing double sessions.
- The drop-out rate was far too high — children did not stay long enough in school.
- Too few pupils went on to post-primary education
- Educational facilities were unequally distributed
- Teachers were under-qualified, particularly for

work in upper classes of secondary schools

- Resources of funds and manpower to black education were inadequate

He said it was "imperative" to evaluate recent statements by Mr W A Cruywagen, the Minister of Education and Training, who has undertaken to replace the Bantu Education Act with a new Act.

But, he said, there were three conditions necessary to make Mr Cruywagen's intentions fully effective

Firstly, a five-year plan was needed with a 25% a year increase in funds. Higher pay for teachers was also needed

Secondly the Department of Education and Training would need at least R100-million in the next three years to build new schools

Thirdly, the proposed new Education Act should not have been drafted for discussion before black leaders of all types had been consulted, Dr Hartsorne said

# 12 000 Soweto pupils still staying away

By MIKE LOUW

MORE than 12 000 children from Soweto post-primary schools are still out of school, apparently in protest against the system of "Bantu Education".

This emerged from figures released by the regional director of Education and Training, Mr Jaap Strydom, during an interview yesterday.

Mr Strydom also said all secondary and high schools which have been closed would definitely be re-opened next year.

He said 32 of the 40 post-primary schools in Soweto which had re-opened had a total of 14 400 pupils. He said the remaining eight post-primary schools would be reopened in January next year.

In the past, 27 000 pupils had attended the 40 post-primary schools. The eight schools which would reopen next year were at present being used to ac-

commodate children attending both lower and higher primary schools.

Mr Strydom said there was no shortage of teachers at the 32 secondary and high schools, or at the 92 lower and higher primary schools.

Asked how many of the 500 teachers who had resigned in protest against "Bantu Education" had been reinstated, he said all those who had expressed a desire to return had been accepted.

He said the laboratory at Orlando High School — which is closed — was now being used exclusively for the in-service training of science teachers.

The 40 post-primary schools in Soweto were placed under the control of the State on August 31 last year.

This was after pupils had continued boycotting classes and teachers had resigned in sympathy with their pupils.

356

348

278

9/1/78



38 20/9/78 256

# Black education 'isolated'

Black education should be brought "in from the cold" the English Academy of Southern Africa was told today

In his presidential address to the Academy at their annual general meeting at the University of the Witwatersrand, Dr Ken Harshorne said black

education was at present isolated from the "national education effort."

Advances were taking place but "over-cautiously and slowly" A crisis of confidence existed because decisions on black education were regarded by blacks as being made by "a 'we-know-best' white authoritarian establishment," he said

He welcomed the recently announced intention by the Minister of National Education, Dr Piet Koornhof, to propose to the Cabinet a national co-ordinating committee on education

"This would mean we would see black educationalists sitting down together with their white

colleagues at the highest level for the first time," said Dr Harshorne

He suggested that teaching staff from white universities be "loaned" to black universities for one to three years

This should "strengthen fields of specialist study" in black universities and aid the training of junior academic staff

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**Plea to  
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... me!  
... (ers his house)  
... food and drink!

MAN:

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WIFE:

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MAN:

Once more.

WIFE:

Kê? Listen to this, what a mess!  
Can't you say anything else?

MAN:

Once more.

WIFE:

I swear I'll soon make you feel sorry for this game,  
I warn you clearly.

MAN:

Once more.

WIFE:

Take that! That's for the devil!  
'Tis clear you'd not dare ask for it!

MAN:

Once more.

WIFE:

Here's one that you can keep!  
Just say "once more" again  
You scum. What is it you're after?

MAN:

Once more.

WIFE:

Kê, this is no fun. I'll give you more  
That you'll long remember.

JOHANNESBURG —  
Black education should be brought in from the cold, the English Academy of Southern Africa was told here yesterday morning.

In his presidential address to the academy at their annual meeting at the University of the Witwatersrand, Dr Ken Hartshorne said black education was at present isolated from the "national education effort".

Advances were taking place but "over-cautiously and slowly". "Crisis of coincidence" existed because decisions on black education were regarded by blacks as being made by a "we know best" white authoritarian establishment, Dr Hartshorne said.

He welcomed the recently announced intention by the Minister of National Education, Sport and Recreation, Dr Piet Koornhof, to propose to the committee on education — SAPA.

**Discipline**

# Black schools to get Govt cash

All members are u held on Wednesday 114), University will be followed

Professor Nevi

Professor Dubow or School where he wd Director of the Sd vibrant with new a

## AGENDA for

1. Personalia
2. Minutes of the van 7 September
3. Chairman's report
4. Matters arising Sake wat van d
5. Financial statement Finansiële vers
6. Motion: The We Classical Assoc Association the to the local br from 50 cents t
7. Election of off Verkieping van Huidige lede:
8. Any other busine

THE ASSEMBLY — The Cabinet had taken several important decisions in principle regarding the education of blacks, the Prime Minister, Mr P. W. Botha, said in the Assembly yesterday

"I think the most important of these is that the Cabinet has given its approval to the Department of Education and Training to appropriate funds for the erection of community schools in black residential areas

The new dispensation, which starts on April 1 this year, does not only entail an alleviation for the black population, but will also enable the department concerned to plan professional and physical development of education meaningfully. The Cabinet had also approved an in-depth investigation into the needs of tertiary education in the black residential areas.

A commission had already been appointed under the chairmanship of Professor Viljoen, Principal of the Rand Afrikaans University, and the commission had been instructed to report before the end of the year, Mr Botha said

"A Draft Bill to replace the Act of 1953, has been published after being cleared fully with the Education Advisory Council. All concerned were asked to comment and the comments are now being processed. Without anticipating the new Act, may I mention a few examples of some of the principles embodied in the proposed Act

- The financing of community schools,
- The control and planning of pre-school education,
- The gradual institution of free and compulsory education in residential areas, where practically possible, and
- The establishment of a teachers' council which will control the profession, as requested by the African Teachers' Association of South Africa." — Sapa.

ANNUAL GENERAL MEETING which will be 7.30 p.m. in Beattie Building (Room Cape Town. This business meeting e by

of the Michaelis School of Fine Art, U.C.T.

ities of JERUSALEM (illustrated by slides)

an architect but moved to the Michaelis tures on the history of art, and became his leadership the School has been

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Atkinson; Seconded: Mr. J. Sang.

ttee members for 1978-9/lede vir 1978-9.

John E. Atkinson /Secretary/Treasurer: Mr. J. Sang (Vice: Miss P. le Roux)

Skole/ Schools' Secretary: Miss B. Keeson (not available for reelection)

r. S. Bruwer, Mrs. M. Mezzabotta, Mr. Thom S. Armstrong, Dr. R. van Stekelenberg.

D.J. Blokbergen, and student represen- .C. and U.C.T., namely Messrs. M. Sahn Frater.

J. Sang. Department of Classics, U.C.T. Phone: 698531 Extn. 213.



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# R40-m to be spent on black education

About R40-million is being spent by the Department of Education and Training within the next two years to provide more teachers' training colleges and secondary schools for blacks.

Most of the department-financed projects are for Mabopane East, north of Pretoria, where an advanced technical college and a teachers training college are being built.

The technical college is scheduled to be opened in January, 1980, with a projected cost of R30-million, a department spokesman said.

Engineering training for an enrolment of 5 000 is being offered.

The teachers' training college will open in January next year with an enrolment of 1 000.

In Mabopane a senior secondary school is being built at a cost of R2,5-million with an opening date for January 1980.

An in-service teachers' training centre is also

being planned to replace a centre in Mamelodi township.

A teachers' training college is also being built in the Eastern Cape at Fort Beaufort. This will open in January, 1981.

The college will have facilities for 600 students and cost R2,5-million.

A senior secondary school costing R2-million at Fort Beaufort is also being constructed.

The department is also planning a new teachers' college and a secondary school for Pietermaritzburg which will accommodate Zulu students from Natal, the spokesman said.

BOARD'S ACTION HAS ANGERED HEADMASTER AND PARENTS

# The school where

# teacher carries a gun



● Gun on his hip, one of the four soldier teachers at Alafang School faces his class

**CHILDREN** in Germiston's Katlehong township go to school in a converted brewery where they are taught by armed White soldiers because of an alleged shortage of teachers

And this has angered the Black headmaster of the school, Mr Jerry Mosimane, as well as some of the pupils' parents

"At the moment we have many teachers roaming the streets unemployed," Mr Mosimane said "Some of them have gone into industry where their profession is of no use

"If there was a shortage why did those who recruited soldiers not make use of the unemployed teachers?"

The four soldiers at the Alafang Secondary School are infantrymen doing their national service They do not have teaching certificates, but three, Riflemen P B Groenewald, M F Philippott and V Gschwend are university graduates

The fourth, Rfn A Last, has a diploma in Biblical studies

Story by  
**ZANDI SIMWESI**  
Pictures by  
**ROBBIE TSHABALALA**

object to them being armed in class

A teacher, who asked not to be identified, said there was never a teacher shortage at the school and the soldiers were brought in during the absence of the school's principal, Mr Mosimane, in hospital

He did not know of the agreement reached by Mr Malan, the soldiers and the pupils

"The sight of a gun frightens anyone who is not used to it How do they expect our children to concentrate while being taught by armed soldiers?"

Mr Mosimane said "There was never any

shortage of teachers in my school "Before I went to hospital I had a tough time begging some of the teachers not to resign — the school board was not paying them Some of them worked for five months without salary"

Later, while he was in hospital, three teachers resigned because they had not been paid, Mr Mosimane said He had not been paid for three months

He, too, said he did not know of any agreement reached by the three parties

Mr Nimrod Matlala, the Katlehong School Board



● On parade — at school, not in the barrack square

secretary, refused to comment and referred inquiries to Pretoria

Mr J C Motloutung, a wealthy businessman and Katlehong School Board chairman, said the teachers were not paid "because we did not have funds to pay them"

He said "At the moment we cannot get teachers locally other than rejects We do not know who recommended the soldiers to come and teach"

He said he knew of only two teachers who resigned from the school because they were not paid

One of the pupils said he

knew of no agreement about having armed soldiers as teachers

He asked "How can we concentrate under such conditions? We still keep thinking of the riots of June 1976"

Another pupil said "When the soldiers arrived we did not want them It took a long time to get used to teachers with guns

"But although we are getting used to them, we still think of what happened during the riots We fear for our lives when we think what would happen to us if rioting started again with them in our midst"

A mother of one of the pupils at the school asked not to be identified and said "We really do not know what is happening to our children when they are taught by armed soldiers How can a man who is used to shooting give constructive lessons in a classroom? Ask the authorities to think again."

The soldiers said they would continue teaching as long as their service was needed by the pupils

A Defence Force spokesman said he knew about the position Mr Malan would not comment



# Two papers set after exam leak

EAST LONDON—What is believed to have been an attempt by the Department of Education and Training to overcome the problem of leaked examination questions, has ended up with pupils sitting for the Std 8 mathematics examination being examined on two different papers.

Which paper the candidates in the various schools wrote seems to have depended on how efficient the postal system to the particular school has been.

But the examination papers from the pupils who wrote the examinations, will all be marked and there is no intention on the part of the department to scrap either of the papers, Mr G Engelbrecht, of the Department of Education and Training, said in a telephone interview.

Asked why it had been necessary to set two papers for the same subject, he said "No, I cannot comment on that."

Last month Mr Engelbrecht said pupils who had bought examination question papers from sources were in for a shock because the depart-

ment was to set other papers to replace those that had been available in the racket market.

The matter was being investigated by the police, Mr Engelbrecht said.

It was established yesterday some candidates were surprised to see the paper which appeared to have been the second set for the examination because they had prepared for the first.

Asked about the two papers the Ciskei Secretary for Education, Mr K B Tabata, said "One thing I will confirm is that the first paper was sent out to the circuits."

"Subsequently it was said another paper had been set. Some centres got this paper at about 11 am or 12 noon today and I believe another lot was received in the post this afternoon when the time for the examination was over."

"If perhaps we had said at 12 noon the pupils who got the first paper should sit for the second the question of fatigue would have come in," Mr Tabata said.

They had referred the matter to the Department of Education and Training — DDR



# Education draft Bill for blacks

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A new draft education Bill which includes provisions for compulsory and pre-school education and teachers' councils was presented in Pretoria today.

The draft education and training Bill was drawn up to provide for the rapidly developing demands of the Department of Education and Training.

The new Bill, which is expected to be passed in Parliament next year, provides for the repeal of two earlier Acts, the Black Education Act of 1953 and the Black Special Education Act of 1964.

"The new Bill represents a revision and consolidation of earlier Acts," the spokesman said. "We looked at other systems of education to provide some uniformity of education in the country," he said.

## PROVIDES FOR

The education and training draft Bill provides for

- Teachers' councils, which are professional bodies which regulate standards.

- Pre-school education, compulsory education and advanced technical education.

Also provided for in the new draft Bill are new terms of conditions of service for teachers. There will be no differences between black and white staff in discipline, leave and other matters.

Comments on the new draft Bill are invited by the department on or before December 15, he added.

(256)  
11/11/28 ED

# Compulsory black schooling on way

PRETORIA — The first steps towards compulsory education for black children in South Africa were taken yesterday with the gazetting of a draft Education and Training Bill.

The Bill provides that the Minister of Education and Training may, by notice in the Government Gazette, declare regular school attendance to be compulsory for every black person of a specific age group, or resident in a specific area.

A parent, or custodian, who fails to let the child attend school regularly will be fined not more than R10, or be imprisoned for a month in the case of a first offence. A second

or subsequent conviction carries a sentence or a fine of up to R40, or imprisonment for a period not exceeding two months.

The draft Bill provides for the control of education for blacks by the Department of Education and Training and repeals the Black Education Act of 1953 and the Black Special Education Act of 1964.

It empowers the minister to establish and maintain state schools and community schools for blacks out of money appropriated by Parliament for the purpose and also provides for the transfer of management and control of a State-aided or private school to the department — SAPA.

## Good news on the education front

THERE is a good deal of welcome news for blacks—and hence for South Africa at large—in the new draft Education and Training Bill which has just been published. Notably, in that it at last provides compulsory education for the black community. But it also needs to be viewed with a number of provisos firmly in mind.

The first is that compulsory education has to be free education. Black parents can ill afford to be in a worse position than whites, whether it is by way of school fees, local levies or charges for textbooks.

Secondly, the "compulsory" aspect ought to be applied, to begin with at any rate, with caution. Social conditions in the townships are very different indeed from those in white areas. The Bill rightly speaks of enlisting the co-operation of parents; but the last thing it should do is lead to a rush of prosecutions for truancy which could provide one more focus of discontent.

A third key proviso concerns adequate provision of schools. Despite all the disruption since

1976, there is still a massive shortage of school places. In Soweto alone up to 23 000 children will be left without proper classrooms next year. Encouragingly, the Bill does provide, for the first time, for the funding of black schools on a national basis, instead of fragmenting the responsibility among the various Administration Boards. Many of them, such as Wrab, have failed abysmally at this task. A heavy obligation rests on the State to do better—and to narrow the massive disparity between what it spends on educating white and black children.

For the rest, a number of progressive features make an appearance—such as a special advisory council to work with the Minister; school health services; the appointment of teachers by the department rather than school boards. Last but not least, public comment is specifically invited on the draft Bill—which was hardly the case, to the best of our recollection, in the era of the old "Bantu Education" laws which the new Bill will replace.



ROM 14/11/78 256

# Private schools curb?

By PATRICK LAURENCE  
Deputy Political Editor

THE DRAFT Bill for black education seeks to retain the ban on providing education to blacks except through officially-approved channels — with the penalties for doing so five times heavier than under existing legislation

The original Bantu Education Act of 1953 made it an offence to educate blacks at schools not registered with the then Department of Bantu Education or not

been exempted from registration by the department

The new draft bill, put out by the BED's successor, the Department of Training and Education, retains this prohibition and raises the penalty from R100 or six months' imprisonment to R500 or one year's jail

Progressive Federal Party MP Mrs Helen Suzman yesterday described the proposal as objectionable and retrogressive, and suggested the increased penalties could be aimed at pri-

vate schools admitting black pupils

"It is objectionable because there are many people who would dedicate their lives to teaching Africans outside the official system if they were permitted to do so.

"It is retrogressive not to encourage education in every possible way in a country which does not have free and compulsory education"

She added "Imagine a fine like that for the 'crime'

of teaching people. One wonders whether it is aimed at private schools which have admitted black pupils"

The Secretary for Training and Education, Mr G J Rousseau, denied this yesterday and cited as an example for the case for increased penalties an incident in which a man running a private school in KwaZulu charged exorbitant fees and then absconded with them

Mrs Suzman commented on the provision in the draft Bill empowering the Minister of Training and Education to make school attendance compulsory for particular areas or age groups

She pointed to a lack of commitment to free education "You can't make parents responsible, if they can't afford to send their children to school. So many black families live below the minimum living level"

● Editorial comment  
Page 14.

## More detail needed

RAM (256)  
19/11/78

WHEN the Minister of Training and Education, Mr Willem Cruywagen, announced in March that the Bantu Education Act was to be replaced by new legislation, he promised full consultation with "the blacks whose education is involved."

Now Mr Cruywagen has produced a draft Bill. To some extent blacks were consulted in its formulation. But the opportunity now exists for wider views to be made known.

In inviting — and considering — those views, Mr Cruywagen has the chance to set South Africa on a new road in an area of crucial importance — and one of extraordinary sensitivity because few aspects of existence arouse such passion as the education, or mis-education, of children. The tragic events after June 1976 bear testimony to that, and to the Nationalist blindness (which we hope is now past) which brought them about.

Thus far the draft Bill offers only limited hope for the entirely new deal which blacks demand and which is their due.

Provision is made for the Minister to make schooling compulsory. There are other provisions such as introducing health services, the recognition of a black teachers' council, and uniformity in teachers' conditions of service without regard to colour.

While these are all to the good, what we need to know is how it is going to be implemented. Principally, how the staggering gap between what is spent on white education as against black education (a ratio of 15 to 1) is going to be closed. Equally, information is needed about the nature of the syllabus.

Underlying both these and other aspects is the thought expressed at the weekend by Dr Ntatho Motlana: "Any Act specifically designed and tailored for blacks is totally unacceptable. We want to be treated as part of the mainstream."

That is the real challenge facing Mr Cruywagen. We need to know more about how he is going to meet it.

# Education Minister to probe Wrab move

Star  
14/11/78  
256

## Pretoria Bureau

The Minister of Education and Training, Mr Cruywagen, is to inquire into reports that the West Rand Administration Board ignored a Government directive to co-opt Johannesburg's Regional Director of Education as a board member.

Virtually all administration boards throughout the country have complied with a directive issued in May by the former Minister of Plural Relations, Dr Connie Mulder.

But Wrab has co-opted Mr Jaap Strydom, Regional Director of Education in Soweto. A Wrab spokesman said

this week they could not comment on the directive while Mr Cruywagen was making an investigation.

Mr Cruywagen said that after he had been appointed to the Education and Training portfolio he had an interview with Dr Connie Mulder, during which he pointed out that it was not compulsory for boards to co-opt members from the Department of Education and Training.

But Mr Cruywagen stressed the necessity of education authorities being consulted by boards concerning school matters.

Several weeks ago The Star revealed that thousands of Soweto pupils would be without schools next year because Wrab had been unable to build enough schools.

The Director of Wrab, Mr A H Stander, in a Press statement, admitted that his board could not afford to build more schools in the townships.



# Intluva no answer

The lot of the black teacher is a sad one. For 25 years — since the introduction of Bantu Education — they have worked under the most trying conditions

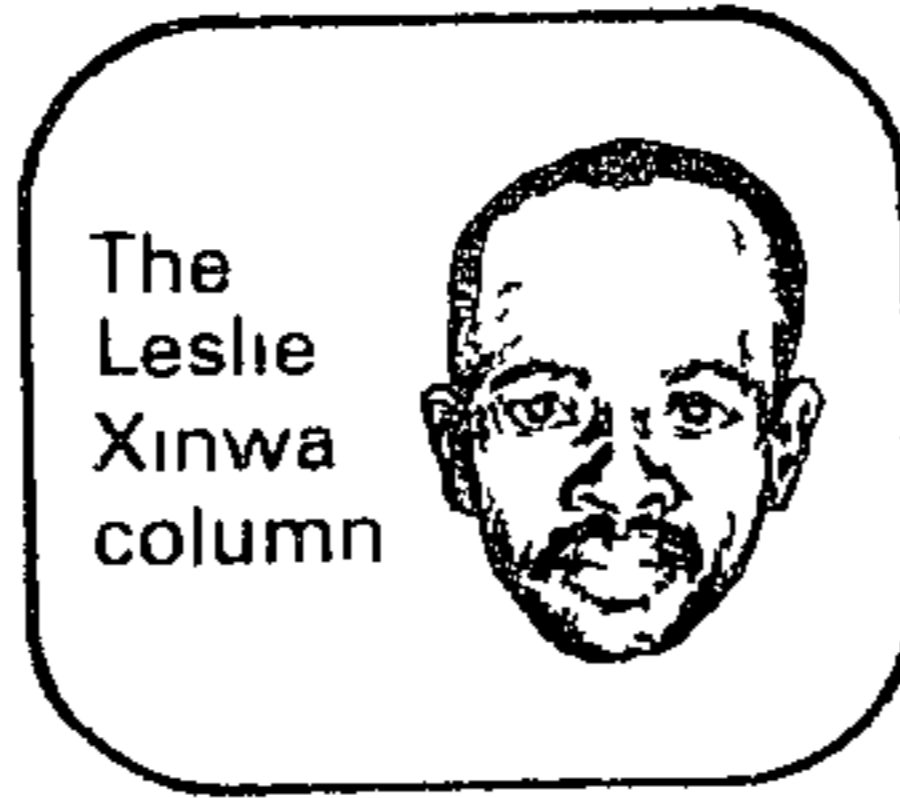
Some have survived the conditions and done good work while others have sought greener pastures elsewhere much to the detriment of the black child

But for all the forces they have had to battle against the latest — something called "intluva" — is perhaps their toughest.

The term "intluva" has not appeared in any Xhosa dictionary compiled thus far I have tried to trace its origins in language but can find no satisfaction

All one knows about it is that it means the availability of question papers a good time before candidates sit for examinations

The process is new in black education. It can be traced to about five years ago but it has now reached alarming proportions and if it continues in the manner in which it has been carried out over the last two years, many



teachers are going to be redundant because children are simply going to stay away from school and buy "intluva" and get certificates at the end of the year.

Before the advent of "intluva" black teachers had been subjected to all sorts of stringent regulations by the Department of Bantu Education. For some alleviation of the pressures they faced, they can thank the disturbances of 1976 and 1977

Another problem they faced was having to deal with school committees — often run by illiterate people in some areas but with extraordinary powers in deciding the fate of

teachers within their areas of administration

There was also the problem of school boards, which seem to have lost much of their effect lately because most of their members have been discredited in the black community—especially in the urban areas. Although these boards still wield some power in some areas, they are not as "indispensable" as they were once regarded to be

Some of the reasons why the teachers have been partly freed from the clutches of these bodies stem from cosmetic changes in the running of schools — with principals exercising more powers

But for "intluva" the teachers can play a minor role if they are against the practice and they have to if they want to stay in the profession because for every pupil who gets a junior or senior certificate without any knowledge of the work prescribed for the subjects written, there are several others who are aware and may want to do the same next year

The move has the blessing of many parents who — rather surprisingly —

bring in political arguments into the issue

"Whites, especially Afrikaners, have been doing this for years and it has liberated them, so why should we not do the same?" the argument goes

But the statement fails on one point. If the Afrikaners have done it when they were in an inferior position and quite able to get into positions of influence, how will it benefit the black community — an oppressed people — to steal education only to show to the same people they stole it from that their grade is lower in everything

Among the people who stand up strongly for "intluva" are people who believe Bantu Education provides an inferior standard of education. And if this is the case what is the point in stealing inferior education?

All it means is that those products who come out will be people who are ignorant even in the low standards of Bantu Education.

The only comforting point in the whole issue is the manner in which education authorities and teachers throughout the country — especially in Mdantsane this year — have rallied to stamp out the evil

# Suzman objects to black education move

17/11/78 DD  
256

From PATRICK LAURENCE

JOHANNESBURG. — The draft bill for black education reaffirms the prohibition against providing education to blacks except through officially approved channels — and raises the penalties for doing so fivefold.

The original Bantu Education Act of 1953 made it an offence to educate blacks at schools which were either not registered with the then Department of Bantu Education or which had not been exempted from registration by the department.

The new draft bill put out by the Department of Training and Education, successor to the old department, similarly outlaws schools which are not registered or exempted but raises the penalty from R100 or six months imprisonment to R200 or one year.

Mrs Helen Suzman, of the Progressive Federal Party, described the proposal as objectionable and retrogressive.

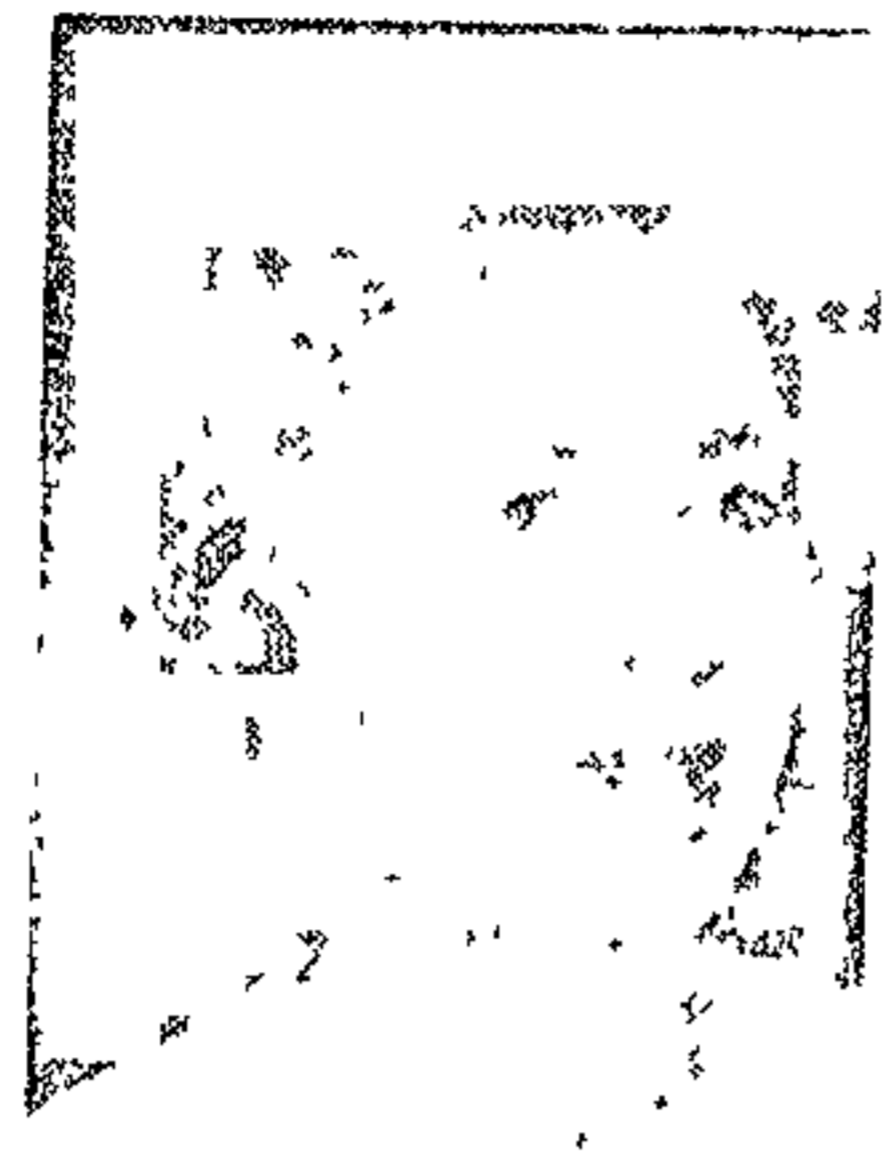
"It is objectionable because there are many people who would dedicate their lives to teaching Africans outside the official system if they are permitted to do so.

"It is retrogressive, not to encourage education in every possible way in a country which does not have free and compulsory education."

Commenting specifically on the increased penalties, Mrs Suzman said "Imagine a fine like that for the 'crime' of teaching people. One wonders whether it is aimed at private schools which have admitted black pupils."

The secretary for Training and Education, Mr G J Rousseau, denied that it directed in any way at private schools who have opened their doors to black pupils.

Mr Rousseau said "Can I cite a recent incidence? A man running a private



MRS SUZMAN retrogressive

school in KwaZulu charged exorbitant fees and then absconded with the fees. That is why we decide to make the fine a little higher."

Mrs Suzman went on to comment on the commitment in the bill to compulsory education (Clause 3c) and its provision empowering the Minister of Training and Education to make school attendance compulsory for particular areas or age groups.

Drawing attention to absence of a commitment to free education, Mrs Suzman said "You can't make parents responsible if they can't afford to send their children to school. So many black families live below the minimum living level."

Forcing them to meet the expenditure of keeping their children at school carries the danger of turning them into criminals or compelling them to cut down on essential items like food, she said.

In December 1976, the then Minister of Bantu Education announced a three-tier programme to gradually introduce free textbooks in black schools, a privilege long enjoyed by pupils at white schools.

The aim of the programme was free textbooks available from Standard 8 to 10 at the end of

1977, from Standard 3 to Standard 7 by the end of 1978 and for Standards 1 and 2 by the end of next year.

In a recent analysis on educational discrimination in South Africa Dr Franz Auerbach, one of the country's foremost scholars of black education, said "These promises have not yet been fully fulfilled."

Mrs Suzman yesterday expressed the hope that the minister would harmonise the phasing in of compulsory education with the gradual extension of free supplies of text books and situations where poor communities would be obliged to both send their children to

school and pay for their books.

Dr Auerbach's study points to a widening gap in per pupil expenditure on blacks and whites since the introduction of the Bantu Education Act 25 years ago, with per capital expenditure on blacks dropping from 140 to 6,5 per cent of that on whites.

Dr Auerbach noted however "The state is clearly moving towards reducing the gap between similarly qualified teachers regardless of race."

The draft bill contains a commitment to neither equal expenditure per pupil in black and white schools nor to equal salary scales between black and white teachers.



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15/18/78.

Verdict on three black schools: Dissatisfaction ...

# THE GUAVAS-TES

frustration ... depression

# SCHOOL



# Insight report: Penny Swift

## Pictures: Kerry Berrington

FOR THOUSANDS of black children the promise of literacy makes it all worthwhile.

Walking for hours to get to school each day; often barefoot and with little food in their empty tummies Clutching precious books in old shopping bags

Spending long mornings in crowded, ill equipped classrooms; the lucky ones sharing desks with three or four classmates. Others crammed on to wooden benches, leaning on wooden boxes or sitting on the dusty, concrete floor.

Some with exercise books, others with slates and no record of their lessons.

Sometimes there are more than two classes in one room Sometimes there is no classroom at all No lights No running water. Usually a soak pit and a few earth closets with rough wooden seats.

Nowhere to see their teacher or principal in private.

It does not matter to those whose teachers are not qualified or properly trained It's their only opportunity to learn

And at some schools learning also means soup and biscuits or bread and the chance for some medical care

The tragedy is that the situation is getting worse KwaZulu runs its educational services with funds from the central South African Government But according to KwaZulu Minister of Education and Culture, Mr Oscar Dhlomo "It has become virtually impossible to function satisfactorily as a result of insufficient funds"

When he saw the Government's estimates for the 1979/1980 year he said he realised that much of his department's budget had been ignored. Instead there was talk of further cutbacks

He appealed to the SA Cabinet.

- We need R1 956 000 to pay teachers presently paid (an average R50 a month) by black communities and parents

- We need R2 626 000 each year to eliminate double sessions and provide one teacher for every 50 pupils

- We need R636 300 to furnish all existing classrooms — 999 of which have no furniture

- We need R917 743 to supply each primary school pupil with three readers — in Zulu, Afrikaans and English

- We need R1 194 700 to provide primary and secondary school children with as many textbooks as blacks in white area schools get from the Department of Education and Training (formerly Bantu Education)

- We need R1 340 000 to provide enough teaching posts (610) for the normal growth of pupil population

"No mention has been made of the financial needs of other services my Department is supposed to render — and the picture only becomes worse"

He said the 1978/79 budget for his Department was R39 463 400, and R31 833 600 the previous financial year

### "Short of everything"

But it would take 92 percent of this year's South African Government estimates to pay salaries alone. And about R3 million had been provided for additional services which needed at least R9 million

Mr Dhlomo said it appeared his appeal — made more than two months ago — had fallen on deaf ears.

"It's very pathetic because our education department is the biggest of all the homeland education departments"

But what can they do?

Mr Dhlomo foresees a manpower survey — when money permits — to establish what the educational needs of KwaZulu's people are. Then he envisages a commission of inquiry which would devise a relevant system of education unlike the Bantu Education system which was "based on the ideology of separation".

"This is a serious matter," he said "I do not believe we are short of money in this country and I do not believe in using education for political ends"

Blacks in white areas were getting improved education

"But it appears that our children are being punished

It appears that being peaceful does not pay

"Our children were very quiet during the riots. But it's in Soweto that they're talking about compulsory education now It appears that if you want better education you should resort to violence

"We are very disturbed about this because we would have thought that our children should be rewarded for being peaceful"

Until something can be done, nearly 773 000 primary and secondary school pupils will continue to attend 2 069 schools throughout the homeland — in urban and rural areas

More than a quarter of their 12 431 primary school teachers are not qualified Some, themselves, have reached only Standard 7 education Only about two-thirds of their secondary school teachers are qualified And only 306 of all their teachers have degrees

An INSIGHT team visited three schools in a rural area near Durban last week

The story was the same  
Dissatisfaction. Frustration Depression

"We are short of everything except children," said a headmaster. Another said philosophically: "Our

facilities are very poor. But, if God permits, things will improve"

All teachers and principals questioned were adamant that children should wear uniforms It's up to parents, principals and school committees to decide, but as Mr Dhlomo said. "At some schools they go for very expensive materials and are taken for a ride by clothing dealers That is when uniforms serve no purpose. But we remain silent on this controversial issue"

Each of the schools had lower classes operating double sessions because of large numbers None had enough furniture or even classrooms. All children were short of books — although this was always a priority. They'd rather children had books than uniforms

None of the three schools had science equipment or libraries. Sports facilities were merely open ground — in one case with basket ball nets

At the first school, Mkhwatshi, it was immediately obvious that older pupils were missing from school But pupils are absent from many of the rural schools on Mondays For this is the day for dipping cattle and the children help.

"What can we do?" asked headmaster Michael Makhathini. "Their chiefs and indunas make them stay at home and help with the dipping tank every Monday"

There are about 180 children at this school and while the youngest struggle with double sessions, the drop-out rate in higher standards is causing concern

But, as the headmaster says "The facilities here are very poor"

### "Horrible facilities"

A simple brick building houses three main classrooms for five standards. The youngest learn in a broken down wattle and daub hut, Sub A and Sub B crammed together with only one teacher.

"This is such a clumsy classroom," she said.

Parents pay between R18 and R19 a year for their children to attend Mkhwatshi School. But the bulk of this goes into a building fund which will soon pay for one more classroom.

There is no sports ground here; one rain water tank and a soak pit for two earth closets.

When there is no rain the children must walk more than a kilometre to fetch water.

But Emolweni Schools Feeding Scheme provides them with nourishing soup and the pupils grow vegetables at the school.

At Laboure School it is also the little ones who suffer most While about 200 children from Sub A to Standard 2 are taught at old mission premises, the older ones (about 300) are housed in six new classrooms in the nearby valley. They have 11 teachers and the headmaster does his best to supervise both sites

Mr Dacunha Gwala said he hoped by 1981 there would be enough new classrooms to cater for all the children.

"The problem is that enrolment keeps increasing," he said

He described facilities for the little ones as "horrible"

In one room the Sub B class read avidly, most of the pupils on the floor. Desks in the room were for a second class In another, an old desk was propped up by concrete blocks. And in the third Sub A pupils were crammed on to benches battling to scribble words on their slates. Most of the windows of this classroom were broken.

"Furniture is a big problem," said Mr Gwala. "We have some desks in the new classrooms — provided from our building fund and from donations But we need many more."

### "More impossible"

Water is a big problem at the mission site Most of the four water tanks leak — one is so badly broken it can hold only a few centimetres of water.

He was loath to show us the toilet facilities — one soak pit and a couple of earth closets. "They're horrible, really horrible"

He said many parents could not afford to send their children to school — each child pays at least R6,50 each year.

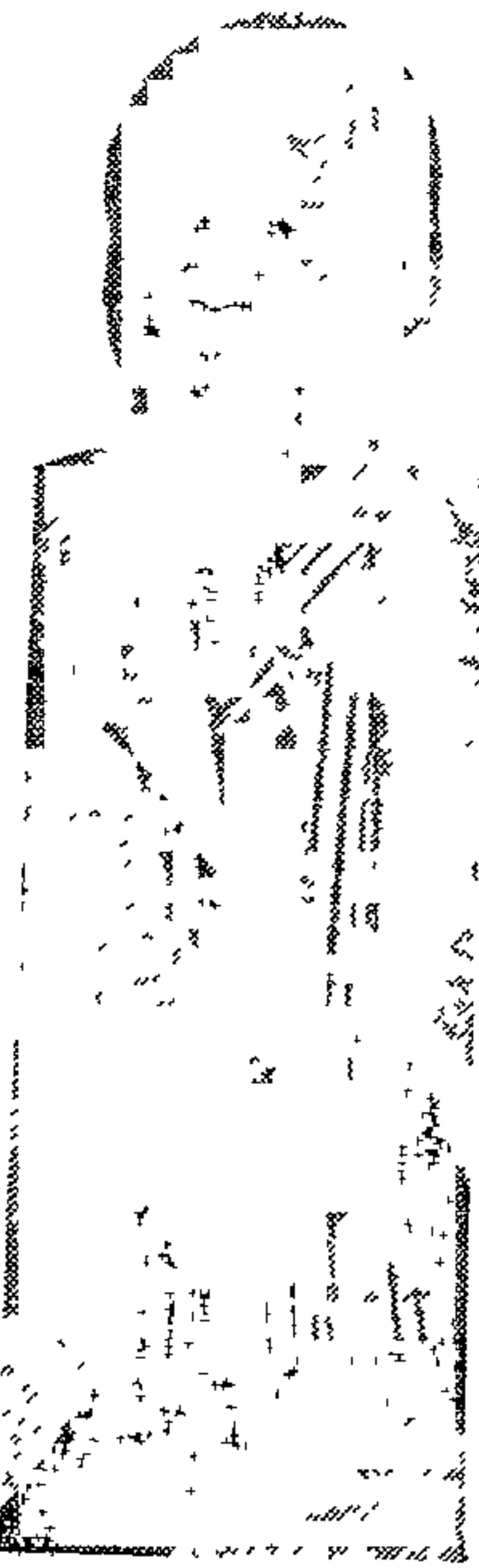
"We are working under very serious conditions"

At Ndlokolo School facilities were better. But they, too, are short of everything

The Department of Education and Culture has provided a subsidy for one more classroom, but until it is built the sub-standards must often work outdoors

"We are trying to do things," said one teacher. "But we need desks, books, a water tap near the school and fence around the school yard to stop cattle and donkeys sleeping here"

In a nutshell, to quote Mr Dhlomo "The position has been reached where my Department is getting left behind (the SA Department of Education and Training) to such an extent that we will never catch up unless a substantial additional amount is allocated to my Department every year The longer we wait the bigger this amount will become and the more impossible it will be"



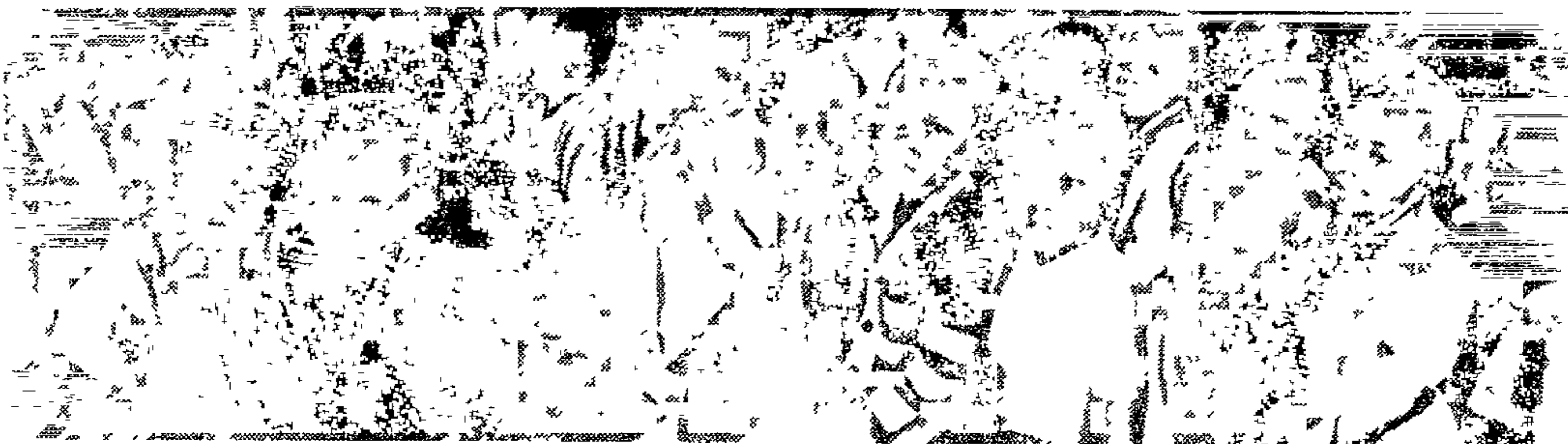
Headmaster Dacunha Gwala



Mr Oscar Dhlomo

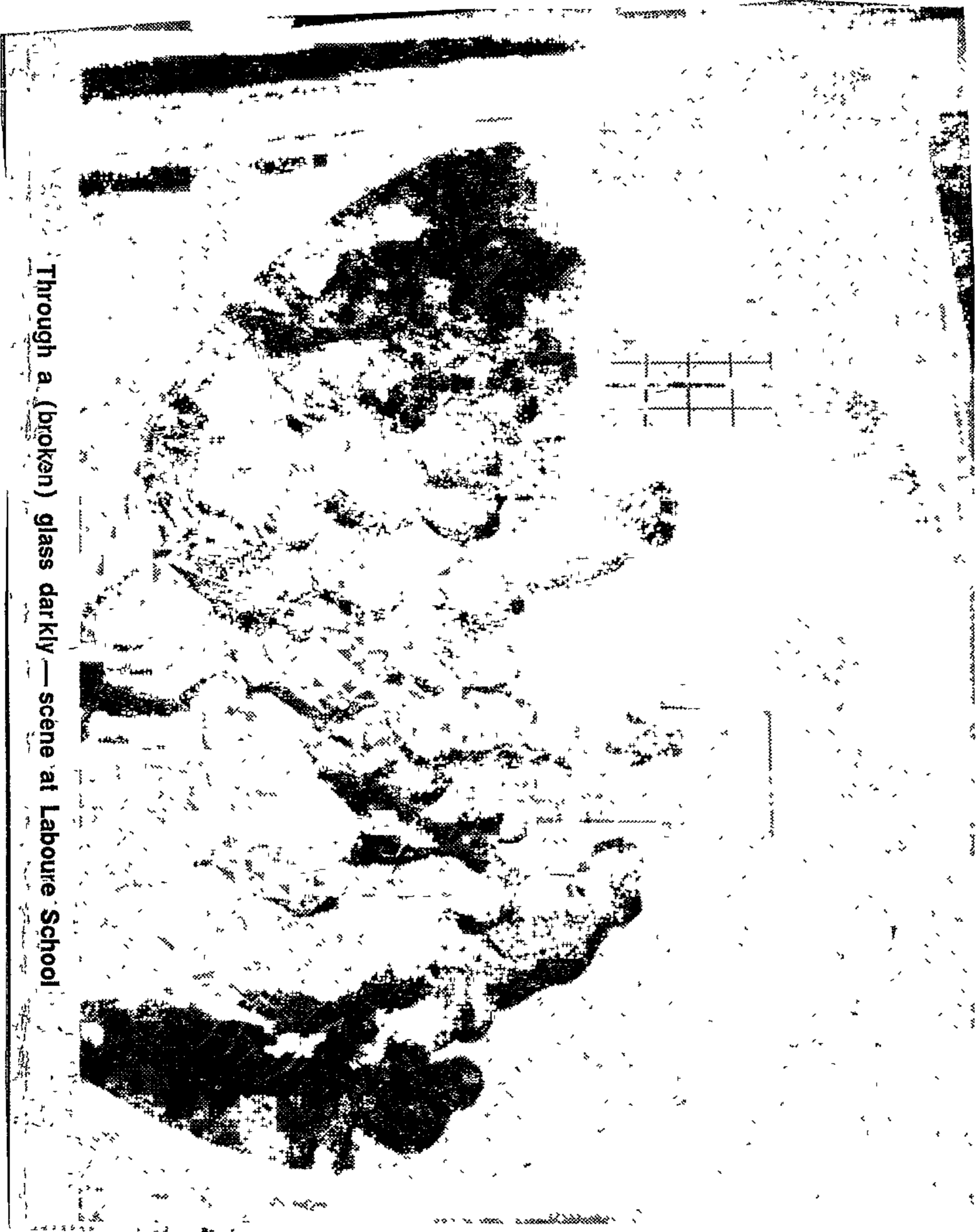


Headmaster Michael Makhathini



Crammed conditions at Ndlokolo School





Through a (broken) glass darkly — scene at Laboure School

15/16/78

256

# G'n Problemeem te erg vir min. Jansson

Deur JOHAN VOSLOO

OP sy plannings Montagu by Alldays in die verre Noord-Transvaalse Bosveld het die nuwe Minister vir swart onderwys, mnr. Punt Jansson, belyds besluit om 'n plaasskooltjie te bou.

Aan die ouers van die swart kinders wat van lees en skryf nog nie gehoor het nie, het hy gesê: "Kom Saterdag, kom en help maak stene. Ons moet 'n skool bou vir jul kinders."

Dan vra mnr. Morudi toe: "Stemming dat Radio Bantoe maar kan kom opnames maak, dan vra hy een of ander noodsaaklike vir die opvoeding van die kinders."

En in mnr. Jansson, die oud-predikant van Witbank, het hy altyd net die grootste begrip vir die skooltjie se behoeftes en probleme gevind.

Op 'n baie breër vlak, as Minister van Onderwys en Opleiding, sal mnr. Jansson nou ook die geleentheid kry om sy begrip te toon.

Die raakpunte is te wyd uitmekaar en swart onderwys se behoeftes is te totaal verskillend van die van onderwys by die ander volksgroepe.

Die probleme is enorm. Jy noem plaasskole, die plan-loosheid, dat dit nog volledig afhanklik is van die willekeur van die wit plaasenaars.

Daarom sê ek dat dit in hierdie stadium 'n groot onreg teenoor swart onderwys sal wees as jy nie besondere aandag aan sy eie probleme kan gee nie.

Maar geen probleem sal te groot wees nie. Ons sal die bult uitkom, spring die ge-departement geplaas is, daar sprek weg.

Hy is bewus daarvan dat nadat swart onderwys, onder sy voorganger, mnr. Willem Cruywagen, onder 'n aparte departement geplaas is, daar toegewyde aandag aan al die in die tuislande moet bywoon is die nodige fasiliteite daar, gee die tuislande genoegdoende aandag aan onderwys om die swart kind uit die Republiek te huisves?

van die probleme te oortrug, sê mnr. Jansson. Oor die getalle van swart onderwysers en die behoefte dat opleidingskolleges ook buite die tuislande opgerig moet word, antwoord hy: "Ek weet dat baie 'n laer kwalifikasie as stender agt het. Daar is geweldige bare om te doen." Oor die opleidingskolleges wou hy hom nie nou uitlaat nie.



MIN. PUNT JANSSON. "Die probleme is enorm, maar niks sal te groot wees nie."

Sedert 1974, toe mnr. Jan-

toegewyde aandag aan al die



... MINISTER  
van Bantoe-Administrasie en  
-Onderwys, onverwags, en  
waarskynlik erg teen sy sin  
in, na ander departemente  
verskuif is, het hy gesorg dat  
hy op die hoogte bly van  
wat in sy ou departement  
aan die gebeur was

Waar hy kon, het hy die  
debatte oor Bantoe-Admini-  
strasie se bedrywighede met  
aandag in die Volksraad ge-  
volg. Met die amptenary was  
hy gereeld in gesprek. Op  
amptelike vlak het hy min  
met die swartmense te doen  
gekry, maar „nie-amptelik,  
van die rekord af, het ek  
tog heelwat met die swart-  
mense gesels”

Vir hom is die doelstellings  
van onderwys, vir alle mense  
en aan watter volksgroep  
hulle ook al behoort, dat dit  
die mens se verstandelike ver-  
moens en karakter moet ont-  
wikkel. So gesien, wat van  
’n oorkoepelende onderwys-  
raad vir almal in Suid-Af-  
rika?

nie nou voor hy hom deeglik  
op die hoogte van sake gestel  
het, enige besondere beleids-  
rigting inslaan nie

„Sy eerste taak, vertel mnr  
Janson, sal wees om so gou  
moontlik die tuisland se mi-  
nisters van onderwys te ont-  
moet. Skakeling met die tuis-  
landowerhede om koordina-  
sie in leerplanne, beplanning  
vir die toekoms, ens te ver-  
kry, is vir hom belangrik.  
Veral moet daar skakeling  
tussen die tuislande en die  
verteenwoordigende swart  
onderwysliggame wees

Volgens regeringsbeleid  
word verwag dat swart kin-  
ders ná standerd vyf skole

... ONDERWYS NET VIR  
tientalle jare in die verlede  
weinig aandag geniet. Dit is  
jammer. Van die jare vyftig  
af het verbetering eers begin  
intree

„Met die blanke onderwys  
was dit ook eens so. Ek weet  
van ’n onderwyser wat 21  
jaar voor ’n klas gestaan het  
met ’n goingsak as skeiding  
tussen twee klaskamers. Dit  
het lank geneem vir die  
blanke kind om die standaard  
van vandag te bereik. Nou  
sal daar opgeoffer moet word  
om die swart kind op die-  
selfde peil te bring en dan  
sal die per capita-besteding  
vanselfsprekend styg”

Wat van meer hoer skole  
binne wit Suid-Afrika, die  
meeste swart kinders woon,  
buite die tuislande, maar die  
persentasie hoer skole buite  
die tuislande is slegs 19 per-  
sent?

„Ek hoop die Cillié-kom-  
missie na die oorsake van  
die onluste van 1976 sal  
onderskei wat die wettige en  
nie-wettige besware is. As dit  
blyk dat van die knelpunte  
gebrek aan hoer skole en  
onderwysfasiliteite is, is dit  
net billik dat aandag daaraan  
gegee sal word. As knelpunte  
binne die regeringsbeleid uit-  
... belak word, is dit ons

256

plig om dit te doen”

Mnr Janson sê dat hy sterk  
ten gunste van moedertaalon-  
derwys is en dat dit sy erva-  
ring is dat die meeste swartes  
ook so daarvoor voel. Die taal,  
kultuur en die familie gaan  
saam, sê hy. Ook is hy te  
vinde vir samesprekinge oor  
afsonderlike leerplanne vir  
geskiedenis wat volksgerig sal  
wees

Hy glo dat ouers inspraak  
moet hê in die opvoeding van  
hul kinders. Hul betrokken-  
heid kan meehelp om baie

19/11/78

# Hostility at Punt's free education plan for blacks

Sun. Tribune

19/11/78

256

Tribune Reporter

THE announcement made by the new Minister of Education and Training, Mr Punt Janson, that he wanted to introduce free compulsory education for blacks has met with no enthusiasm.

In fact Mr Janson is faced with black anger and hostility over the draft Education Bill introduced by his predecessor.

The chairman of the Committee of Ten, Dr N Motlana was blunt when he simply said "Blacks don't want this Bill

"Whites are not prepared to consult us on matters affecting us but we want to tell them that they should so, for their own safety. It's time whites stopped this arrogance," said Dr Motlana.

Dr Motlana said he could not find words strong enough to condemn a Bill which makes it an offence to teach a black child

## Wish

Speaking to the Tribune, Mr Janson said it has been his wish for the last five years that a black child must receive free education but could not say when this plan would be implemented. He said his top priority would be to consult with black leaders who had been elected by the people because "how can I speak to

people who have not been elected."

The Minister also refused to comment on the draft Bill saying he has not yet studied it.

In part, the Bill is based on the following.

- 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 standard four.

- That it shall be the aim and objective to introduce compulsory education with the co-operation of the parents

- A teacher employed at a State or community school shall be guilty of misconduct and may be dealt with in accordance with Section 25 if he or she

- 1) Contravenes or fails to comply with any provision of this Act, with which it is his duty to comply

- 2) Publicly comments adversely upon the administration of any department of State, including a

## Mr Punt Janson

provincial administration  
3) Without having first obtained the permission of the secretary discloses, otherwise than in the discharge of his official duties, information gathered or obtained through his employment at a school or in the department, or uses such information for any other purposes other than for the discharge of official duties, whether or not he discloses such information

## Virtue

- If a parent or the person having the custody or charge of any person who by virtue of the provisions of sub-section (1) is required to attend a school regularly, after a period of six months from the date of notice referred to in that sub section fails, with reasonable cause and after a written warning by the department to cause such a person to attend an appropriate school shall be guilty and liable on conviction to a fine not exceeding R10 or one month or R40 for the second offence or both

the estate was beautifully illuminated. However, since then we have been disappointed that the situation has gradually deteriorated in some ways. The contractor gave including replacem... unfortunatly we ar... obligation. Sadly poorly lit. The sl... allow us to replace... We are doing... difficult. We are... contract for the li...

8. PAVING THE DRIVE

This seems to be an average of 3 - 4 holes are dissatisfied with could they report to has kindly organize in the current context obtained. In the splashes of white this situation.

9. FIRE TRENCH

Should the need arise:-  
Ottery Fire Station  
Hout Bay Fire Station

10. ROYAL MAIL BOX

Are you interested in formal chat? If further information  
Jenny Hervert - Hs  
Gay Bennett - Hse  
Hazel Fox - Hse N

11. ANCESTRAL WEAPONS

Sports Club - (ver...

Walking Permits - Tokai Forest (above Maror) - available from Mr. Bird, Forestry Dept., Tokai Road, or P.O. Box 88, Retreat. Tel. 721331  
Library - (small, free, locally situated) - Lumore Avenue Library - off Tokai Road. (larger but membership fee necessary) - Meadowridge - Tel. 726900

12. IDEAS

Anyone who has any ideas about the improvement of the estate (must be cheap!), the solution of the problems we have discussed in this news letter, or the promotion of good neighbourliness is asked, may prefer, to contact the Directors with his offers.

If you have managed to get through all this, you have definitely got staying-power. Many thanks for your attention.

*Hans Greenhalgh*  
CHAIRMAN



# Bantu Education not inferior, says official

By PAM KLEINOT

"BANTU Education" was in no way inferior to white education according to a top official from the Department of Education and Training.

"We are proud of what we have achieved in the last 20 years," Dr A B Fourie, director of education control for the Department of Education and Training, told the Kempton Park Circuit Court.

He was testifying before Mr Justice Van Dyk at the trial of 11 former Soweto students who have all pleaded not guilty to a main charge of sedition and an alternative charge under the Terrorism Act.

Dr Fourie told the court R203-million was being spent on black education annually and he did not believe it was designed to keep blacks in an inferior position.

Mr Justice Van Dyk said the former Prime Minister, Dr Hendrik Verwoerd, had suggested it was. He asked Dr Fourie when the policy had deviated. Dr Fourie replied Dr Verwoerd had been criticising the elitist system of education which existed for blacks at the time and it was his aim to educate the masses.

"That's one interpreta-

tion to be placed on record," the judge said.

Among the reasons Dr Fourie gave for the low per capita expenditure on black children was that 84% of the budget went towards teachers' salaries and he estimated there was about a 25% gap between black and white teachers' wages. Dr Fourie also said teachers at white schools were better qualified than those at black schools and that the teacher-pupil ratio was 1.47 in black schools as opposed to 1.22 in white schools.

Asked about Afrikaans being introduced as a medium of instruction, Dr Fourie said it was a complicated issue. He said that in 1975 the school system for blacks switched over from a 13 to a 12-year structure and "something happened" when new syllabi were being introduced.

"We introduced Afrikaans and English as a medium of instruction in the Standard Five class — this caused confusion," he said.

Dr Fourie added that it had never been the department's policy to enforce Afrikaans as a medium of instruction and said exemptions were usually granted to schools wanting them.

"But it was a different

matter when hundreds of exemption requests flooded into our office. It was obvious that something somewhere was wrong and I thought it was political."

Earlier yesterday a young social worker told the court that a young boy saved her life in Soweto on June 16, 1976, when he led her to a priest's house after students had dragged her by her hair and then beat, kicked and scratched her.

Mrs S J Lombard said she was visiting people in Soweto that day, unaware of any unrest in the township, when a crowd of black youths suddenly surrounded her car giving the black power salute and shouting "Kill the white."

They stoned her car, one youth pushed a knife against her throat and her watch and handbag were snatched.

While she was being beaten, a boy aged about 16 took her by the arm and said he would take her to a priest's house where she would be safe. She hid behind a cupboard and prayed while the crowd stoned the house.

She did not know the names of either the boy or the priest but wanted to thank them.

The hearing continues today.



# Education the key 256 to black promotion

26/11/78

**THE adoption of codes of conduct for multinational companies operating in South Africa has posed little difficulty for the majority. In many cases they claim to be ahead of the codes.**

But equality of opportunity is not enough to ensure black advancement because many blacks do not have the basic skills necessary to take advantage of the opportunities

Increasingly, therefore, companies are finding it necessary to provide education — usually considered a Government function — as well as training for their black workers

"We are concerned with both remuneration and the development of our black employees," says John Anderson, managing director of Rank Xerox in South Africa. "We saw the need before any of the codes of conduct were formulated"

A quarter of the company's 800 employees are non-white, including 15 per cent Africans. Of the Africans, 16 (13 per cent) are in management and supervisory grades. The aim is to increase this number by half during 1979.

## Standard

Rank Xerox is an equal opportunity company with its bottom salary scale starting at R235 a month — 50 per cent over the minimum living standard. Salary scales are published

The workers' right to form unions is acknowledged, though so far none have been formed. Mr Anderson says "If there are unions, we would prefer them to be non-racial."

Training is given a top priority, and 10 per cent of the work force comprises

**Tony Koenderman continues his series on multi-nationals and finds that Rank-Xerox is providing the training that is necessary for blacks to take advantage of equal opportunity.**

**—and many  
big firms  
provide it**

trainee technicians. Management and supervisory training programmes have been accelerated. A black training officer was appointed in July.

Salesmanship training is also to be offered to all races. This will start with Indians in Natal and will later be extended to Africans. Though it is realised that full acceptance by white business men of black salesmen may take time, Xerox believes that it will come.

Medical aid, pensions, study and children's education loans and home ownership and home improvement schemes are available to all employees regardless of race.

Canteens are desegregated.

# Intlu JAPO!

29/11/78  
256

Mr Xinwa's discourse on 'intluya' was most interesting

A strainer (intluzo) be it for coffee or for beer is made up of two words — intlu (that which allows something to escape) and then zo (the root for a liquid) — hence intluzo (that which allows liquid to escape)

In the same way intluya has 'va' — the root for what you hear (ukuva is to hear) Intluya then is an examination system that allows question papers to leak to hearers so that they 'hear' what is written on them — hence intluya

Compulsory education is proposed elsewhere. That system is likely to be called in intluvuvu. The suffix 'vuvu' comes from ubuvuvu — a worthless object.

The worry now is the

**MR H. MJAMBA, an education planner in the Ciskei Government, makes a novel suggestion to solve the problem of exam leaks.**

poor subsidy of education not compulsion as the pupils available lack classroom accommodation, equipment, of all sorts and efficient teachers

Intluvuvu will not solve

intluya The R60 educational subsidy for a black child must get close to the R600 for a white child

If the subsidy is put right we can have intlujapo to seal the fate of the

intluya Intlujapo will be the leakage of Japanese teachers from Japan to these parts

They can man our secondary and high schools who on account of inadequacy of qualified teachers cannot provide efficient teaching which makes an average self-reliant pupil to have much self-respect and stop thirsting after intluya

Japanese teachers are less expensive than white teachers. They are used to eating less and have a lower standard of living. They can be accommodated in the fowl runs in which most of our teachers agree to live in the country

Khulile said Ngabarha (a reference to S E K Mqhayi's book Ityala Lamawele on solutions to problems) I say Japan!



Star 28/11/78 (256)

# Senior posts for blacks: Jansen

**Pretoria Bureau**  
Qualified black educationists are to be given senior posts in the Department of Education and Training by the new Minister, Mr Janson.

The appointments would be made strictly on the merit of educationists and not because they happened to be black, Mr Janson said yesterday in an interview with The Star.

"We would prefer to have blacks in certain posts, but it would be unwise and condescending

in the extreme to appoint people unqualified for the job. That is why we intend getting as many qualified blacks as soon as possible to serve their own people," Mr Janson said.

## SCHOOLS

He stressed he was referring to academic posts in his department and not to the ability of people to serve on boards and committees which did not require such qualifications.

Asked if the absence of

senior black officials in his department would be rectified by promoting people from the local level, Mr Janson said this was being done in other departments.

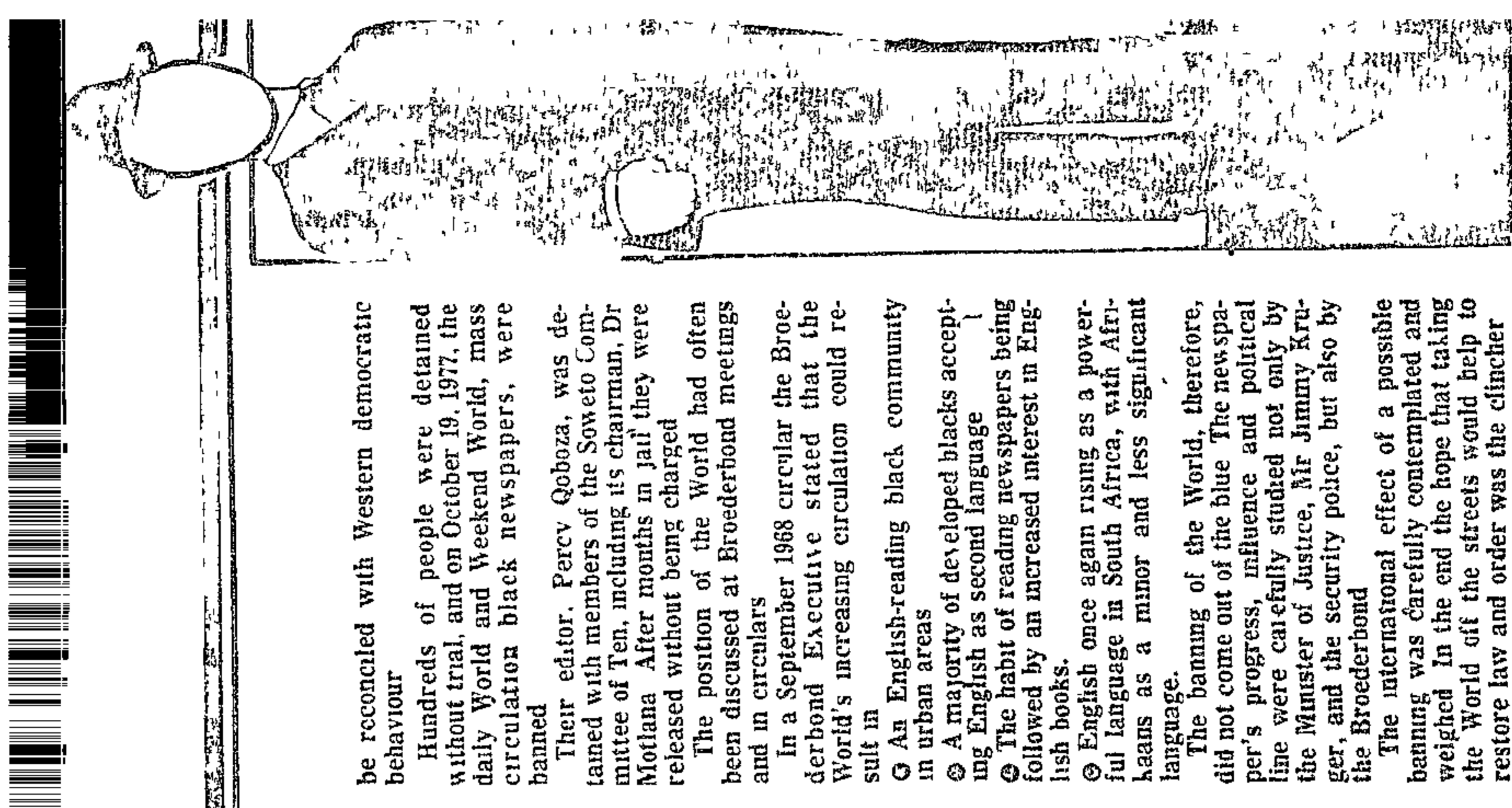
"If it is necessary in other departments it is even more necessary and desirable in the Department of Education and Training," he said.

He also said a building programme would have to be started in Soweto to remove the critical schools backlog.

Altered circumstances would require a change in the system of financing building of schools, but he added he was not suggesting responsibility for financing these new buildings would be taken away from administration boards.

The improvement of education facilities for blacks was high on the Government's list of priorities, he said. But if world pressure built up then defence would have to take preference for the protection of both black and white.





# THE BOOM IN THE COUNTRY STOP THE BROTHERS

Sum T. 31/1/76 (197)

JUNE 16, 1976, will forever remain memorable in South African history. It was a day that shook South Africa, and further undermined its already weak international position. It was the day Soweto exploded.

What caused the riots among school-children?

While one can find many general reasons for the riots, the straw that broke the camel's back was the issue of Afrikaans in black schools. This produced the boycotts and was the immediate cause of the first riots.

It is extremely unlikely that the violence would have taken place at all had the Government, under pressure from the Broederbond, not provided this spark.

The Broeders' fanatical determination to inculcate Afrikaans did not stop with Afrikaans and mother-tongue education. Their drive to Afrikaansise English speakers and immigrants spread to other groups.

Through the years they repeatedly discussed at secret meetings with Cabinet Ministers how they could get blacks to accept Afrikaans as a second language, instead of English.

The Department of Bantu Education became a powerful means to this end. Loaded with Broeders, from the Minister downwards, the department was instructed to ensure that Afrikaans became a compulsory teaching language in black schools.

The Broederbond issued an extensive circular with details of employment opportunities in the department. The min-

utes of an executive council meeting held on March 21 1968 stated

"(P) AFRIKAANS AND BANTU EDUCATION The Babanango division is of the opinion that Afrikaans as spoken word is neglected in Bantu Education Broeders in responsible circles (the code phrase for the Cabinet) have confirmed that much has already been done to give Afrikaans its rightful place, but that there were many problems.

"It is recommended that the executive refer this issue to Broeders in the department with the request that serious attention should be paid continuously to the use of Afrikaans in Bantu education."

Two years before the Soweto riot, the Department of Bantu Education sent out a circular stating that half the subjects in secondary schools had to be taught in Afrikaans.

The circular, issued by Bantu Education's regional director in the Southern Transvaal, Mr W C Ackerman, was clear: Arithmetic, mathematics and social studies had to be taught in Afrikaans; science, woodwork, arts and crafts in English.

Headsmasters in Soweto schools protested. Representations were made to Mr M C Botha, a leading Broeder and Minis-

## Let the Bantu understand in all circumstances that Afrikaans is the language of MOST whites and also the MOST IMPORTANT whites - Broederbond circular.

ter of Bantu Education and Development. The pleas were turned down. Shortly after the outbreak of the riots, blacks identified the Afrikaans issue as the cause.

The Broederbond's policy of getting more blacks to use Afrikaans is set out at length in the secret circular of September 1968 headed: Afrikaans as a Second Language for the Bantu.

"Two years ago in our monthly circular we drew the attention of members to the importance of using Afrikaans to Bantu. That idea and the hints given with it created widespread interest and have borne fruit.

"As a result most right-thinking Afrikaans speakers concentrate today on addressing Bantu in Afrikaans whenever they meet them. The contention is that the Bantu must learn one of the official languages as a second language. The other official lan-

cation with so many Broeders in its ranks was a willing partner in the exercise.

The process of enforcing Afrikaans in schools, which started slowly, was accelerated in the mid-1970s and the scene was set for the clashes which followed.

When Soweto erupted, the Broederbond Executive notified members that strong police action would be taken to restore law and order.

In the circular of September 11 it reported "During a recent meeting with a friend in a responsible position (Cabinet Minister) it became clear that, depending on the development of foreign relations, considerably increased action can be expected in the interest of the restoration of law and order in black townships, especially in Soweto.

"In this connection the Executive wants to stress that our black people are substantially different from the white Westerner, especially in terms of respect for power, violence and strong action. It will be self-defeating in the present situation to keep on using rules which can be applied to a homogenous Western community where they are generally respected."

The Broederbond was thus preparing its members for action which could not

be reconciled with Western democratic behaviour

Hundreds of people were detained without trial, and on October 19, 1977, the daily World and Weekend World, mass circulation black newspapers, were banned.

Their editor, Percy Qoboza, was detained with members of the Soweto Committee of Ten, including its chairman, Dr Motlana. After months in jail they were released without being charged.

The position of the World had often been discussed at Broederbond meetings and in circulars.

In a September 1968 circular the Broederbond Executive stated that the World's increasing circulation could result in

an English-reading black community in urban areas

A majority of developed blacks accepting English as second language

The habit of reading newspapers being followed by an increased interest in English books.

English once again rising as a powerful language in South Africa, with Afrikaans as a minor and less significant language.

The banning of the World, therefore, did not come out of the blue. The newspaper's progress, influence and political line were carefully studied not only by the Minister of Justice, Mr Jimmy Kruger, and the security police, but also by the Broederbond.

The international effect of a possible banning was carefully contemplated and weighed in the end the hope that taking the World off the streets would help to restore law and order was the clincher



## Govt cash for black schools

per cent of rural households the lower 70% of rural households they would have estimated poverty line and that the rural households who own that practically all rural economy in terms of ownership is only the two top categories income and the richest households these categories, income income.

The proposals to separate from those who run small enormous relative power cattle of the country. commercial ranching, commercial mostly in the western lease tenure. Settlement on the purpose behind this proposal commercial ranching. As large herds to leasehold communal lands. These are heavily grazed in the past category, reserved areas, which is not important in this discussion. The aim behind the proposals, to combine the promotion of commercial ranching with protective devices for the smaller livestock owners who will continue to rely on communal grazing, is laudable. What is questionable is the means whereby this is intended to be carried out.

In essence, the proposal is for a once-for-all settlement of livestock interests. Considerable benefits will flow to the wealthier families who obtain leasehold ranches, unless, as proposed, in the first instance small livestock owners combine together to claim the same privilege. There are several factors that suggest this will not happen. The first is that 45% of the rural population have no cattle and so are out of the running from the start. Secondly, all available evidence suggests that at present it is few families who practice the commercial management of herds. Farmers on

The Government is to take over the financing and construction of black schools in urban areas from Administration Boards throughout the country next April. The Minister of Education and Training, Mr Punt Janson, said the State would accept full responsibility for community schools from funds supplied through the Education and Training budget.

At present the department is responsible for the building of senior secondary schools only and other schools are the responsibility of the Administration Boards.

### CO-OPERATION

Mr Janson said his department would build and maintain the schools in co-operation with the community councils, school boards and the Administration Boards (on an agency basis).

The school levy which varies from 20c to R1 a household will ultimately be used to provide sports and recreation facilities at schools.

In the meantime, the levy, which raises nearly R500,000 a year in Soweto alone, will be used to maintain existing school buildings and essential services.

rural income equal to that of important, it is unlikely that households lived below the identical to the figure for those is a presumption in their report fact partake in the livestock. The survey has shown that it households, that is the middle income from livestock. In s 34% and 63% respectively of

ts of the large cattle owners land has to be seen against the lies who own up to half of the one tribal grazing land into eas. Commercial ranches, are to be held under leasehold by the larger livestock owners. the continued development of proposal, the removal of the to relieve pressure on the to settlements that have been restoration. There is a third



# Black school plan (256)

PRETORIA — The Cabinet had decided to accept important principles regarding the erection of community schools in urban black townships, the Minister of Education and Training, Mr Punt Janson (left) said in a statement released here yesterday.

The state would, from

April 1, 1979, accept full responsibility for erection, and eventually the maintenance, of the necessary funds for this purpose to be provided in the Education and Training Vote.

The existing school levy would be retained and used for school sports facilities — SAPA

## THE COAL MINES:

Year	metric tons)		Output (tons) per worker
1946	23 602	51 643	457
1947	23 498	51 184	459
1948	24 024	49 865	482
1949	25 497	52 457	486
1950	26 474	54 827	483
1951	26 632	54 780	486
1952	28 065	63 161	444
1953	28 459	56 026	508
1954	29 314	56 474	519
1955	32 111	59 428	540
1956	33 602	59 723	563
1957	34 769	62 372	557
1958	37 085	65 848	563
1959	36 453	66 997	544
1960	38 173	66 307	576
1961	39 565	70 294	563
1962	41 275	72 073	573
1963	42 454	72 777	583
1964	44 917	76 449	588
1965	48 460	80 858	599
1966	47 942	82 239	583
1967	49 300	78 186	631
1968	51 655	78 561	658
1969	52 752	76 201	692
1970	54 612	75 742	721
1971	58 666	76 307	769
1972	58 440	75 338	776
1973	62 352	73 438	849
1974	66 056	73 992	893
1975	69 440	76 897	903
1976	77 059	83 814	919
1977	85 411	96 919	881

In necessary these occupations, the Commission report of S.P. & P. It noted that agricultural labour conditions in the world. It considers that any disease in the world conditions at work, since a definite effect of industrial health hazards on health and but as due to outside influences. The Commission at present to the absence of two factors. The first is workers in the field and the second is a striking organization in certain factories.

There is no single body in the state responsible for as a whole. Out of the 6 million employed in 578 million are not covered by legislation. The Commission finds the following major 1) Industrial health recorded as substitution of real 2) Occupational health in various departments in regions covered to Commission.

Because of the need for development of secondary industries, it had been difficult for health department and preventative services to be an

1) Not all 5 million are not covered to occupational disease Commission considers that it would be unwise, wrong to compare the industrial development in the Republic with industrial revolution in Europe and with the conditions which were created there. The Republic's industrial development is due 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

Commission's General Recommendations for Investigation

The Commission attributes the favourable response to the appointment of the Commission to the awareness by the subjects that the workers themselves are responsible for the utilisation of the earth's resources, and that the worker himself is aware of this. The workers and businessmen realise the disease and careers a worker is exposed to in a particular industry, but the knowledge that he must struggle to earn a living is tied to his place of employment in 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

plan 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 by the Commission, it had been difficult for health department and preventative services to be an

1) Not all 5 million are not covered to occupational disease Commission considers that it would be unwise, wrong to compare the industrial development in the Republic with industrial revolution in Europe and with the conditions which were created there. The Republic's industrial development is due 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

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.

IBM spokesman said that the programme 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, with a view 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.

is a growing realization that a healthy and safe working environment to improve quality of life. Despite this awareness of the on (except for mining industry) industrialists have put little organization 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 crossing of these. The majority of management not ill-informed. se covered by the Dept. of Mines, industrialists did not attach much he visits of Departmental inspectors. Because no one specifically aragement to be responsible for occupational disease and on workers rdination. Thus workers were ignorant of dangers in their various

ise and necessity for wearing masks, lack of specifically trained by management. Except for Iscor, BCI and a few others, only industrial medical officers. Sisters, were employed, have little ith knowledge. The same with G.P.'s. Industrial medical officers in are less than 5 and none in S.P. where hygiene measures were e often motivated rarely by economic reasons in order that for

hence (e.g. workers at precious stone mines had to wear ear s at end of shift on site) workers were often ignorant of nature with which they worked. Control over toxic substances and labour 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 ns of rehabilitation services or mental health. A person unfit for work might be rehabilitated for a different job. Because little at medical examination or at time of leaving - few industrial health

uch would be useful working conditions as regards industrial better in larger works and mines than in smaller and similarly in rial health measures evolved, 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

asbestos, 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.



**Bantu Education makes blacks leave witness**

DURBAN. — A witness in the Terrorism Act trial in the Durban Regional Court said yesterday many blacks wished to leave South Africa because they believed Bantu Education kept them in an inferior position. He was giving evidence before Mr T L Blunden at the trial of six men and a woman charged with inciting or assisting 21 people to leave South Africa for military training. They are Sithembiso Ernest Ngobese, 26, Themba Patrick Nxumalo, 26, Erick Fanavele Mlaba, 22, Nhlanhla Victor Euclid Ngidi, 25, Kwenzakhe Elija Mlaba, 26, Penuel Moamp Maduna, 26, and Sibongile Albertina Kubheka, 27. All have pleaded not guilty. Mr Ngobese, Mr Nxumalo and Mr Erick Mlaba have also pleaded not guilty to a charge of attempting to leave South Africa during November and December last year for military training. The witness said one of the reasons some people wanted to leave South Africa was to have education outside South Africa. It was felt that the Bantu Education system kept blacks in an inferior position. He said he had spoken strongly against the Bantu Education system. The main reason he and his companions wanted to leave South Africa was to have military training, he said. The hearing continues.

the conservative  
ces but certainly the  
wished to leave South Africa because they believed Bantu Education kept them in an inferior position. He was giving evidence before Mr T L Blunden at the trial of six men and a woman charged with inciting or assisting 21 people to leave South Africa for military training. They are Sithembiso Ernest Ngobese, 26, Themba Patrick Nxumalo, 26, Erick Fanavele Mlaba, 22, Nhlanhla Victor Euclid Ngidi, 25, Kwenzakhe Elija Mlaba, 26, Penuel Moamp Maduna, 26, and Sibongile Albertina Kubheka, 27. All have pleaded not guilty.

local sale  
A fall in  
80% of the  
800 000 ou  
cattle a Y  
perhaps ev  
Favourable  
capacity w  
and it it v  
of drought  
unchanged a

The Report on Rural Development calls for agricultural legislation to control the use of grazing lands. It rightly argues that Botswana's pastures are a national asset belonging to the whole society. The Report goes on to argue that leasehold arrangements for fixed and short term periods may encourage lessees to "hammer" the land in the period before their lease expires. There is therefore a need for effective legislation to prevent this. Legislation may indeed be necessary but should be regarded as a last resort. The formation of communal land companies would provide a natural interest on the part of share holders that pasture be managed and even improved. Under present conditions in Botswana where nearly half the population have no direct interest in cattle, it is reasonable to hope that those same people, having been granted nearly half of the shares controlling the grazing, should act as a local and immediate guardian over pasture management. The establishment of a price for grazing would help to set efficient norms for herd size. Pasture improvements should also be reflected in higher rental prices making for easier relations between the community and technical services. It would not therefore be necessary, as proposed in the Report, officially to set the stocking ratio or the ceiling on any one family's holding of livestock. Further, the proposed distinction between commercial ranching areas and communal grazing lands would be as unnecessary as it is undesirable.

The establishment of a price on grazing should help at times of drought or of any other altered condition that requires a reduction in, or an altered composition of, the total herd. In the last ten years the cattle population has grown 250% to 3 million while the off-take rate has remained almost unchanged.

# Transkei schools set for change

8/12/78 Mates (25)

The consequences of the decision taken by the Transkei Government to terminate their agreements with the South African Government in regard to schools and medical services appears to have implications of varying importance.

Last week, Transkei's Prime Minister, Chief Kaiser Matanzima confirmed that six months notice was to be given to the South Africans in regard to the agreement.

But, as one local resident said when asked for his views on the impending changeover "We all knew it was something that sooner or later had to come anyway"

At present the three schools in Transkei affected by the change are run by the Cape Department of Education. Since Transkei's Department of Education is at present phasing in Cape Department of Education syllabuses, to provide a fairly lengthy interim measure before their own syllabuses are introduced, the changeover need not disturb courses of study already embarked upon.

With the Cape syllabuses in operation, Afrikaans will remain a required subject, and, in theory at least, a medium of instruction. As it is, it will take Transkei a long while to phase out Afrikaans in the schools because many of their teachers are in the initial stages of courses that are offered by the Department of Education and Training, Pretoria.

Since the teachers must have Afrikaans as one of their subjects, and as these teachers can only practise their Afrikaans teaching in the classroom situation, it will be no straightforward matter to do away with Afrikaans.

It seems likely, therefore, that any child presently at the high schools involved will be able to go through to matric without being affected by the changeover.

A commission of enquiry into syllabuses is to begin its work early next year, and one of its objectives

## Colin Bower: Umtata

Afrikaans medium instruction, then it is likely that the commission — which will consist of a number of overseas

If there is a need for

academics — will take cognisance of that need

The impending changeover in education may affect the Afrikaans medium school here, Hoerskool Transkei, insofar as it would become potentially multi-racial, but the school's continued existence is beyond doubt

As far as the composition of pupils in the schools is concerned, it is worth noting that there are already 82 non-South Africans at Umtata High School, about 20 of whom are black (a number of these are Taiwanese)

Parents approached in Umtata in connection with the impending takeover seemed less concerned with the skin colour of the pupils at the schools than with the maintenance of educational standards

In education, there are other areas of South African involvement in Transkei which would have to remain Co-operation between the two countries here would seem to be in Transkei's favour, and in view of this, it is unlikely that Transkei would wish any friction to develop between the two countries in educational matters

Both the Efata School for the deaf and blind, and the Ikhwezi Lokusa School for cerebral palsied children are subsidised by

The Department responsible for the planning of education facilities, for the syllabuses that are followed, and for the training of the teachers that teach at the school. The principals of both schools are seconded officials, and their salaries are paid from Pretoria.

No binding agreement cover the future status of these schools, and it is status quo will remain until such time as local people can take over.

There are other spheres in which Transkei enjoys South African support. Books supplied by the municipal library in Umtata all come, for instance, from the Cape Provincial Administration.

These arrangements offer Transkei tangible rewards, and are cemented by nothing as good as so long as vantage and goodwill main so closely bound, seems unlikely that a radical change will take place.

Blacks and whites mix in school . . . no problem in Transkei.





# Four men in court for theft of exam papers

RSM  
13/12/78  
(256)

Pretoria Bureau

FOUR Pretoria men, charged with stealing examination question papers from the Department of Education and Training offices last month, will appear in the Pretoria Regional Court today.

Mr. David Seemela, 28, Mr. Jack Msiza, 23, Mr. Jacob Mohajane, 28, all of Atteridgeville, and Mr. William Mtshwene, 18, of Mamelodi East, appeared briefly on November 10.

The case was postponed to enable police investigations

to continue. The four were not asked to plead.

All four are out on bail, Mr. Seemela, Mr. Mohajane and Mr. Mtshwene on R30 each and Mr. Msiza on R100.

The State has alleged that the four stole examination papers from the Department of Education and Training offices in Pretoria early last month and were later sold to junior certificate and matriculation candidates.

The examination paper scandal was exposed by the principal of Christ the

Priest Seminary, Father Michel Barette, of Groblersdal, after one of the copies of the papers allegedly came into his possession. The papers were supposed to be written at the end of this year.

The papers were allegedly sold for R10 to JC candidates while R15 was charged for a matric paper.

Mr. Msiza and Mr. Seemela were not represented. Mr. Mtshwene is represented by Mr. V. Joubert and Mr. Mohajane by Mr. Wilhe Seriti of Maluleka, Seriti and Moseneke.

# Teachers chase dept for cheques

Star  
19/12/78  
25b

## Own Correspondent

The Department of Education and Training in Pretoria has been inundated by complaints from hundreds of teachers from all over South Africa that they have not received their pay cheques—some for several months.

In the past week, 305 cases of teachers who had not been paid were handled by the department, a spokesman for Education and Training said today.

There were 30 067 teachers throughout South Africa affected by new salary scales and it was these details, plus teachers not completing the necessary assumption of duty forms which led to many of them not being paid, he added.

### NO GUARANTEE

"When a teacher is appointed, it is not guaranteed that he will receive his salary. Documents have to be submitted by the school boards after being processed by the principal," the spokesman said.

Most of the teachers who had gathered at the department offices since last week, either had their cheques lost in the post or had been transferred to other schools.

"Many are coming to find out what their exact salary is since the new scales were brought into effect in January," the spokesman said.

ase of the need to evolve traditional forms world. One of the forcing houses of the concept: essentially simple yet radical. A to up-grade the right to graze (that is, into shares over communal land controlled. The shares would refer to grazing units. acy of the communal land. In other words, company in the modern sense, the asset base of t controlled. In this way the right to o a right over an asset i.e. land which has a At annual general meetings of the company (the ) it would be decided what the carrying capacity

By foregoing the right he confers upon others benefits at no

ity, he has essentially foregone a basic right conferred by the stock, or indeed if he has far less than the norm for herds in right a person must have cattle or smallstock. If he/she

grants only access to land. In order to exercise the

The weakness under current conditions of the traditional right that only half the population effectively exercise their right

at everyone had a modicum of livestock. Changed conditions

rights. Extended family relationships and the "Mafisa" custom

mony every family had livestock and therefore exercised their was small and land abundant. Since cattle were the mainstay

different conditions from those that rule today. Presumably

stance. The exercise of traditional rights to graze originated the mean number of livestock have undergone a process akin to that

no cattle and the great majority of the population who have a different formulation. The half of the population who

ussion on the institutional aspects of traditional rights may

alled to handle the changed situation satisfactorily. A

is primarily a livestock economy, very poor suggests that the traditional population who have little or no livestock and who remain, since Botswana

well as to the growth of population. The increasing proportion of the

graze, has responded to the newer commercial opportunities in ranching as the manner in which a traditional institution, namely the tribal right to

It is disappointing that there is not more discussion in the Report as to



# Free text books for black pupils

By MIKE LOUW

FREE BOOKS will be supplied to black pupils from Standard One to Matric when schools reopen next year, the Department of Education and Training's chief education planner, Mr A Lubbe said yesterday.

The buying of exercise books would still remain the responsibility of parents. Mr Lubbe added Mr Lubbe emphasised that the department would be responsible for supplying text books only and not prescribed set-work books.

This is the first time that text books have been supplied free to black pupils.

Asked when compulsory education for blacks would be implemented, Mr Lubbe said a completed survey of all schools would be submitted next year to Mr Punt Janson, the Minister of Education and Training.

It is hoped that the Government's draft Education Bill will be tabled before Parliament next year. Mr Lubbe said people could still submit recommendations although the deadline had passed on December 15.

12.

lice

Generally employers have shown a marked preference for liaison committees rather than the works committee. According to the Department of Labour, there were 1,270 liaison committees in existence at the end of 1973, compared with 1,000 non-statutory works committees which were in existence at the end of 1972. By the end of 1974, the number of liaison committees had risen to 1,751, while at the end of 1974 the number had risen to 1,751. In the Orange Free State, 750 were located in the Orange Free State (25,4%), 298 in the Cape (20,1%), and 58 in the Transvaal. By May 1975, 1 751 liaison committees had been established, a 75% increase which does appear remarkable.

In mid-1974, Ryno Verster, of the Personnel Research Division within the Department of Industrial Psychology at the University of the Orange Free State, conducted an investigation into the constitution and functioning of liaison and works committees.<sup>30</sup> His survey included questionnaires addressed to 1 064 organisations on the subject of liaison committees and he received a suitable response from 326 (roughly 30%) employing 164 995 African workers covered by 437 liaison committees. The organisations which participated in the investigation were grouped in the following industrial sectors:<sup>31</sup>

TABLE 2

Sector	Industrial Classification of Participants	
	Number of Organisations	%
Manufacturing	257	79,0
Mining	9	3,0
Construction	9	3,0
Commerce	13	4,0
Services	27	8,0
Local authorities	11	3,0
	<u>326</u>	<u>100,0</u>

26. Financial Mail, 22 December 1972 p.1145. Cited in: R. Verster, Liaison Committees in the South African Industry, Bloemfontein, U.O.F.S., 1974, p.9.
27. Hansard 3 columns 160-161, 22 August 1974.
28. Hansard 10 column 691, 15 April 1975.
29. Rand Daily Mail, 22 May 1975. Cited in: Muriel Horrell and Tony Hodgson, A Survey of Race Relations in South Africa, 1975. Johannesburg S.A.I.R.R. 1976, p.212.
30. Op.cit. pp.14-16.
31. Ibid, p.17.

# Call for free black education

30/12/78  
256

**JOHANNESBURG** — Blacks will not be satisfied as long as they are given an education inferior to that for whites, according to the president of the African Housewives' League, Mrs Sally Motlana

She was commenting on an announcement by the Department of Education and Training that it would supply free text books to black pupils from Standard 1 to matric next year.

Mrs Motlana said she was not excited about the offer. What was wanted was a free compulsory education for blacks similar to that for whites. Text books supplied to black pupils would not be of the same standard as those read by white pupils.

Mr Nathan Molpoe, chairman of the Soweto Teachers' Action Committee representing teachers who resigned as an objection to Bantu education, said he hoped the supply of free text books was the beginning of a needed improvement in black education.

Separate education would only be normalised by a national system catering for all races

The leader of the Soweto Committee of Ten, Dr Nthato Motlana, said the text book offer was welcome, especially because it would relieve parents of having to buy them. It was hoped this would lead to the cancellation of school fees. — DDC

People's desire to amalgamate into bigger and bigger groups only developed from their experience of working together in the smaller groups. Furthermore, people went through a learning process as the groups and structures developed and so from their previous experience they were well equipped to deal with each new structure as they created it.

However, it is only a beginning, people's consciousness will change and develop with their experience of the changing and developing structures they establish. "In China's 'Short March' of agricultural development from co-operation between 4 - 6 households to co-operation between 4 - 6 thousand households, the constant feature was every step forward solved some old problems but created new ones, the solution of which made a new step forward inevitable if there was not going to be stagnation. Each new step forward involved acceptance at an even higher level of priority for collective as opposed to individual interest." (65)

cannot develop the structure and development based on change of itable as the t the uld realise to a certain ving that evelop e's present

## 16. GENERAL CONCLUSION.

The projects I discuss are fairly rare and one must remember that there are many more failed attempts that there are projects presently existing. Furthermore, only a small proportion of the population in any area gets involved in projects.

I have discussed the particular problems that "community" projects face under the present system, in inspiring commitment from the mass of people, and the difficulties inhibiting income-generating projects from being able to benefit the poorest people. The essential problem in the latter category is that limited resources cannot generate enough income to cover inputs of labour and cash (particularly where there are no efficient marketing channels). It is in view of this that one should consider the relative success of efficiently run communal gardens in attracting members. The gardens are basically consumption orientated projects which do not require cash inputs and "priced" (66) labour. Obviously they do have a worthwhile effect in providing vegetables for the families of the women who work them, but one must consider whether this food alone will move the families out of that degree of poverty which engenders disease.

Here I think "developers" should consider whether, in advocating projects which cannot change the basic conditions of people's lives, they are avoiding the root problems and perhaps diverting attention from them. Any projects not based on a recognition of the basic problems are likely to prove ineffective. "The co-operatives are in themselves administrative agencies towards the solution of problems that far transcend the administrative realm. . . In so many instances the introduction of marketing co-operatives, in effect leaves the actual provision of local marketing facilities on the ground to the same non-resource that was to produce the instant harmony and consensus of interests and leadership in the organisation of the co-operative itself."

In many cases the resources made available for projects benefit the richer only and so in some cases entrench the differences between classes. In the situation of poverty and, in some



3. THE INCIDENCE OF GST

The doctrine that the burden of sales taxation rests solely on the consumer is widespread. To the layman its plausibility is greatly enhanced by the practice of sellers of quoting the price, and then adding on the tax in order to obtain the final selling price. In addition, legislation places the legal incidence of the tax on the consumer, and imposes fines on any retailer who advertises that he absorbs the tax burden himself. However, the wording of the law cannot control the economic effects of the tax, nor does a separate listing of the tax imply that the sales price is higher than it otherwise would have been by that amount.

Die (1948, 1963) reached the conclusion that the traditional view that consumers bear the incidence of sales taxation is correct. He asserted that it is generally the intent of sales tax legislation that taxes be shifted forward to consumers through higher prices. An appropriate adjustment in the money supply is assumed to accommodate the increase in prices.

Brown (1939) and Rolph (1952) rejected the conventional view that a general sales tax must raise all prices, and consequently is borne by consumers. They pointed out that there is no necessary connection between accommodating monetary policy and a general tax on the output of goods and services. To increase the prices of goods and services generally there must either be a decrease in supply or an increase in demand by an expansion of the volume of money. If the tax did not increase prices, then it must lower factor incomes. Whether prices remain the same and money incomes fall or prices rise and money incomes remain unchanged, the distribution of the tax burden would appear to be identical. Musgrave (1953) demonstrated that price level changes are purely a monetary phenomenon which do not influence the tax burden. He showed that the incidence pattern may be identical even if the direction of adjustment is such as to cause the level of prices to increase, decrease or remain unchanged.

The inevitable conclusion that must be reached from the above discussion is that the effects of a truly general sales tax are approximately equivalent to a proportional tax on all factor incomes. Consumers, as such, do not bear the burden.

Rolph extended his general equilibrium analysis to a tax that is imposed on less than all goods and services. He concludes that the price of the taxed goods and services will tend to increase relative to the untaxed ones. But a portion of the incidence will still rest on factor owners rather than consumers or taxed products. Exemptions and omissions have narrowed the base of South Africa's GST. Insofar as this occurs, a transfer of resources and some shifting of the final burden forward to consumers is inevitable. The proportion of forward shifting to consumers and backward shifting to factor owners depends on the degree of generality of the tax.

4. THE REGRESSIVE IMPACT OF GST

The chief criticism that accompanied the introduction of GST was that the relatively poor will be hardest hit. The asserted

incidence of GST with respect to income will be analysed in the light of the conclusions formed above (i.e. consumers will bear a portion of the tax burden since it is not an entirely general tax). Trade Unionists, politicians, newspaper editors and other interested parties have been almost unanimous in their condemnation of the taxation of commodities which form a large proportion of the poorer person's consumption. The table below provides a basis upon which conclusions may be drawn.

(Table 4 (3))

Percentage distribution of private consumption per income group (1975)

	Earnings		Total earnings
	lower than R2000	between R2000 & R6000	
1. Food*			
2. Beverages			
3. Clothing footwear			
4. Tobacco			
5. Housing electricity			
6. Fuel (household)			
7. Furniture			
8. Services			
9. Medical			
10. Public			
11. Cars, petrol			
12. Entertainment			
13. Education			
14. Finance			
15. Other			
TOTAL			
Incidence of Sales Tax	79,9	70,2	60,3

**Inspekteur by skool met panga gekap**  
 Burger 7/11/78  
 256

**Van Ons Korrespondent BLOEMFONTEIN**  
 'N BLANKE KRINGINSPEKTEUR van die Departement van Onderwys en Opleiding in Bloemfontein, mnr T. J. Nel, is gister met 'n panga oor die kop gekap toe hy 'n skool in die stad se swart woongebied besoek het waar st 8-leerlinge geweier het om eksamen te skryf en hul vraestelle opgeskeur het. Die Universitas-Hospitaal het bevestig dat mnr Nel opgeneem en behandel is vir 'n sny van sowat 5 cm aan sy kop. Hy is reeds ontslaan. Geen amptelike bevestiging van die voorval kon by die Junior Sekondêre Skool Ikae-

lele gekry word nie, maar daar is betroubaar verneem dat die meeste van die Tswana-leerlinge in st. 8 gisteroggend op die eerste dag van die eindeksamen hul vraestelle opgeskeur het. Na verneem word, was dit vraestelle in Bybelkunde.

Mnr. Nel het die skool vermoedelik in verband met die voorval besoek, toe hy met die panga gekap is.

Mnr N. Rossouw, Streekdirekteur van Onderwys en Opleiding in die Vrystaat, het gesê hy beskou die voorval in 'n baie ernstige lig en dit sal op die hoogste vlak gehanteer word

\* Denotes items liable to GST.

It is clear from the table that poorer consumers spend a larger proportion of their incomes on taxable goods and services than relatively richer consumers. Thus it may be concluded that the sales tax is regressive with respect to income. In addition, since Black and Coloured consumers form a greater proportion of the poorer class, they are burdened relatively more than White consumers.

# Swart skoolplig wyd verwelkom

Burger 11/11/78

256

Van Ons Korrespondent

JOHANNESBURG.

SKOOLPLIG vir Suid-Afrika se swartmense soos beoog in die konsepwetsontwerp oor swart, onderwys wat gister in die Staatskoerant gepubliseer is, is gister allerweë verwelkom.

„Dit is 'n stap wat alle swartmense tevrede sal stel. Ek is bly dat swart onderwys so ver gevorder het dat skoolplig begin kan word,” het prof. W.M. Kgware, Rektor van die Universiteit van die Noorde, aan Die Burger gesê.

Swart skoolplig was een van die eerste sake waarvoor prof. Kgware hom beywer het toe hy in 1964 tot voorsitter van die Adviesraad vir Bantoe-onderwys gekies is.

„Ons almal sal baie bly wees as swartmense nie meer so ongeletterd soos in die afgelope driehonderd jaar hoef te bly nie,” het mnr. Makhaya gesê. Hy het gesê hy is verheug dat die Regering uiteindelik uitvoering kan gee aan dit waarvoor swartes al so lank stry.

## Nie verdeelbaar

Die voorsitter van die Instituut vir Rassebetrekkinge mnr. Fred van Wyk, het gesê die instituut verwelkom enige stap wat die vorige wet sal wysig.

Dr. Connie Mulder, het goeie werk in die verband gedoen, en ons koester hoe verwagtings het mnr. Van Wyk gesê.

Hy sien ook uit na die dag wanneer alle onderwysstelsels onder een departement sal val. Onderwys is nie verdeelbaar nie, het hy gesê.

Die konsepwetsontwerp sal in werking tree op 'n datum wat die Staatspresident deur proklamasie in die Staatskoerant bepaal. Belangstellendes kan tot 15 Desember vanjaar voorstelle indien en kommentaar lewer. Die wet vervang en konsolideer die bestaande twee wette.

Uit die konsepwetsontwerp is dit duidelik dat die voorgestelde wetgewing in groot mate ooreenstem met die wat

vir blanke onderwys geld. 'n Woordvoerder van die Departement van Onderwys en Opleiding het gesê, met die opstel van die konsepwetsontwerp is veral gelet op die wetgewing van bestaande onderwysdepartemente met die oog op groter eënvormigheid en om voorsiening te maak vir die snelle ontwikkeling van die onderwys.

Voorsiening word in die wetgewing gemaak vir die Minister van Onderwys en Opleiding, mnr. W. A. Cruywagen, om by wyse van 'n afkondiging verpligte onderwys vir swartmense in 'n bepaalde geografiese gebied en vir 'n sekere ouderdomsgroep in te stel.

Die wetsontwerp maak onder meer voorsiening vir die instelling van kleuteronderwys, verpligte onderwys, gedifferensieerde onderwys en 'n onderwysraad. Sodra die wet goedgekeur

is, sal dit beteken dat 'n groot aantal regulasies uitgevaardig sal moet word in terme van die wet. Talle bestaande regulasies sal herskryf en hersien moet word. Daar is nou ook geen onderskeid in die diensvoorwaardes van blanke en swart onderwysers nie, en die prosedures ten opsigte van wangedrag en tugsappe sal dieselfde wees.

... OF THE LIAISON could candidates be nominated sample, as to age or seniority. A representational committee did not participate in 81,9% of the participating respondents reported that ed rather than appointed by candidates be nominated usually by means of ballot papers (57,1% of the nds (33,4% of the respondents).

ported that their liaison committees were while nearly 28% recorded a two-year period In most instances, 72%, regular monthly committee meetings were f ther 12% met every two months and 5% quarterly.

284 organisations which responded to a question as to why they had liaison to a works committee. The majority of 147 (nearly 52%) r reason that the liaison committee was an 'anti-polarisation' device benefits such as better guidance by management and prompt solution thus serving both parties' interests and improving two-way communi- a further 38 instances (about 13%) either the liaison committee

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A representational  
committee was required by 78,1% of the respondents,  
(seniority) qualifications and 27,3% required a  
usually by means of ballot papers (57,1% of the  
respondents).

reported that their liaison committees were  
while nearly 28% recorded a two-year period  
In most instances, 72%, regular monthly committee meetings were  
f ther 12% met every two months and 5% quarterly.

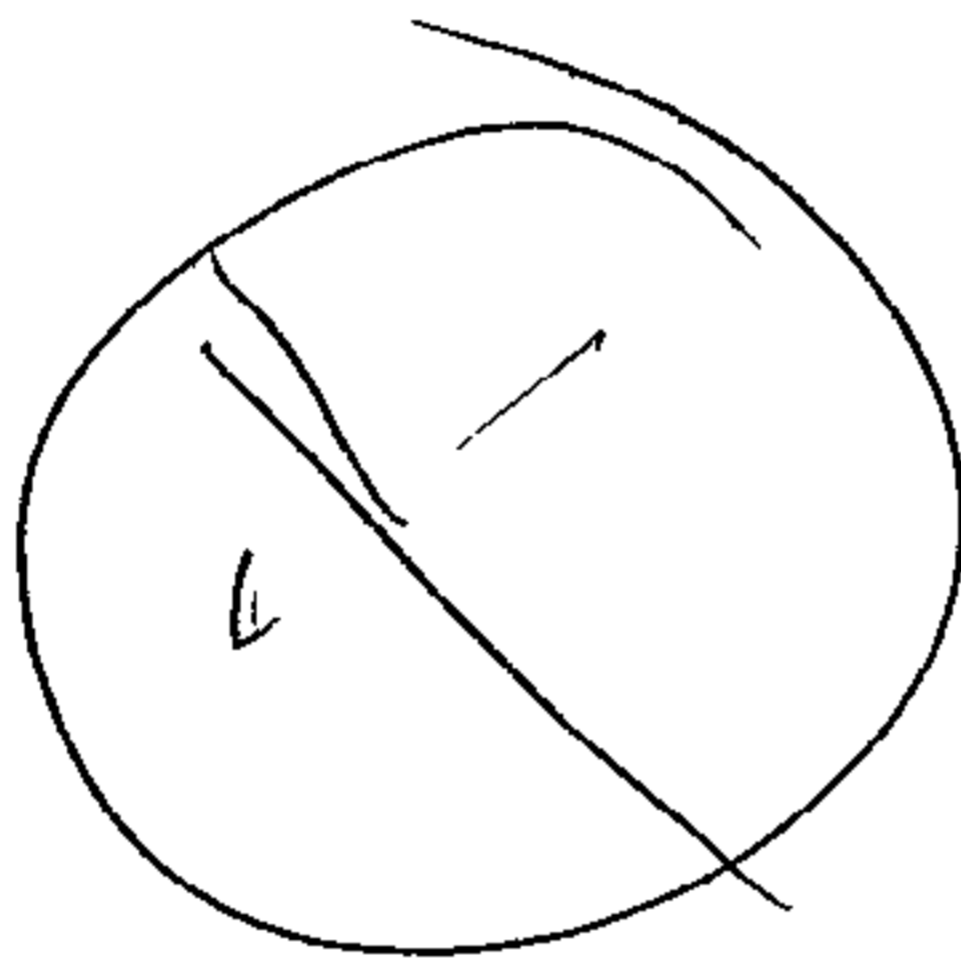


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PETITION (256)

# rol bombs, fire

IN

# African schools

Natal Mercury 2/2/78

- 6. (a) School name, location, district
- 7. School name
- 8. The date of the explosion
- 9(a) Permanent teacher
- (b) 855 000 this year and only 2140 schools
- (c) Teachers
- (d) But in the Durban area alone about 14 schools are being called on to place about 1800 pupils each
- (e) Mr Steyn said his department's biggest problem was the lack of teachers, compounded by a lack of money for facilities, furniture and more classrooms
- (a) Yesterday hundreds of children in the Umlazi area waited for hours, from well before school opened, seeking admission. Most of them, even those turned away for lack of space, wore school uniforms
- (b) In Parliament yesterday the Deputy Minister of Training and of Education, Dr Andries Treurnicht, said the system of education for Black schoolchildren was as good as it could be, and the Government was planning greater involvement by the various peoples in the education of their children
- 11. Like
- 12. A
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### Mercury Correspondent

PORT ELIZABETH - Petrol bombs were yesterday thrown into two classrooms at Arthur Nyobo Lower Primary School in New Brighton where pupils were writing examinations.

Pupils extinguished them before they exploded and saved the classes from being damaged, but about 300 pupils, mostly aged under 10, ran out of their classrooms screaming and crying.

Some of the pupils had only one shoe on and others had their uniforms torn

Some pupils connected hosepipes and directed them at the smoke-engulfed classrooms while others threw sand on the bombs

One pupil said he was in a class busy writing examinations when he heard something like a rock hitting the window, and later saw a bottle filled with liquid flying over their heads. It landed on the floor next to the blackboard

"Everybody screamed and others cried as we all ran out," he said

Another pupil said he heard screams and later saw a bottle flying into the classroom through the window.

In Soweto, reports of scores of application forms for the registration of new pupils at secondary schools went up in flames yesterday near the Mahlobo Secondary School in Meadowlands, where about 200 pupils had gathered to register.

The application forms were burnt by members of the newly-formed Soweto Students' League, who told the pupils they should not apply to study in the new State schools. They said this was in protest against the continued enforcement of the system of Bantu education

The Mercury's African Affairs Correspondent says that KwaZulu's education crisis, predicted last month by the Secretary for Education, became a reality yesterday as thousands of children all over the province were turned away from overcrowded schools

Two teachers in the Kwa Mashu area said, "This is going to be a terrible year. We have too many people in the classrooms and we haven't got enough books or desks"

Mr G. Sithole, the Umlazi South schools inspector, said he knew of an 800-place school on the fringe of the squatter settlement of Malakazi, near Umlazi, that would probably take in 1600 children this year on the platoon system.

Another inspector, Mr A Msomi, said his area could accommodate 3000 post-primary pupils but needed places for 7000

Mr George Steyn, KwaZulu's Secretary for Education, said: "We have a student population of about 855 000 this year and only 2140 schools"

waarde aan boer  
waarde aan werker



# Quality is crucial, Lebowa advised

THE SENIOR Education Research Officer at the University of the Witwatersrand, Dr K. B. Hartshorne, said yesterday Lebowa must pay more attention to the quality than the number of its teachers. Speaking during an education symposium at the University of the North, Dr Hartshorne, a former Director of Bantu Education, said the time had come for preference to be given to teachers with senior certificate qualification.

He said about 30.7% of lower primary school teachers were professionally unqualified.

"Unless young people's confidence in the education system is restored by breaking its isolation, bringing it into the main stream of South African education and giving it the resources that rightfully belongs to it, Lebowa would continue to struggle for a higher standard of education."

Dr Hartshorne said if a new educational spirit and approach was to be achieved in the homeland, urgent attention had to be given to the position of the teacher and his academic background, professional training and further development, conditions and salaries — Sapa.

Centre for African Studies,  
Cape Town.

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based.

We are grateful too, to the Harry Oppenheimer Institute for African Studies at the University of Cape Town for a grant enabling Dr. ...  
Reynolds to Salaru for three months, June - August, 1977.  
Foundation, Inda for its generosity in seconding Dr. Salaru wishes to express its grateful thanks to the Ford

Acknowledgments

# Black education 'curse' attacked

IT would be another 25 years or more before African education in this country showed significant signs of recovery after a quarter of a century of a curse imposed by Bantu Education, said Mr. W. Zondo, vice-chairman of the National Child Welfare Committee, yesterday.

Speaking at the second annual congress of the Natal and KwaZulu Zenzele Women's Association at the Inanda Seminary, Mr Zondo said that Bantu Education was a system which never offered schooling about life as the Africans wished it to be.

It was designed to meet the ideological plans of politicians consequently we demand as our just due the elimination from our schools of all traces of Verwoerdism which sought to prepare the Black child for the role of servant," he said

Mr Zondo said that im-

mediate steps should be taken to up-grade the victims of that system of education. Properly qualified teachers, including White teachers in Black schools should be appointed

English should be taught not only after Standard IV, but simultaneously with the mother tongue from the first day at school

"English was the foundation on which was built some of the remarkable personalities and great educationists - many of whom have had to leave the country," he said.

Mr Zondo also attacked the migratory labour system which, he said, had undermined sound family relationship and contributed to the development of unbalanced personalities

declare an area affected often leads to area relief to be so declared as affected. This particularly the Finance Ministry, extremely of areas as drought affected. In the procedure delays before the state sets up drought relief there are acrimonious conflicts over the conditions and the degree of suffering involved. declares an area affected, there is a mix of over the decision and consequently it takes some time, and invariably a serious drought, before government and society work as one to remedy the effects of the drought.

The second part of drought management is that government must have productive works designed and ready to be implemented once there is a need for work to be created in the countryside. The Indian experience has shown time and again that governments are loathe to commit the finance necessary to allow for sufficient preparation of works. Moreover, whenever funds have been provided for the purpose of advance preparation, the technical departments receiving the funds have often used them for the preparation of works which they consider to be of importance rather than for the wide distribution of small works suited to drought relief.

al upwards to the otherwise old drought government begins to convenient ound that of enormous fits on an captured or e who are l citizens declared or relief one area not declaring on to or no need for ernment, the declaration d costly ng the delay ts of weather nt finally feelings



# Gerrit Viljoen heads black education team

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Pretoria Bureau

THE Minister of Education and Training, Mr Punt Janson, yesterday announced the names of the committee members who will investigate the provision of university education for blacks in white areas

The 13-man committee will be headed by Professor Gerrit Viljoen, principal of the Rand Afrikaans University.

The other members are

Dr R Cingo, chairman of the Advisory Council for Education and Training, Professor P S Dreyer, University of Pretoria; Professor D J du Plessis, principal of the University of the Witwatersrand, Dr A B Fourie, Department of Education and Training. Professor N M Kgware, principal of the University of the North; Professor E J Marais, principal of the University of Port Elizabeth, Professor G Marais, University

of South Africa, Mr H Nabe, University of Fort Hare, Mr J Nienaber, Department of Education and Training Professor A C Nkabinde, principal of the University of Zululand; Mr E M Taunyane, principal of Kaitshong senior secondary school, and Professor T van der Walt, principal of Potchefstroom University.

The committee will hold its first meeting in Cape Town on January 27.



256  
fbc

# One goal, two races, two arguments

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

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 non-racial 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 non-racial 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."

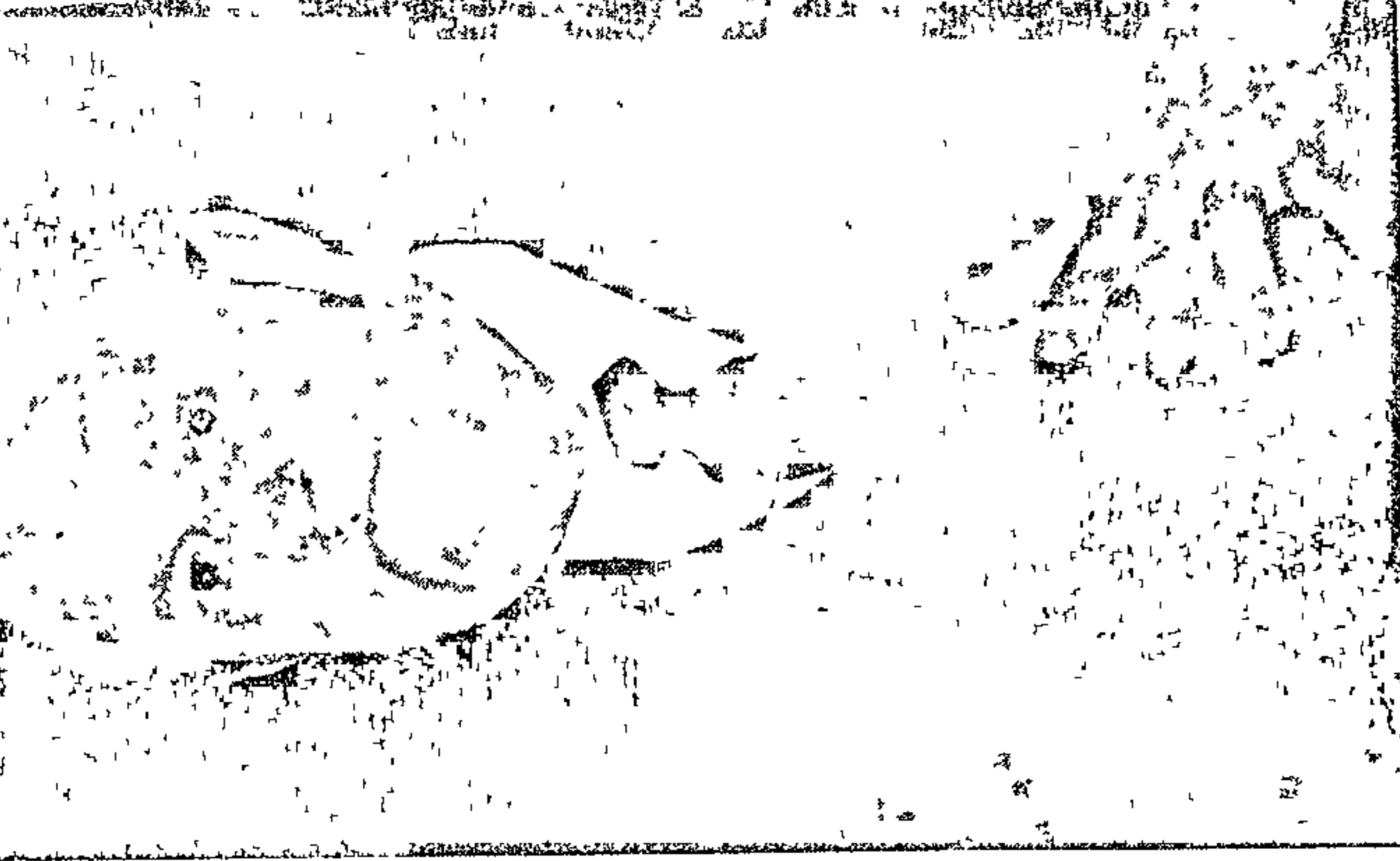
In the absence of any firm longterm plan, what does Mr Janson foresee for the present?  
A separate education department for blacks where their needs can be given specialised attention, he says. A high priority will be the repair of riot damage at the end of February. Also upgrading the training of black 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."

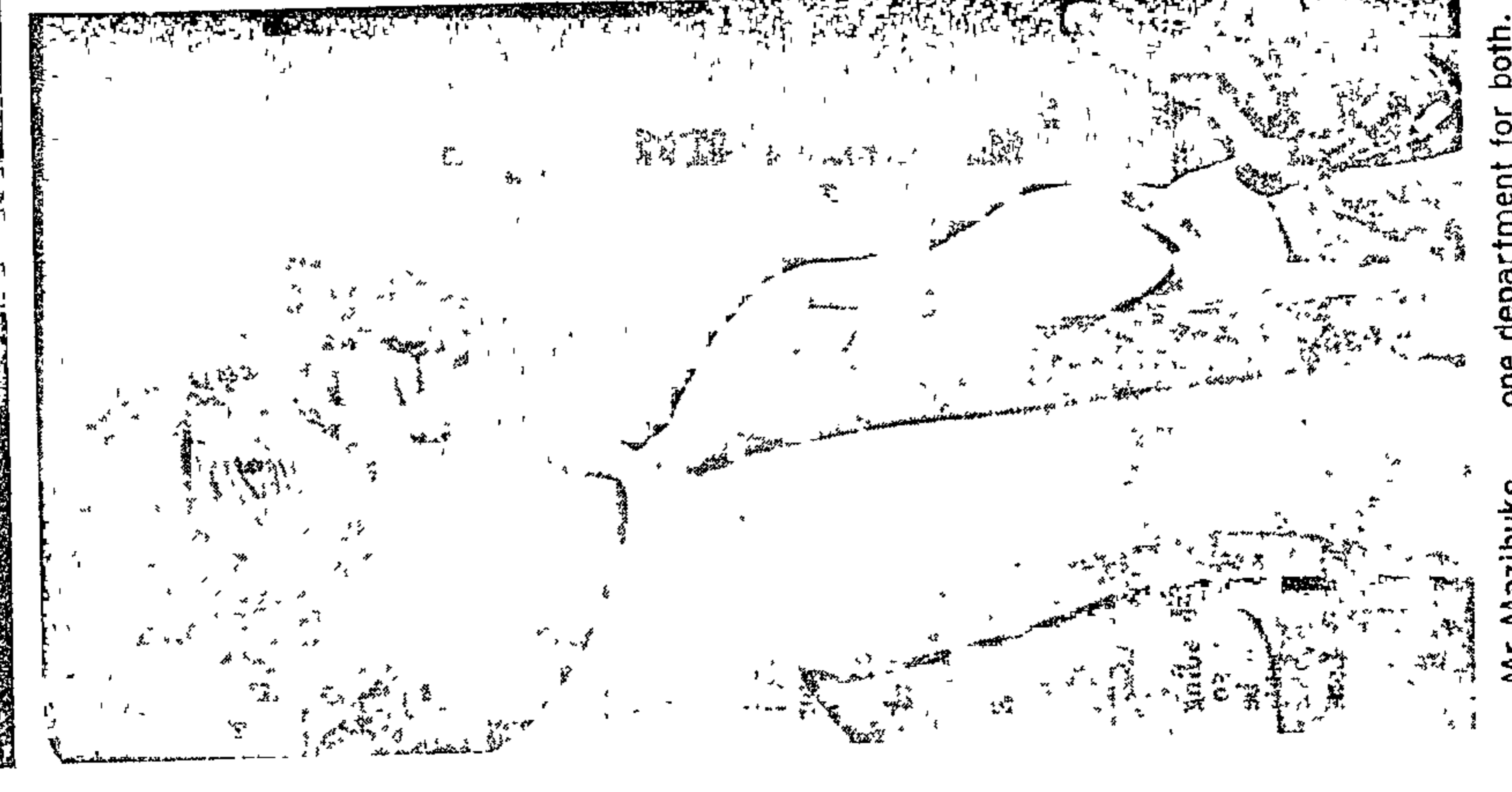
Mr Mazibuko agrees that these improvements are essential and long overdue. But they're putting the cart before the horse. The first step, he believes, is to get rid of the basic discrepancy that exists in having a separate education department for blacks, and the rest would follow automatically — with 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 separate  
not sow unnecessary suspicion. My aim is to see education on a level with white education. My 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. A common aim, would it not be possible to find some solving the deadlock?  
Both men have the same answer. It takes tango.



Mr Mazibuko... one department for both.



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Let us note that almost  
without exception, in com-  
menting on the new draft  
education Bill, black  
leaders have rejected the  
separateness of the  
present system and the  
ideology that lies behind  
it.  
There is a strong con-  
viction that until the edu-

For the rest,  
as employers  
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problem of sup  
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In our everyday pre-  
occupation with such  
absorbing matters as  
the Information scan-  
dal, an event of some  
significance has passed  
almost unnoticed —  
the peaceful return to  
school this year of  
four million black  
pupils

While we should all  
welcome this, we would  
be foolish to interpret it  
as a sign that the crisis is  
over, that black people  
have come to accept the  
education system and that  
nothing more needs to be  
done.

Indeed, there are many  
positive signs that this is  
realised by the Depart-  
ment of Education and  
Training. School buildings  
damaged during the un-  
rest are at last being  
repaired, additional sec-  
ondary schools are being  
built and it would seem  
that in future the depart-  
ment will have greater  
direct control over school  
building programmes in  
the urban areas

It is pressing forward  
with teacher upgrading  
programmes and a coun-  
trywide system of adult  
education centres. It is  
giving increasing emphasis  
to industrial and technical  
training at all levels.

But much still remains  
to be done. In spite of  
some progress, the depart-  
ment and its satellite  
homeland departments  
are still far from hav-  
ing eliminated double ses-  
sions in the sub-standards.  
Throughout the system,  
classes are impossibly  
large and drop-out from  
school remains an intran-  
sigent problem.

Educational facilities  
are unevenly distributed  
and black children in the  
farming areas are not get-  
ting a fair deal

Much has been done to  
provide readers and text-  
books but the progress  
towards free and compul-  
sory education is painfully  
slow. Black teachers' sal-  
aries are still much lower  
than those of white  
teachers with the same  
qualification and the gap  
is a long time in closing

Much of this could be  
put right and the tempo  
of development accelera-  
ted by an infusion of  
funds and resources

And now is the time to  
do it

Not since the early  
seventies have state funds  
been in such a favourable  
position to give this kind  
of push forward to black  
education. It is an oppor-  
tunity we cannot afford to

Despite the return to schools, the crisis in  
black education remains.

**DR KEN HARTSHORNE**, former Director  
of Education planning for the Department of  
Bantu Education and now president of  
the English Academy of South Africa,  
points to South Africa's second  
chance to resolve this crisis and restore  
black confidence in black education.

# Time to build up trust

Star 1/2/79  
256

**Focus on  
black education**

cational needs of black  
children are looked at not  
in isolation but as an  
integral part of a broad  
national plan, their educa-  
tion will not be given the  
national priority it de-  
serves. Over the last 30  
years black people have  
learnt that "separate" in  
education clearly means  
"unequal."

An opportunity has now  
arisen to put things right  
and to restore some basis  
of trust without which the  
delicate plant of educa-  
tion cannot grow and de-  
velop

In the coming session,  
Parliament will discuss  
the new draft Bill, which  
up to now has been  
received with little enthu-  
siasm and considerable  
cynicism by black leaders.  
In its present form they  
expect little from it, and  
with some justification

It does not spell out the  
purpose of education for  
the black people of this  
country — education for  
what? It does not allow  
for the creation of ma-  
chinery for bringing black  
education in from the  
cold, if not under Depart-  
ment of National Educa-

tion, at least under a  
broadly representative,  
truly national, co-  
ordinating education  
council of the kind envi-  
saged by Dr Koornhof.

Because it does not do  
this it should be referred  
to a select committee that  
could hear public  
evidence from the  
broadest possible spec-  
trum of black opinion,  
both lay and professional.  
To have this open, public  
debate is our remaining  
chance to do something to  
restore confidence, pro-  
vided we are prepared to  
listen to what the black  
man has to say and what  
he wants for his children.  
And providing we stop  
deciding what is best for  
him

★ We have a breathing  
space, a second chance to  
resolve the crisis in edu-  
cation, it would be tragic  
in its consequences for  
our country if we should  
fail to make use of this  
opportunity to restore  
trust and to plough in the  
finance and manpower the  
situation requires.

**TURN TO BRIEFING:**  
Money is the root of all  
problems.

to be sorted out here). Because  
g as an employer this small divergence  
creates an overprojection of about

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 <u>1/</u>	83 273
Quarries <u>2/</u>	17 007
<b>T O T A L</b>	<b>647 735</b>

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** (256)  
*Star 1/2/77*  
**over** ~~the~~  
**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

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1976 AND 1977 <sup>51</sup>

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

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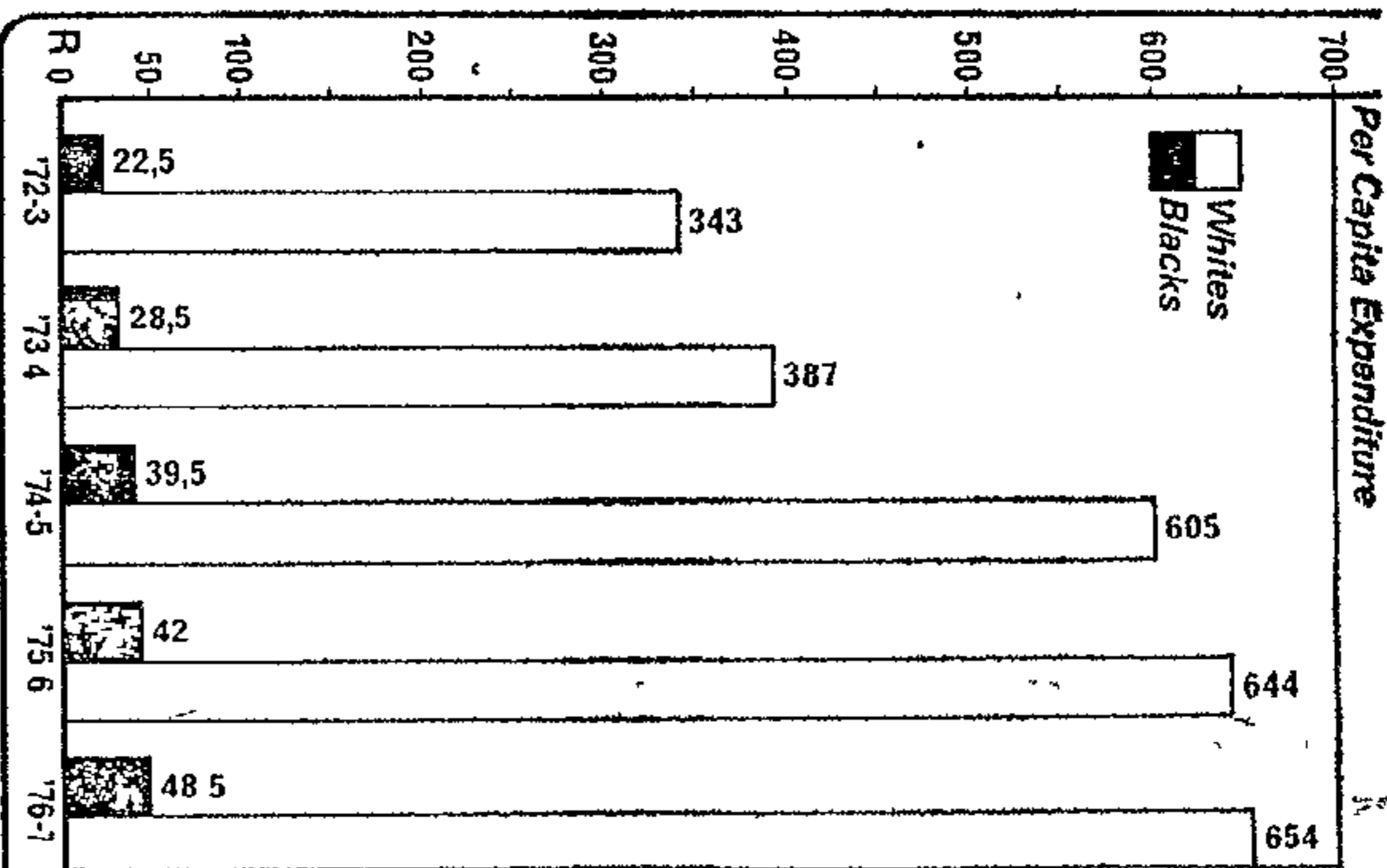
CLASSIFIED ADVERTISEMENTS INSIDE

1/2/79

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## Focus on black education

# Money is the root of all problems



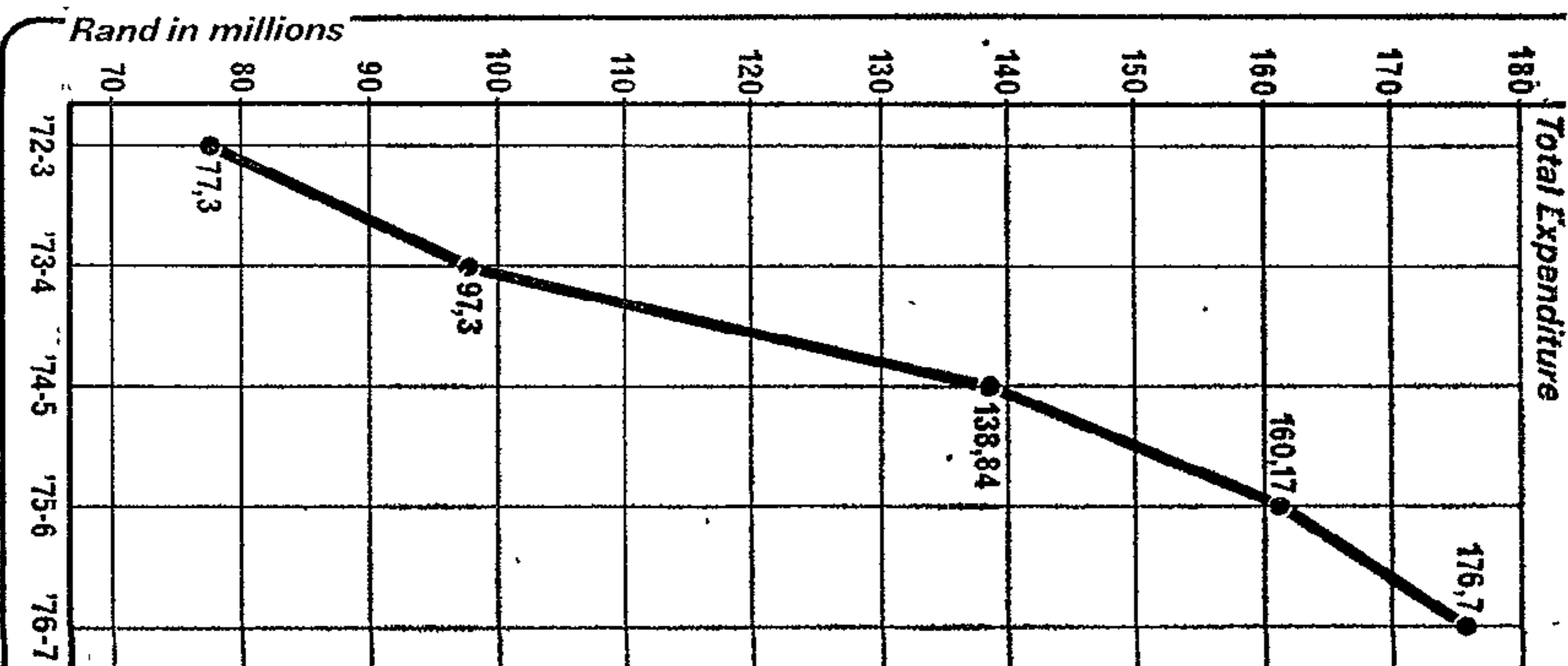
This graph shows per capita expenditure on black and white pupils in South Africa. A small part of the bias towards whites is because more whites than blacks are in secondary and high schools

Which meant that the expenditure a pupil for 1953/54 stood at R17,99

### Eiselen

The Nationalists had come into power and had at their disposal the report of the Eiselen Commission which for-

The then Secretary for Bantu Education, Mr F J de Villiers explained in a paper delivered to the South African Institute for Race Relations Council meeting in 1961 that expenditure on black education had been kept as low as possible by:



Black education over the past five years shows the steep climb in expenditure. The figures are not

pushed the expenditure on black education (excluding Transkei) to more than R57-million.

### Abolished

In 1972 the Bantu Education Account was abolished and black education was placed on a "normal" financial basis for the following financial year, with expenditure showing to R75-million on the part of the Department of Bantu Education and the different homeland Governments (excluding Transkei).

Between then and 1976/77, expenditure on black education increased to R176,7-million — with the per capita expenditure increasing to R48,55. Meanwhile, expenditure on white pupils had increased to R654 — a ratio of slightly more than 13 to one.

This shows a steady improvement. But the gap is still so big that there simply cannot be any reasonable relationship between the quality of black education and the quality of white education — despite government claims.

There is simply no way that a R50-a-year education can be even vaguely compared with a R650-a-year operation.

### In pipeline

True, there are a number of positive educational changes in the pipeline, and the expenditure on black education



# By John D'Oliveira

Whatever else may be wrong with black education in South Africa, the central problem has always been money — and it will continue to be money until South Africa decides to spend as much educating its black children as it does on its white.

Irrespective of changing educational and political philosophies, different syllabi, different examinations and different administrative, teaching and control techniques over the years, it is the lack of money which has kept black education limited in scope and inferior in both nature and educational achievement.

It is lack of money which has burdened black schoolchildren with unqualified

the basis for financing African education was first formulated in 1922 a fixed contribution from the State (R680 000) plus a proportion of the money paid by blacks in direct taxation For 23 years the sum voted by the state remained at R680 000. However, between 1925 and 1943 an increasing proportion of the blacks' taxation went to the education fund.

## Legacy

And the problem was not created by the National Party Government alone. It is a historic legacy handed down by successive South African governments who never saw the need to provide blacks with the same educational opportunities as the white community.

It was under the first Smuts Government that

led the basis for the National Party Government's Bantu Education System In 1954 the Government reverted to the practice of the Twenties, again putting black education into the straitjacket of formula financing.

The Government created a Bantu Education Account into which would be paid a fixed sum from the General Revenue Account (R13-million), four-fifths of the general tax paid by blacks, money generated by the schools themselves and loans made available by Parliament.

As a result, the Bantu Education Account grew slowly from R17-million in 1955/56 to R19.1-million in 1960/61 — and per capita expenditure dropped from the high of 1953/54 to R12.46. At the same time, expenditure on white pupils increased from about R126 to R144.

The Institute of Race Relations countered with a memorandum calling for increased spending on black education, pointing out expenditure on black education as a percentage of national income had actually DECLINED since 1953 — from 0.57 percent in 1953/54 to 0.396 percent in 1964/65. And, for the 1964/65 financial year, per capita expenditure on black education stood at R13.82.

## Increased

In the House of Assembly in 1965, the Minister of Education, Arts and Science stated proudly that government spending on all forms of education had increased from R27-million in 1940 to R230-million in 1963. As a percentage of national income, educational expenditure has increased from 3.4 percent to 4.5 percent.

## Reasons

● The introduction of double sessions in the sub standards

● The policy of appointing as far as possible women teachers with low qualifications for the lower primary classes

● The grading of farm schools into junior and senior schools with a corresponding saving in salaries.

● The diversion of school feeding funds to the expansion of education facilities where required by school boards.

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on black education, but they do show the positive trend.

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256

The Government is moving in the right direction, but cannot gain the good will it needs in the years ahead unless it commits itself to a drastic narrowing of the education expenditure gap — say a programme designed to push spending on black education past R200 a year within the next five years, R400 a year within 10 years and parity within 15 years.



# HIGHER EDUCATION

## Out of the bush?

FM 2/2/79  
250  
KM 26/79

Government is at last turning its attention to the need for African university education in the "white" areas. This week the committee of inquiry appointed to investigate the matter met for the first time. Chaired by Gerrit Viljoen, rector of the Rand Afrikaans University and chairman of the Broederbond, the committee includes among its members the principals of the universities of the Witwatersrand, the North, Port Elizabeth, Zululand, and Potchefstroom.

Viljoen tells the *FM* that the initial emphasis is to be on providing facilities in the PWV area. This represents a new angle in government's previous policy of situating African universities in isolated places in the bantustans, which earned them the name of "bush colleges" or "tribal universities."

"The sites of present African universities make it essential for students to live on the campus," Viljoen points out. "This pushes up costs immensely and prevents people from studying part-time while holding down a job."

Details are still being worked out, but alternatives include the establishment of satellite campuses of existing universities. Education & Training Minister Punt Janson recently told the *FM* that among the options that could be considered were, say, a RAU or Wits campus in Soweto, or extending teachers' training colleges to university level.

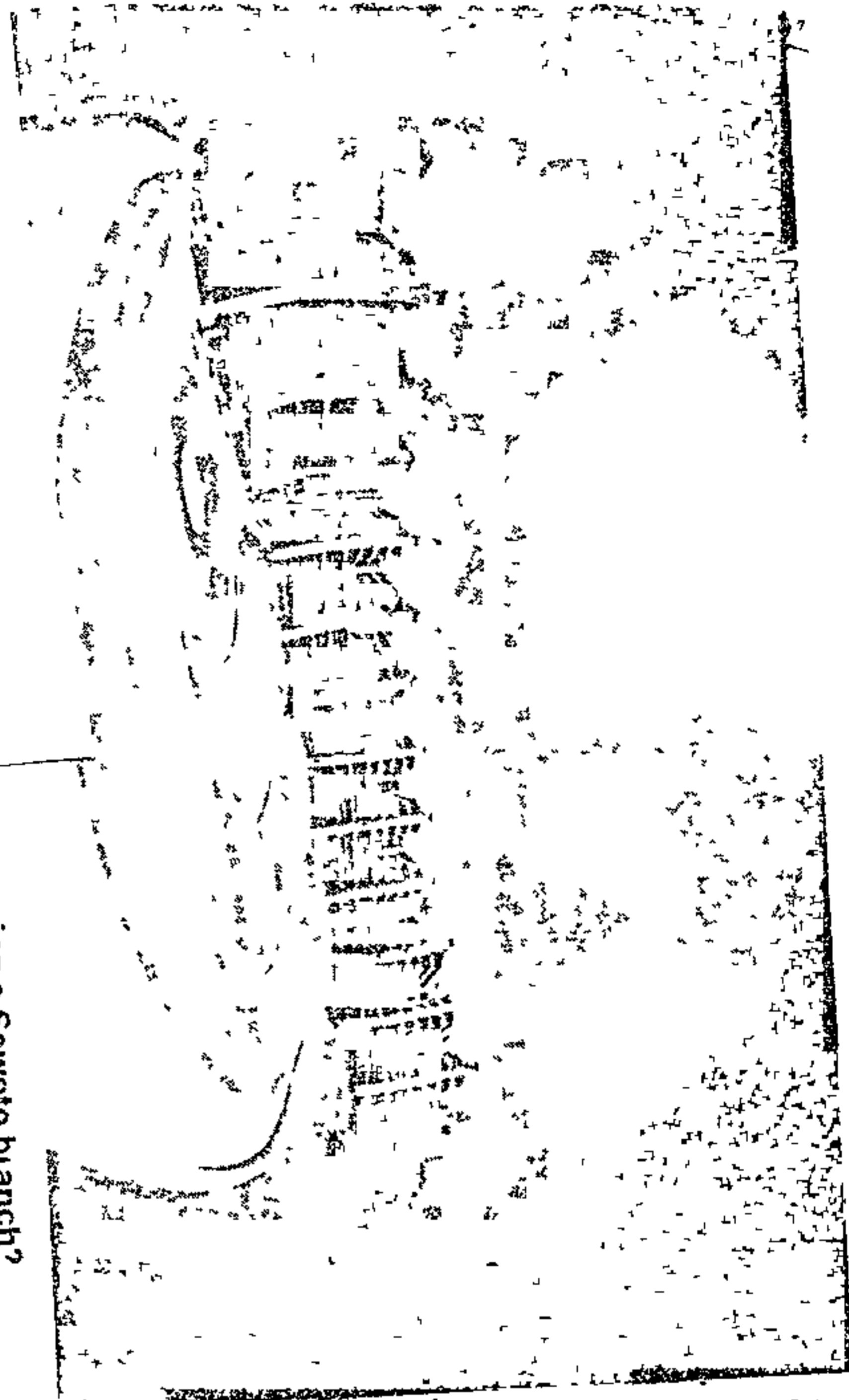
Increases in the number of African matriculants make the need for more university places urgent. There are at present only three African universities, catering for about 5 000 students, with another 6 300 studying by correspondence through Unisa. This gives about seven African students per 10 000 of the African population, as against about 240 in the case of whites.

A mere 403 degrees were awarded by the African universities in 1977, chiefly in arts, with only a smattering of law, science and commerce graduates.

A former university administrator makes the point that more universities are unnecessary in SA. He says that for a population of 24m, 16 universities are more than adequate. The real solution, in his opinion, is to open universities to all races, reversing the 1959 Act which imposed apartheid in higher education.

By contrast Viljoen told a conference in 1977 that "a university is essential for the full maturation of a group culture." He added "Blacks of SA should not remain relegated to the status of people being 'fused into' Anglo-Saxon culture as students at English-language universities."

He also conceded that an ethnic university could only foster black identity if



1977, followed by a black rector at the University of Zululand  
opening a Soweto branch?

But above all, this assertion that would have the primary conflict as that being between men and women can have no concept of history, of politics, of change. If one asserts that the history of men and women has always been governed by this primary contradiction, how then does one explain the changing nature of domination - for example, how does slavery change to feudalism, feudalism to capitalism? How does one introduce the political into one's analysis or must it necessarily be arbitrarily introduced from the outside as something external to an analysis? And how does one change the structural position of women? If men fail to heed the call to "change their consciousness"? Social classes may be overthrown, men cannot (despite wishful thinking on behalf of some). In short, how can this "Sisterhood is powerful" be translated into effective political practice?

It is clear, then, that the UCT women's Movement cannot have a clear definition of objectives, a systematic analysis of the structural position of women, trying it into the economic, political and ideological levels of society. Instead, it remains in the realm of rhetoric, arbitrary and...

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# HIGHER EDUCATION Out of the bush?

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it were accepted as such by blacks themselves. This meant, firstly, that it should be controlled by blacks, and, secondly, that blacks should attend the university out of free choice.

The first prerequisite, black control, is being achieved very slowly. Only in 1974 were blacks first allowed to become members of the administrative councils of their own universities. But black members are still in the minority. So are black academics, although the ratio of black to white is down from 1.4 in 1970 to 1.2 in 1977. The first black rector took over at the University of the North in

Randse Afrikaanse Universiteit . . . opening a Soweto branch?  
1977, followed by a black rector at the University of Zululand



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## Play fair with black education

**B**LACK education is a product of shocking neglect on the part of the State, dedicated service on the part of most of its officials and great sacrifice on the part of millions of black parents. One statistic says it all. In the 1976/77 financial year South Africa spent R654 on each of its white school pupils and only R48,50 on each black school-child. This in spite of the fact that the expenditure on black education has been rocketing (in comparative terms) ever since the infamous Bantu Education Account with its fixed contribution from the State was abolished in 1972. More than anything else, it is this gross discrimination which has brought black education to the crossroads.

Fortunately, as Dr Kenneth Hartshorne, former Director of Education Planning for the Department of Bantu Education (later the Department of Education and Training), pointed out in an article on this page yesterday: "We have a breathing space... a second chance to resolve the crisis in (black) education..." And this gives South Africa the opportunity to plough into black education the money

and the manpower it so desperately needs.

Together with greater consultation with black people, this will help to restore confidence in the black education system and pave the way for education released from the straitjacket of colour prejudice and group interests. The State's finances are in a better position than they have been for years. The Government can afford to be generous and to start setting right the wrongs which have repressed black education for more than 50 years.

Firstly the pay gap must be closed for teachers—and it can be done for a comparatively paltry R25-million. Then must come a commitment to closing the expenditure gap within 15 years or so, pushing expenditure on black education to 25 percent of white per capita expenditure within five years, 50 percent within 10 years and parity within 15 years. There is no reason why this should not be done. But there is every reason for suggesting that failure to play fair with black education will have tragic consequences for South Africa.

In other words once gold mining employment begins to fall the labour-absorptiveness of the mining sector will depend on the big potential new employers - coal, platinum, asbestos, copper. If they perform as Flewman predicted total employment may still grow to 850 000 and beyond. If not, as in this revised version, there will be relatively little growth between now and the end of the century.

Night marching in the bush veldt is most unpleasant. Thorns cannot be avoided and tear one's clothes. The horses hate them too, and hop about to escape them. 26 oxen died of exhaustion before we got into camp. The poor brutes are overworked and there is almost no grass for them at this time of year and they get no time to graze on the withered old grass. We had to settle down in the dark the best way we could and had a very late dinner without tent, chairs or tables. The oxen were so dead beat that we could not move till midday the

full of mess stores and wine!

saw them, and it was get into the first mess wagon. They run away horse. The other the Brigadier's

No doctor  
 Salary scales of White and Black professors/lecturers  
 Hansard 1/6  
 9/2/77  
 13. Dr A. L. BORAINÉ asked the Minister of Education and Training

We did over 21 miles in fell out. One of these injured by a  
 Whether any steps were taken during 1978 to narrow the gap in salary scales for White and for Black professors and lecturers at the universities for Blacks, if so what steps, if not, why not

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country at the extra  
 The MINISTER OF EDUCATION AND TRAINING

800 or 1 000 Boers movement of seven the Magaliesberg m  
 Yes Treasury approval was obtained that universities for Blacks may retain all their income commencing from 1 April 1978, in order to narrow or close the gap in salary scales for White and Black lecturing staff out of their own funds

got orders to march through Rustenburg round the west end of for supplies and brought back food and oats. The Brigadier Our empty wagons were sent to Colonel Kekeitch  
 27th August



# Big improvements on the way for black education <sup>R.D.M.</sup> <sup>12/2/79</sup> <sup>(256)</sup>

## Pretoria Bureau

BLACK education is facing changes which could bring it on a par with white education within a decade.

This is clear from a speech made by Mr G Engelbrecht, public relations officer of the Department of Education and Training, during a conference at Mamelodi High School at the weekend.

The conference was organised by the Transvaal United African Teachers' Association (Tuata).

Mr Engelbrecht spoke on 'What education and training have in the pipeline for 1979'.

He said black teachers were earning about 67% of the salaries received by white teachers.

There were many reasons for the pay gap, the main one being the fact that so many black teachers were not as well qualified as white teachers, he said.

Only 12% of the 30 000

black teachers had qualifications comparable to those of white teachers. Some 84% of black teachers had only a standard Eight certificate and a teacher's diploma.

To back up his statement that a positive effort was being made to narrow the pay gap, Mr Engelbrecht quoted from a speech the Prime Minister, Mr P W Botha made in Parliament last week.

Mr Botha had emphasised that the Government had made the narrowing of the gap one of its prime objectives.

Mr Engelbrecht urged teachers to prevail on their pupils to pass matric before taking a teacher's diploma.

The Department of Education and Training had plenty of cash available to assist pupils wanting to become teachers.

He said compulsory education for blacks could be a

reality within the next few years.

Mr A N P Lubbe, of the Department of Education and Training, revealed that an extensive programme had been started to modernise school buildings.

Primary schools were to become double-storeys, while junior-secondary schools and high schools were to be turned into two and three-storey buildings.

The department was supplying free textbooks to schools, but parents still had to buy prescribed books and setworks.

Textbooks were not to be regarded as 'free', he said, because the taxpayers, teachers included, paid for them.

He asked teachers to urge pupils to take good care of the books which could last for three to four years.

Mr Lubbe revealed that many more black pupils had passed matric and Standard Eight last year than in the previous year. In addition there had been a tremendous increase in the number of these students.

Last year 16 449 pupils wrote matric. In 1977 there were 10 957.

			an
			expenditure
			25
			-
			-
			-
			-
			60
			20
			40
			15
			310
			30
	160		480

- (1) Need P450 to reach poverty line. Any additional income earned under an employment programme above P250 would probably add considerably to Farm Improvements, Consumption, Savings and Expenditure on Farm Operations.
- (2) Calculated on rough share of P1 million total transfer by rental sale.

N.B.

Accepting the above figures, P250 earned and P50 from the sale of annual grazing rights would:-

- i Increase family income by P320, particularly from larger outlays on farm operations.
- ii Increase family on-farm investment and savings from zero to an appreciable proportion of income, here above 20%.
- iii Raise expenditure on health and education 500%.
- iv Increase expenditure and income from farm operations appreciably, 500% on each, thereby increasing the supply of consumption and agro-industrial crop to society and producing a downward pressure on prices.
- v Create a general demand for services and a capacity to pay a greater share of the cost than hitherto, this, particularly with transport, storage and trading, and with health and education should lead to greater efficiencies.

## DISCUSSION

The crude death rates and the standardised mortality rates for whites, Asians and 'coloureds' and urban Africans are presented in Fig. 1. The interpretation of these figures is confounded by the differences in the underlying structure of the population. The population pyramids of the various groups were pictured in Part I with the exception of the urban Africans, which appears in Fig. 2. This population shows an excess of healthy working males and lack of elderly persons as a result of the migratory labour situation.

The standardised mortality rate provides a single figure for the mortality experience of a population which can only be fully expressed in terms of a series of age specific death rates. The SMR is calculated by multiplying all the age specific mortality rates corresponding numbers in the standard deaths so obtained and dividing the this figure is independent of the age the choice of the standard population the deaths in the various age groups population as a standard will give weight to deaths among the elderly, will reverse the position. The ranking of the mortality between the answer. As the Duke of Wellington and statistics'!

Infant mortality rates are summarised is experienced in obtaining data for Africans are not published by the central government. The various medical officers of health<sup>9</sup> have estimated the infant mortality rates for their urban areas. These show considerable variation. (See also ref.15). A mean figure and the range are given in Fig. 2. These de facto figures should be interpreted with caution as sick infants are often brought to the cities from rural areas. An indication of the situation in the rural areas is given by a sample survey carried out in Cape Town and Transkei among Xhosa-speaking Africans.<sup>12</sup> An increase in infant mortality was observed with decreasing urbanisation, the figure for the completely rural areas being of the same magnitude as those parts of the world devoid of medical services. Fig. 4 summarises the age specific mortality rates of

rural areas or cause of deaths' according to the Bantu Reference Bureau (Personal Communication) At least 50 000 deaths among Africans were not registered. These occur mainly in the rural areas. It is estimated that about 10% of the deaths in the main urban districts are not registered for Africans.

## METHODS

The following indices were calculated:

1. Crude Mortality Rates.
2. Standardised Mortality Rates. Two standard populations were used: England and Wales representing a developed population and Mexico 1960

ated mainly in five year age (the eighth revision of the 1980).

he last census year. ability experience of a which would exist if a It gives an indication expectation of life.

the base population age his are available for .oureds, the 1970 population has been projected forward using the age specific survival rates from 1970 and taking into account the actual births and deaths in the 0-4 age group. Allowance was made for migration.

For Africans, a different procedure was adopted as a population figure for only part of the country was required. The 1970 age distribution<sup>10</sup> by magisterial district was used, the numbers being adjusted by the 1974 gross population estimates by economic region.<sup>11</sup>

Shooting of Mr. Theodore Mhage at University of Fort Hare

\*8 Mr R J LORIMER asked the Minister of Police

- (1) Whether representations have been made to him about the shooting of Mr Theodore Mhage at the University of Fort Hare, if so, (a) by whom and (b) what was the nature of the representations,
- (2) whether any person has been charged with any criminal act in connection with the shooting, if not, what progress has been made with the investigation,
- (3) under the control of which government are the police who are conducting the investigation

†The MINISTER OF POLICE

- (1) Yes
  - (a) The Ciskei Cabinet through my hon colleague the Minister of Co-operation and Development
  - (b) That a thorough investigation into the circumstances surrounding the death of the student be carried out by senior police officers from elsewhere
- (2) Investigations have been concluded and the matter was on 12 June 1979 referred to the Attorney-General, who instructed that an inquest be held. The inquest proceedings will commence on 18 June 1979 at Alice
- (3) The South African Government.



Legislation in regard to education for Blacks

\*23. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

Whether he intends to introduce legislation in regard to education for Blacks

*(Answered Column 6/8/49)*  
*16/2/79* *(236)*

during the current session of Parliament, if not, when is it expected that such legislation will be introduced

The DEPUTY MINISTER OF EDUCATION AND TRAINING

Yes

23rd June We made another long march through similar country but on this occasion we had rain at intervals. In the evening we arrived at Ventersdorp. This is a little town some 30 miles from the railway and is the most westerly point we have been to in the Transvaal. It is on a small river which runs through a

FRIDAY, 9 FEBRUARY 1979

waterless plain down very fertile and that

of this river are along this river

that it looks almost

†Indicates translated version

250

For oral reply

Hansard 1 (12/19/2/79)

t of a suburb.

The village itself

Per capita expenditure on Black pupils in White areas

a well kept

roads, in fact the

\*1 Dr A L. BORAINÉ asked the Minister of Education and Training

of Pretoria.

The place has been

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 1977-'78

Major Travers of

the South Wales Board

The MINISTER OF EDUCATION AND TRAINING:

24th June We took

R54,99

s dorp and

marched towards Kle

said to be gathering

nearby. Our oxen were so dead beat from want of food that we made 18 miles with difficulty and lost over 40 oxen in doing it.

9th July We camped at Vlakplatz, outside Krugersdorp. Captain Feilden went away on three weeks leave to Durban. It will do him a lot of good, as he was getting quite homesick and wretched.

Several hundred of cattle were stolen from Krugersdorp by the



# Apartheid in excelsis

19/2/79  
256

A consolidating Bill is to come before Parliament this session. A hated name is to be removed. The Bill calls it "black education," but this does not mean that the nature of the system is to be radically altered.

Some of the provisions contain minor improvements. But three points require consideration before well-meaning members of Parliament give their support to this "consolidating" Bill.

First of all, do we want, after the years of unhappy experience, to commit ourselves to the permanent separation of "black education" from education in general? This is apartheid in excelsis.

Section 3(2) of the draft Bill provides 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."

The italics are ours, but they bring to our minds the unfortunate speech of Dr. Verwoerd when he suggested that the African child should not be trained to become an imitation European, but rather to become a docile member of the labour force. Surely the world in general and South Africa in particular has got past that point?

One wishes to be fair in one's criticism and therefore it is important to draw attention to Section B(4), "that it shall be the aim and object to

**Dr Edgar Brookes, well-known South African educationist, a Canon of the Anglican Church, a former Senator representing black interests and a former National Chairman of the Liberal Party of South Africa, asks members of Parliament to think very carefully before passing the proposed Bill on black education.**

introduce compulsory education in all areas with the co-operation of the parents"

But to come to our second main point, Section 3(6) provides for "the use of the mother-tongue" as medium shall be applied up to and including standard four." A great concession is made in providing that the wishes of the parents shall be taken into consideration "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"

Six years of mother tongue instruction is thus

made compulsory by the new law

But the Government must know that the majority of black parents are, rightly or wrongly, opposed to this

Would a Norwegian settled in South Africa want his child to have six years education through the Norse tongue? Would he not say that he wanted the child to be educated in English so as to increase his chance of getting a job and that the home would see to the maintenance of Norse?

This is just what black parents say

There is unfortunately no longer a Natives

Representative Council to whom laws like this applying specifically and only to blacks could be submitted for comment

But surely Parliament might require that this draft law should be submitted to all the legislative bodies of the "homelands" and that their views should be before Parliament before Parliament was asked to vote on the Bill. Even on Nationalist principles this would seem to be a reasonable request

And this brings us to our third point. Is this law to be applicable to all the "homelands"? It may be that I missed a clause in this long and complicated draft, but I have not been able to find any provision exempting the Homelands from the Law's provisions

We have the right to ask members of Parliament to scrutinise the points here raised with care and not to accept the new Bill simply because it is introduced by the Government

CONCORDAT... (SEPT. 1122).  
I, Bishop Calixtus, servant of the servants of God, concede to you, beloved son Henry, the privilege of the pope

O blessed Peter, prince of the Apostles, mercifully incline thine ear, we pray, and hear me, thy servant, whom thou hast cherished from infancy and hast delivered until now from the hand of the wicked who have hated and still hate me for my loyalty to thee. Thou art my witness, as are also my Lady, the Mother of God, and the blessed Paul, thy brother among all the saints, that thy Holy Roman Church for me against my will to be its ruler. I had no thought of ascending the throne as a robber, nay, rather would I have chosen to end my life as a pilgrim than to seize upon thy place for earthly glory and by devices of this world. Therefore, by thy favor, not by any works of mine, I be- lieve that it is and has been thy will, that the Christian people especially committed to thee should render obedience to me thy especially consti- tuted representative. To me is given by thy grace the power of binding and loosing in Heaven and upon earth.

Wherefore, relying upon this commission, and for the honor and de- case of thy Church, in the name of Almighty God, Father, Son and Holy Spirit, through thy power and authority, I deprive King Henry, son of the emperor Henry, who has rebelled against thy Church with un- leaid-of audacity, of the government over the whole kingdom of Ger- many and Italy, and I release all Christian men from the allegiance which they have sworn or may swear to him, and I forbid anyone to serve him as king. For it is fitting that he who seeks to diminish the glory of thy Church should lose the glory which he seems to have.

And, since he has refused to obey as a Christian should or to return to the God whom he has abandoned by taking part with excommunicated persons, has spurned my warnings which I gave him for his soul's wel- fare, as thou knowest, and has separated himself from thy Church and tried to rend it asunder, I bind him in the bonds of anathema in thy regard and I bind him thus as commissioned by thee, that the nations may know and be convinced that thou art Peter and that upon thy rock the son of the living God has built his Church and the gates of hell shall not prevail against it.

DEPOSITION OF HENRY... (FEB. 1076)

Blacks are

# not just units of labour'

*Pages  
20/21/79  
256*

## Parliamentary Staff

THE time had come for employers to play their part in providing for the welfare of their black employees and not to view them merely as labour units, the Deputy Minister of Plural Relations and Development, Dr W L Vosloo, said in the Assembly yesterday.

He said the Government was moving into a new era as far as community development among blacks was concerned and it was essential that every employer should be involved.

He said he was not addressing those employers who had already played their part in providing housing and other facilities for blacks but he was concerned with those employers who regarded their black employees merely as labour units.

## CEILING

Dr Vosloo was speaking during the committee stage debate on the Laws on Plural Relations and Development Bill which passed through its final stages in the Assembly yesterday with the support of all opposition parties.

However, both the Progressive Federal Party and the New Republic Party strongly opposed a clause of the Bill which seeks to remove the ceiling on contributions paid by employers in respect of their black employees and grants the Minister wide discretionary powers in determining the amount of the levy and the purpose for which it is to be used.

Speaking after Dr Vosloo, Mrs Helen Suzman (PFP Houghton) said that while she agreed with the spirit of what Dr Vosloo had said she wanted to remind him that the provision of housing for people who could not afford to provide housing for themselves was the responsibility of the State.

The Government provided sub-economic housing for whites who could



## Parliamentary Staff

'I CANNOT envisage that the day will ever come that we will have no black South Africans' — The Minister of Health, Dr S W van der Merwe.



'THE Minister (of Transport) is proving himself to be the super budget controller and we welcome it' — Mr G S Bartlett (NRP, Amanzimtoti).



'WHAT has been said indicates that the Government still has no final plans for a new constitution. In practice, the whole concept could still be wiped off the table' — Mr Japie Basson (PFP, Bezuidenhout).



'THE Government will seek maximum co-operation in considering a constitution' — The Minister of the Interior, Mr A L Schlegbusch

not afford their own housing but did not do so for blacks

She said employers already paid tax and she warned that increasing the burden on employers could bring them to the marginal stage where it was no longer economic for them to retain their labour.

This would have disastrous consequences for the unemployment situation, she said.

In an explanatory memorandum accompanying the Bill, it is stated that it is necessary to amend the existing Act to remove the R2,50 ceiling on contributions by employers of black labour under the Black Labour Act to empower the Minister to use his discretion to determine the amount



# Name change cost R188 000

256  
copy 20/2/78

## Parliamentary Staff

THE change in name from 'Bantu Education' to 'Education and Training' contributed to the department's overspending on stationery by R188 000 in the past financial year, according to the 1977-78 report of the Auditor-General, which was tabled in Parliament yesterday.

However, no corresponding overspending is to be detected in the accounts of the Department of Plural Relations, which changed its name from 'Bantu Administration and

Development' at the same time.

It is noted that Plural Relations is to change its name yet again, though the Minister, Dr P. G. J. Koornhof, has said this will not be done until current stationery stocks have run out.

The former Department of Information has changed its name twice since last year, though this is not reflected in the current report, because the changes were made after March 31 1978 year-end.

Hansard 4 (221) 27/2/79  
Double session system **256**  
313 Mr N B WOOD asked the Minister  
of Education and Training

- (1) How many schools (a) in South African Black states whose governments have not taken over education services and (b) in the White areas operated under the double session system during 1978,
- (2) (a) how many (i) classes, (ii) pupils and (iii) teachers were involved in each province and (b) in which standards did this system operate

The MINISTER OF EDUCATION AND TRAINING

- (1) (a) None  
(b) 2 402
- (2) (a) The information as requested is not readily available as statistics are not kept according to provinces but according to regions

The statistics according to regions are as follows

	(i)*	(ii)	(iii)
N Tvl	1 248	47 433	624
S Tvl	1 608	63 149	804
Jo'burg	80	3 640	40
O F S	1 800	54 846	900
Natal	1 190	39 233	595
Cape	1 104	36 003	552

(b) Sub-standard A and Sub standard B

\* The figures are based on the assumption that each teacher teaches two classes

Statistics as on the first Tuesday of March 1978



Hansard 4 (213) 27/2/79

Night schools/adult education centres  
235 Dr A L BORAINÉ asked the  
Minister of Education and Training

- (1) How many (a) night schools and (b) adult education centres were operating under his Department at the end of 1978,
- (2) how many (a) teachers were employed at and (b) pupils attended each type of institution during that year
- (3) what was the total expenditure on adult education centres for the year

256

The MINISTER OF EDUCATION AND TRAINING

- (1) (a) 73\*
- (b) 59 with 81 removed campuses

Government centres for the education of adults 1 835\*  
31 583\*

- (2) Night schools
- (a) 317\*
- (b) 6 195\*

(3) R1 125 485  
Information as on 31 May 1978

(b) 58

Wensard 4 (212) 27/2/79  
256

Black pupils

233 Dr A. L. BORAINÉ asked the  
Minister of Education and Training

(a) What percentage of and (b) how  
many Black pupils were enrolled in the  
Republic in each standard from Standard  
Standard A to Standard V as at 31 March  
1978

The MINISTER OF EDUCATION AND  
TRAINING

	(a)	(b)
Sub-standard A	23,0	639 433
Sub-standard B	18,4	513 672
Std 1	16,6	461 406
Std 2	13,2	368 841
Std 3	11,5	320 273
Std 4	9,1	254 460
Std 5	8,2	226 856
Total	100,0	2 784 941

Statistics as on the first Tuesday of  
March 1978



Harsand 4 (2361) 25/2/79  
Pupil/teacher ratio

256

\*27 Dr A L BORAINÉ asked the  
Minister of Education and Training

What was the pupil/teacher ratio in 1978  
in schools falling under his Department

†The MINISTER OF EDUCATION AND  
TRAINING

1 42 double session taken into account

(2) Falls away  
*Hansard 4 of 229*

**Black children enrolled in schools**

\*14 Dr. A L BORAINÉ <sup>28/2/79</sup> asked the Minister of Education and Training

What percentage of Black children of the age group 7 to 15 years were enrolled in schools in 1978

The MINISTER OF EDUCATION AND TRAINING

It is estimated that the percentage for the Republic was 70,1

**Capital expenditure on universities for Black students**

\*15 Dr A L BORAINÉ asked the Minister of Education and Training

What was the capital expenditure on universities for Black students during the financial year 1977-78

The MINISTER OF EDUCATION AND TRAINING.

University of Fort Hare  
University of Zululand  
University of the North  
Medical University of South Africa...

R1 805 015  
R2 163 406  
R2 654 852  
R4 871 777

(The movement of w.r.p. has been ignored as immaterial)  
It would therefore appear to be better to sell the machine.  
It should be observed however that the n.p.v. of the Computo machine is negative to the extent of R35 190 over 5 years i.e. at an apparent loss. The loss for the first year if the present machine is used would be R13 530. It is considered that as the "trading" of the Computo is annually positive that the decision to sell now is correct.  
Other relevant figures are the impact of inflation on the cost of the Computo and other changing economic, trade and political circumstances.



moment. The garrison had one ambulance of their own and in addition to this we packed the wounded in empty mule wagons. They were fairly comfortable as we made a good bed of straw and covered this with blankets. Zulus carried the cases of fractured thigh on stretchers. This is a better way than any form of amputation.

THURSDAY, 1 MARCH 1904

The Boers made for five miles let them away to the prisoners will to them. deal of the me

† indicates translated version  
For written reply 1/3/79 229 256 Hansard 4 (201)  
Teachers in service of Department of Education and Training

236 Dr A L BORLAINE, Minister of Education and Training

How many teachers (a) entered the service of his Department for the first time during 1978 and (b) how many left this service in that year

The MINISTER OF EDUCATION AND TRAINING

(a) and (b) The requested information is not readily available

Every appointment of a teacher, where he changes from one to another type of school, is handled as a resignation at the one and a new appointment at the other. This procedure also applies in the case where teachers attached to schools in Black states are appointed to schools in White areas and vice versa.

It can, however, be mentioned that 520 teachers retired on pension during 1978

per wounded on blankets  
ars two sheep and then  
a made a short speech

that he had no ill  
ers took away a good

ties at nearly 200  
based on Kaffir  
numbers.

The garrison killed and wounded information,

29th September We heard that the Boers had captured a convoy of 37 wagons on the way to Fort Prospect and so our column hurriedly marched to the top of a high range of hills a few miles off to try and cut off the Boers retreating with this convoy. Of course they went a different road and so we had our climb for nothing.

BLACK EDUCATION <sup>(20)</sup> <sup>2/13/77</sup>  
**Expensive investment**

256

No matter what changes the Department of Education & Training is making, black education in South Africa is still a heavy financial burden for parents.

Although the schools in Soweto appear to be returning to normal — for the first time since June 1976 — there is confusion over what books are provided free by the State. A number of parents and their children have been under the impression that all books for all standards are supplied free. There has also been a misconception that the books supplied free become the property of the pupils.

In a nutshell, says Gerhard Engelbrecht, PRO of the department, all text-books from standard one to standard 10 are supplied free to black schools. But, he adds, "at this stage set books (literature prescribed works) and stationery are not yet supplied free."

Some teachers complain that not enough text-books are supplied. The reason for this, they say, is that the department uses a quota system.

Engelbrecht disagrees. He tells the *FM*. "The number of books we supply to schools is based on the number the principal gives on his requisition."

Engelbrecht tells the *FM* that the supply of free text-books in black schools, which was started by the department in matriculation classes four years ago, has cost R8,5m over the last two years.

Parents who spoke to the *FM* complained that white children got free stationery but blacks didn't. Mrs H said she has paid R6,75 for stationery so far this year, Mrs Y R7,95, and Mrs B R8,15.

Will stationery ever be supplied free to black schools? "It depends on developments," says Engelbrecht, "we are keen to bring black education in line with what is happening in white schools."

Says Mrs M, a mother of three girls. "Why should we, the poorest section of this country, pay for our children's education? Other race groups don't pay."

Via Afrika and Juta's booksellers, who are doing roaring business among blacks with sales of stationery and set-books, are not keen to talk about their turnover.



Hansard 6

Quest. 437

14/3/79

256

Coloured children in adoption.  
395 Mr G N OLDFIELD asked the  
Minister of Coloured Relations

How many Coloured children were  
placed in adoption in terms of the Child  
Act during each year from 1975 to  
1978

The MINISTER OF COLOURED RELATIONS

Welfare for Coloured persons in the Republic is a matter which has been delegated to the Executive of the Coloured Persons Representative Council. I have however ascertained that the reply to the question is as follows:

1975	563
1976	519
1977	569
1978	549

of to no mat' could be allo-  
cated to candidates because their  
scripts were not received and

Inquiries are still being made  
at the examination centres where  
candidates whose scripts are out-  
standing wrote their examina-  
tions

(b) A large number of scripts were  
traced

(c) Further clear and comprehensive  
instructions on how to handle and  
dispatch scripts have been issued  
to all chief invigilators. As from  
November 1979 the marking of  
scripts will be centralized. Vari-  
ous marking centres will be set  
up and officers will be appointed  
at each centre to take delivery of  
scripts and see to the correct  
handling and forwarding thereof

(2) Yes

membership  
S Henshaw 4 (col 14) 14/3/79  
Black matriculation candidates  
examination papers 256  
\*3 Senator A BOZAS asked the Minister  
of Education and Training

(1) Whether all the examination papers  
written by Black matriculation candi-  
dates at the end of 1978 were received  
by his Department, if not, (a) what  
steps were taken to trace them (b)  
with what result and (c) what steps are  
being taken to ensure the safe arrival  
of such papers,

(2) whether all the papers received by his  
Department were marked if not why  
not

†The MINISTER OF EDUCATION AND  
TRAINING

(1) No Except for the scripts of candi-  
dates who were involved in ir-  
regularities before and during the  
examinations only a few scripts have  
not been received yet

(a) All scripts received by the De-  
partment were checked again to  
ensure that there were no missing  
scripts among them,  
Examiners were requested in  
writing to report on all cases



Hansard 6 Quest Col

(256)

464

16/3/79

situated, (h) how many students will be catered for in each centre and (c) when is each centre expected to be functioning

The MINISTER OF EDUCATION AND TRAINING

(1) Adult education centres are in operation in the following areas

	Centres	Campuses
Middelburg	1	
Lydenburg	1	
Deurloo	1	
Witbank	1	4
Delmas	1	
Pretoria	2	5
Mabopane East	1	3
Warmbaths	1	3
Barberton	1	3
Benoni	2	
Gerristown	2	2
Springs	1	
Boksburg	1	
Krugersdorp	1	4
Randfontein	1	
Carletonville	1	2
Potchefstroom	1	2
Klerksdorp	1	
Orkney	1	2
Alberton	1	
Vereeniging	3	4
Johannesburg	10	59
Bethlehem	2	8
Ladybrand	1	
Bloemfontein	1	3
Heidelberg	1	
Welkom	2	
Kroonstad	1	
Tongaat	1	
Pinetown	1	
Lamontville	1	
Pietermaritzburg	2	2
Greytown	1	
Standerton	1	
Volksrust	1	
Grahamstown	1	
Cape Town	2	6
King William's Town	2	
East London	1	2
Port Elizabeth	1	4
<b>Total</b>	<b>59</b>	<b>118</b>

(2) Yes

(a)	
Middelburg	2
Pietersburg	1
Pretoria	2
Warmbaths	1
Ellisras	1
White River	1
Nelspruit	1
Boksburg	2
Krugersdorp	1
Potchefstroom	2
Vereeniging	2
Lichtenburg	1
Johannesburg	1
Carletonville	1
Bloemfontein	3
Kimberley	1
Welkom	1
Kroonstad	2
Parys	1
Bothaville	1
Viljoenskroon	1
Durban	1
Ermele	2
Glencoe	1
Pietermaritzburg	1
Kokstad	1
Standerton	1
Bethal	1
Vryheid	1
Craddock	1
De Aar	1
Grahamstown	1
Stutterheim	1
Port Elizabeth	1
Queenstown	1
Uitenhage	2
Brakpan	1
<b>Total</b>	<b>47</b>

(b) It is not possible to give a figure at this stage. Normally centres are established if there are more than 200 interested adult students at the time when the establishment of a centre is being considered for a particular area.

(c) During 1979

Adult education centres for Blacks  
 256 16/3/79  
 331 Dr A L BORAINÉ asked the Minister of Education and Training

- (1) In what areas are adult education centres for Blacks in operation,
- (2) whether any new centres are being planned, if so, (a) where will they be

Minister of Education and Training  
 Mr. A. L. Boraine  
 16/3/79

Hansard 6 Quest - Col. 463

256

16/3/79

For written reply  
Black university students' bursaries  
329 Dr. A. L. BOGNER  
Minister of Education and Training

MARCH 1979

463

(a) How many Black university students were in receipt of bursaries during 1978 and (b) what was the total cost of these bursaries

The MINISTER OF EDUCATION AND TRAINING

(a) 2 467

(b) R1 075 551

The information is only in respect of students at the Black university and the Medical School of ...



250

- (1) In which areas are adult education centres being planned?  
 (2) whether or not centres are being planned, if so, (a) where will they be situated (b) how many students will be catered for in each centre and (c) when is each centre expected to be functioning

465 Fr

The MINISTER OF EDUCATION AND TRAINING

(1) Adult education centres are in operation in the following areas

	Centres	Campuses
Middelburg	1	
Lydenburg	1	
Dennilton	1	
Witbank	1	4
Delmas	1	
Pretoria	2	5
Mabopane East	1	3
Warmbaths	1	3
Barberton	1	3
Benoni	2	
Germiston	2	2
Springs	1	
Boksburg	1	
Krugersdorp	1	4
Randfontein	1	
Carletonville	1	2
Potchefstroom	1	2
Klerksdorp	1	
Orkney	1	2
Alberton	1	
Vereeniging	3	4
Johannesburg	10	59
Bethlehem	2	8
Ladybrand	1	
Bloemfontein	1	3
Heilbron	1	
Welkom	2	
Kroonstad	1	
Tongaat	1	
Pinetown	1	
Lamontville	1	
Pietermaritzburg	2	2
Greytown	1	
Standerton	1	
Volksrust	1	
Grahamstown	1	
Cape Town	2	6
King William's Town	2	
East London	1	2
Port Elizabeth	1	4
<b>Total</b>	<b>59</b>	<b>118</b>

466

(2) Yes

(a) Middelburg	2
Pietersburg	1
Pretoria	2
Warmbaths	1
Ellisras	1
White River	1
Nelspruit	1
Boksburg	2
Krugersdorp	1
Potchefstroom	2
Vereeniging	2
Lichtenburg	1
Johannesburg	1
Carletonville	1
Bloemfontein	3
Kimberley	1
Welkom	1
Kroonstad	2
Parys	1
Botshabelo	1
Viljoensdorp	1
Durban	1
Ermelo	2
Genecoe	1
Pietermaritzburg	1
Kokstad	1
Standerton	1
Bethal	1
Vryheid	1
Craddock	1
De Aar	1
Grahamstown	1
Stutterheim	1
Port Elizabeth	1
Queenstown	1
Uitenhage	2
Brakpan	1
<b>Total</b>	<b>47</b>

(b) It is not possible to give a figure at this stage. Normally centres are established if there are more than 200 interested adult students at the time when the establishment of a centre is being considered for a particular area.

(c) During 1979

Hansard 6 Quest Col. 464 16/3/79

Hansard 6 Quest. Col 464  
16/3/79

256

Foreign Students  
 SOUTH AFRICAN REPUBLIC  
 Department of Education and Training  
 (a) How many foreign students were enrolled in the Republic in 1978, (b) in which countries did these students come from, and (c) in which faculties were they enrolled?  
 THE MINISTER OF EDUCATION AND TRAINING

(c)(i)	(a) Number of students	(b)	(c)(ii) Faculty
University of the North	1	Rhodesia	Arts
The North	4	Rhodesia	Law
The North	1	Malawi	Theology
The North	1	Malawi	Arts
The North	1	Lesotho	Arts
Fort Hare	3	Rhodesia	Arts
Zululand	1	Rhodesia	Education
Zululand	1	Rhodesia	Theology
Zululand	1	Lesotho	Medicine
Medical University of Southern Africa	3	Swaziland	
Total	17		

For information it can be mentioned that the following number of students who are citizens of Transkei and Bophuthatswana were admitted to the University of the North in 1978:

Blacks	570
Transkei	250
Bophuthatswana	

Statistics as in June 1978



# 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.

*Hundreds 7 (526) 23/3/79*  
First-year students at Universities for  
Blacks

438 *256* Dr A L BORAINÉ asked the  
Minister of Education and Training

- (1) How many first-year students enrolled  
at each university for Blacks in 1978,  
(2)(a) how many first-year students and (b)  
what percentage of the total number of  
first-year students enrolled at each  
university (i) dropped out during the  
year and (ii) failed their examinations  
in all subjects at the end of the year

The MINISTER OF EDUCATION AND  
TRAINING

(1)	University of Fort Hare	853
	University of the North	705
	University of Zululand	595
	Medical University of Southern Africa ..	28

(2)	University	(a) Number	(b) Percentage
(i)	Fort Hare	148	17,4
	The North	54	7,7
	Zululand ...	26	4,4
	Medunsa . . .	1	3,6
(ii)	Fort Hare	145	20,6
	The North ..	71	10,9
	Zululand . .	54	9,5
	Medunsa . .	8	29,6



For written reply  
Answered 7 Oct 525 23/3/77  
Guguletu, industrial training centre for  
Blacks

360 Dr A L BORAINÉ asked the  
Minister of Education and Training

(a) How many Blacks were enrolled in  
the industrial training centre for Blacks in  
Guguletu during 1978, (b) in what trades  
and (c) how many persons in each trade

The MINISTER OF EDUCATION AND  
TRAINING

256

The training institution referred to in the  
question is known as a technical orientation  
centre and serves as an extension of the  
existing higher primary and secondary  
schools. Pupils in standards 5 to 8 of  
surrounding schools may attend technical  
training sessions at the centre of 2 to 2½  
hours once a week.

(a) 397 pupils

(b)	(c)
Technical subjects	Pupils
Brickwork	97
Electrical work	100
Metalwork	100
Woodwork and plasticswork	100

Black school children: free class readers/text books/stationery  
570 Dr A L BORALNE asked the Minister of Education and Training:

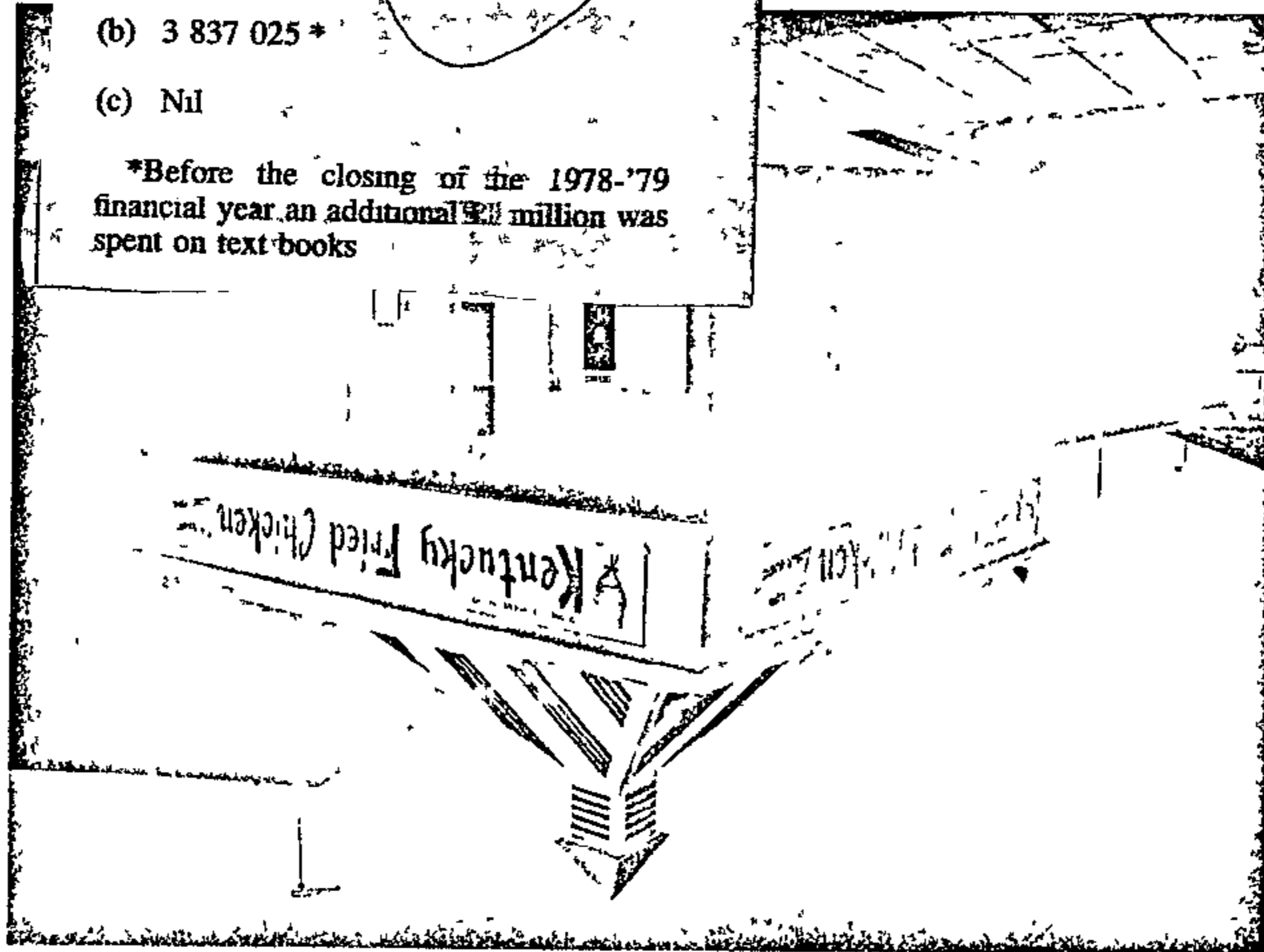
What amount was spent during 1978 on the issue of free (a) class readers, (b) text books and (c) stationery for Black school children

The MINISTER OF EDUCATION AND TRAINING:

- (a) R573 170
- (b) 3 837 025 \*
- (c) Nil

256

\*Before the closing of the 1978-'79 financial year an additional R2 million was spent on text books



*The Company* One of the two largest prepared food organizations in the world

*The Problem* How to obtain reliable marketing information with regard to the feasibility of opening a chain of retail outlets in a country where Kentucky Fried Chicken Ltd had no previous experience.

# Kentucky Fried Chicken (S.A.) Ltd (A)

**I. Decision-making in Unchar**  
 In mid-1971, after months of Head Offices, the Board of D reached an important decision policy on an international feasibility of opening a chain chicken in South Africa. South Africa was a somewhat expansionist move by KFC successful and profitable oper

# 'More money needed for black schools'

By PATRICK LAURENCE  
Deputy Political Editor

THE GAP between the amount spent on a white child's schooling and that spent on a black child widened progressively under Bantu Education, according to an Institute of Race Relations publication, "Education for a New Era"

The publication contains the recommendations of an education commission appointed by the institute to examine black education in the aftermath of the 1976 rebellion against Bantu Education by black youths

The eight-strong committee, headed by Dr G R Bozzoli, former Vice-Chancellor of the University of the Witwatersrand, goes beyond merely recommending equal expenditure per head on children of all races

"Without deliberate discrimination in favour of the disadvantaged, there is likely to be little progress in equalising

educational opportunity," the report says

"Certain groups and regions must be allocated extra financial resources which would serve not only to equalise facilities, but also to provide for the payment of incentive bonuses for teachers assigned to special tasks"

Figures quoted in the publication show that per head expenditure on black children amounted to 14% of per head expenditure on white children in 1953, when Bantu Education was first introduced

Thereafter there was a downward shift as per capita spending on blacks declined to 8,6% of that spent on whites in 1960 and then to 5,9% in the statistical year 1975-1976

A table in the publication illustrates further inequalities in education at the time of the rebellion against Bantu Education, including

● Percentage of matriculated and/or degreed teachers black — 15,5%, white — 47%

● Percentage pupils in matric black — 3%, white — 5,6%

● Pupil-teacher ratios black — 1 to 52, white — 1 to 20

The committee favours desegregation of South African schools, but says that as a general rule integration should start at universities and then work its way downwards

Another step proposes is the scrapping of separate education departments and the creation of a single education Ministry, with decision-making open to "all interested parties" at regional and local levels

Since 1976 the term Bantu Education has been dropped, with the old department of Bantu Education becoming the Department of Education and Training

Plans are in the pipeline for the gradual introduction of compulsory education in black schools and the money has been pumped into black education



10736,16  
 R3964,65  
 +57436,80+14700,81  
 +124,000  
 4632  
 TOTAL

†Indicates translated version.

256

For written reply  
 Hansard (10) 637 17/4/79  
 Farm schools for Black children

234 Dr. A. L. BORAINÉ asked the Minister of Education and Training

(1)(a) How many farm schools for Black children were there in the White areas of the Republic in 1978 and (b) what was the total number of pupils (i) attending such schools and (ii) enrolled in Standard V;

(2) whether any such schools were closed during 1978, if so, (a) how many, (b) where were they situated and (c) what was the reason for the closure

The MINISTER OF EDUCATION AND TRAINING

(1) (a) 4 556

(b) (i) 420 085

(ii) 12 363.

(2) Yes

(a) 47

(b) Cape 4  
 Orange Free State 14  
 Natal 9  
 Southern Transvaal 12  
 Northern Transvaal 8

(c) Farm owners close schools for various reasons. In most of the cases schools are closed because owners do not wish to have schools on their farms. This usually happens by a change in ownership. Schools also close in cases where the number of pupils drop to such an extent that a teaching post cannot be justified anymore. In such cases the pupils

APRIL 1979

are transferred to other schools and the teaching post withdrawn to be utilized more fully elsewhere

Statistics on the first Tuesday of March 1978

Payback period  
 Return y1 - y10  
 Capital investment y0  
 Savings (P.V.)  
 Only foregone item dep. on hand trucks 4 000 p.a. @ 40% 1600 @ 6,7101  
 Factor  
 Savings of maint. of trucks 8 000 @ 60%  
 Other:  
 Increase @ 60%  
 Less: 17% dep. 245,000  
 1,400,000  
 400,000  
 Present revenue 1,000,000  
 Increase bus. 40%  
 (vi) 6 000 @ 60%  
 26,25% on 1400,000 = 367,500 = 17,5  
 8,75 26,25  
 red. by 25% —  
 Labour at moment 35%  
 (iv) (It is assumed dep. to date is ta  
 20,000 @ 40%  
 Scraping allow.  
 Proceeds (i1)  
 Recoupment 40 000 @ 40%  
 Dep. 26000 @ 40%  
 Costs 60,000 @ 60%  
 Trade-in value  
 Cost of trucks etc. (11)  
 Value at y10 200,000 x 7  
 (no tax allow.)  
 Cost of improvements (1)  
 1.

000 - 16,000  
 000 + 40,000  
 000,001+

y10

CP 5

For written reply: 662 18/4/79  
 Black pupils in White areas in Republic  
 370. Dr. A. L. BORAINÉ asked the  
 Minister of Education and Training:

(1) How many Black pupils in White areas in the Republic (a) entered for and (b) passed the Std. V, Junior Certificate and matriculation or equivalent examination, respectively, (i) in the first quarter of 1978 and (ii) at the end of 1978;

(2) how many of those who passed the matriculation or equivalent examina-

F  
=  
5  
4

Wear and tear 1 700 x 6 = 1 020  
 Maintenance 1 200 x 4 = 4 800

New Machine 1 890  
 Present Machine 662

tion at each of these times, qualified for university entrance.

The MINISTER OF EDUCATION AND TRAINING:

	(a)	(b)
(1) Std. 5	(i) None	None
	(ii) 84 443	58 184
Std. 8	(i) None	None
	(ii) 31 303	18 877
Std. 10	(i) *	406
	(ii) 2 809	2 162
(2) First quarter 1978		46
End of 1978		889

\*Statistics are not readily available as most of the candidates involved in this examination entered for subject successes only.

1,58 ye =  
 3 150 =  
 4 970 =  
 2 520 =  
 4 =  
 (15 000) =  
 11 000 =  
 Increment =  
 Increment =

3. Payback period =

SUGGESTED SOLUTION

NOTE:

CPT 10

QUESTION 1 - SUGGESTED SOLUTION

1. a) The ABC method of inventory control analyses stocks into several different categories.
- b) Each category is determined according to its total annual consumption costs.
- c) Some categories will make up a large percentage of annual consumption cost and a low percentage of the total number of items used. Other categories will make up a small percentage of consumption cost and a large percentage of total item usage.
- d) Rigorous control will be executed over items having high consumption costs - frequent ordering, low safety stocks, etc.

e) Items Shortage of schools in Soweto  
 rigorous high, Hansard (6/2) (20/4/79) (256)  
 567 Dr A L BORAINÉ asked the  
 Minister of Education and Training  
 costs will not be so frequent ordering

2. a) An in to a Whether there is a shortage of (a) primary and (b) secondary and high schools in Soweto, if so, (i) what is the extent of the shortage in each case and (ii) what plans are in hand to obviate it. h cannot be attributed

b) A cost costs The MINISTER OF EDUCATION AND TRAINING rson or item where

c) A first wide (a)(i) and (b)(i) Yes The extent of the shortages cannot, however, be determined at this stage as statistics regarding the actual enrolment for 1979 are not as yet available. es not vary over a

d) Primary labour (a)(ii) Two schools consisting of 12 classrooms each are being erected and a further 108 additional classrooms will be erected at existing schools during the 1979-'80 financial year. material plus direct production expenses.

e) A re of a in m (b)(ii) l change as a result be taken in to account

f) An o of a Junior secondary schools. Five schools consisting of 16 classrooms each and 106 additional classrooms at existing schools are being erected During the 1979-'80 financial year a further 66 additional classrooms will be erected at existing schools. nt foregone in favour ion.

3. a) The allc prop all Senior secondary schools. Two schools consisting of 30 classrooms each are being erected. During the 1979-'80 and 1980-'81 financial years a further 2 schools consisting of 30 classrooms each will be erected. thod - a product is t costs in the same ight (or volume) of

b) Rela a pc as t point sales value at the split off point. product is allocated the same proportion lue at the split off the main products



[4]

1) mean - impossible to calculate  
 2) median - some agreement  
 or (1) above  
 3) mode - Former been (44 votes)  
 most frequently chosen been

d)

[4]

MOAN = MADE

TUESDAY, 24 APRIL 1978  
 Hansard 11 (693) 25/4/78

+ Indicates translated version.  
 For written reply

Black pupils **256**

606 Dr A. L. BORAINÉ asked the Minister of Education and Training

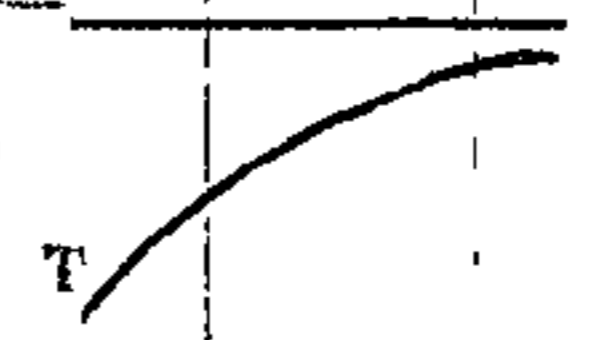
How many Black pupils were enrolled in Forms I to V, respectively, in 1976, 1977 and 1978, respectively, at schools in the Western Cape

The MINISTER OF EDUCATION AND TRAINING

The Department does not keep statistics according to geographical areas. The requested information for the Cape Region is contained in the Department's annual reports for 1976 and 1977 and is as follows

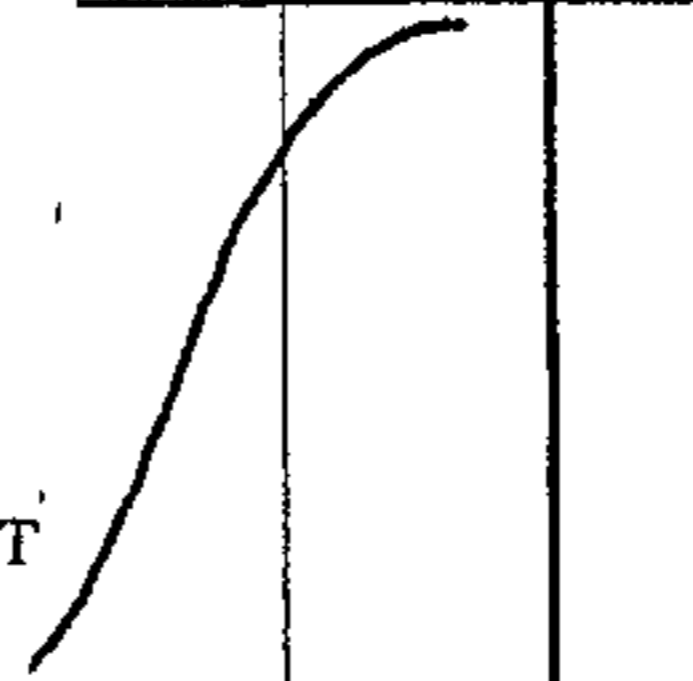
	1976	1977
Form I	11 515	10 925
Form II	4 846	6 453
Form III	2 735	3 359
Form IV	1 612	1 358
Form V	490	513

The information for 1978 is contained in the 1978 annual report of the Department which will be laid upon the table in due course



Uniform

MED



Skewed to

ii)

c) i)

2

11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

# 'Profound effect' of black education

DURBAN — South Africans would have to adjust to living in a plural society in the 1980's, instead of only talking about it, Mr Michael O'Dowd of the Anglo-American Corporation told the 70th anniversary conference of the Chartered Institute of Secretaries and Administrators in Durban yesterday.

The expansion of education already in the pipeline would have a profound effect on South Africa in the next decade.

One of the certainties of the 1980's was that well-educated blacks, becoming available in large numbers, would become involved in the economy at levels appropriate to their education.

"The impact of the change from a society where only a

few are educated to one where everybody is educated, ripples through to every corner.

"These better educated people will assert their own cultural values and they will be different from present ones," Mr O'Dowd said.

"We must not fall into the error of supposing that because people have been to school they will have been assimilated to European culture as we understand it," he said.

"The degree of such assimilation is actually very partial, and what mix of Western traditional and new values they will ultimately come up with is perhaps the most difficult thing of all to predict, and I doubt if even blacks have any clear picture of the situation." Sapa





256

757 MONDAY, 30 APRIL 1979 758

**MONDAY, 30 APRIL 1979**

Indicates translated version.

*For written reply.*

**Black Pupils: results of examinations**

589. Dr. A. L. HORRAINE asked the Minister of Education and Training.

(1) On what date (a) was the last paper for the (i) junior certificate and (ii) matriculation examination for Black pupils written in 1978 and (b) were the results of each examination notified to pupils;

(2) whether any pupils who wrote these examinations were not notified of their results on these dates, if so, (a) how many in respect of each examination, (b) for what reason and (c) on what dates were they notified.

The MINISTER OF EDUCATION AND TRAINING.

(1) (a)	(i) 22 November 1978	
	(ii) 30 November 1978	
		Full-time candidates 1979
(b)	(i) 22 January	Part-time candidates 1979 31 January
	(ii) 15 January	18 January

(2) Yes

(a) The figures are not readily available

(b) For various reasons, i.e. irregularities before and during the examinations, and candidates who wrote the wrong question papers

(c) On various dates

**Secondary schools for Blacks in Western Cape**

611 Dr. A. L. HORRAINE asked the Minister of Education and Training:

(1) How many secondary schools for Blacks are there in the Western Cape;

(2) whether any of these schools use Afrikaans as the medium of instruction; if so, how many.

The MINISTER OF EDUCATION AND TRAINING.

(1) 5.

(2) No.

# Black schooling a must — Punt

Pretoria Bureau

BY DENYING black people their right to a sound education, the Government would be doing an injustice, the Minister of Education and Training, Mr Punt Janson, said at the University of South Africa's blacks-only graduation ceremony at the weekend.

The Minister said that in order to curb illiteracy in the country, particularly among blacks, compulsory education should be enforced.

Mr Janson said he had discovered that black teachers were under-qualified compared to their white counterparts.

The Government has appointed a commission of inquiry into the possibility of extending university education for blacks at white universities, he said. Mr Janson pointed out that only 19% of South Africa's blacks were attending school in 1970, at a time when there was a demand for academic skills.

South Africa would be far more economically viable if blacks were accorded the op-

portunity of a good education, he said.

Friends and relatives thronged the university's auditorium where, for the first time, the Bachelor of Arts in Nursing Science degree was conferred on five students.

Bachelors' degrees were conferred on 83 candidates. Among them 68 completed the Bachelor of Arts degree and three the Bachelor of Science.

Honours degrees were conferred on 25 students by the Chancellor of the university, Mr Justice V G Hiemstra.

Three students got their Bachelor of Commerce while the Bachelor of Law degree was conferred on Mr Ndaweni Johannes Mahlangu.

The Masters' degrees, two of them in science, were conferred on five students. Nine were awarded Bachelor of Education degrees.

Two candidates received their the Bachelor of Theology degree. They are Mr Thomas Makgatho and Mr Petrus Phaswana.

their women have been stolen by the Boers in this valley so that they are glad to be under protection.

26th July We marched back to a camp near Thorndale but before leaving camp we prepared a neat little trap for the wily Boer and it succeeded. In the middle of the night a Squadron of the Gre (horses inside) and dongas, n the long grass. The column and the if as usual. In half an hour nine our camp on foot. One of these Boers ed party and was in the act of poi exclaiming in Dutch, 'the Khaki was shot and killed on the spo d immediately afterwards and a res. A tall young Boer at a distanc forward screaming 'I hands up' and volley was fired at him, but he wa ken prisoner with three others. ng up to the camp to snipe our rea We were all delighted with t It will make Boers cautious f ls again. We now often leave defe ps so that the Boers may not k icked up can be depended on.

manuscript 13 (310) 8/5/79

Emigrants

256

704 Mr H E J VAN RENSBURG asked the Minister of Statistics

How many (a) medical practitioners, (b) nurses, (c) engineers, (d) accountants, (e) lawyers, (f) scientists, (g) teachers, (h) artisans and (i) persons of other professions left South Africa as emigrants during 1977 and 1978, respectively

The MINISTER OF STATISTICS

EMIGRANTS 1977

(a)	213
(b)	215
(c)	822
(d)	271
(e)	33
(f)	79
(g)	357
(h)	2 031
(i)	7 100

EMIGRANTS 1978

(a)	205
(b)	196
(c)	764
(d)	313
(e)	39
(f)	83
(g)	348
(h)	1 495
(i)	5 724



Hansford Immigrants (31809) 8/5/79  
703 Mr H E J VAN RENSBURG asked  
the Minister of Statistics

Boers last month by a man dressed in  
khaki came up to the r the cattle in  
the middle of the n it countersign and  
said he had been se

How many (a) medical practitioners, (b)  
nurses, (c) engineers, (d) accountants, (e)  
lawyers, (f) scientists, (g) teachers, (h)  
artisans and (i) persons of other professions  
entered South Africa as immigrants during  
1977 and 1978, respectively

THE MINISTER OF STATISTICS

IMMIGRANTS 1977

neighbourhood) to f mbled tremendously  
at having to turn c (b) 115  
so like a soldier t (c) 271 The grumbling was  
he was allowed to c (d) 638 he sentry and so  
the cattle. (e) 249 ty and drive away  
(f) 21  
(g) 72

The native cattle-m (h) 300  
into the town and s (i) 471 n in and they ran  
ing the cattle.

The General was inf believe the story  
and refused to ser The Boers in this way got  
away with several

IMMIGRANTS 1978

17th July Capta (a) 96  
been appointed Ad (b) 207  
He went off in gr (c) 417 say that he had  
notice. The fol (d) 161 eomanry at home.  
saying he was no (e) 279 , at half an hour's  
(f) 1328 from Kitchener  
(g) 5414 ery sorry for his

disappointment. He has been out here all through the war.  
The order for him to go home must have come from some Staff  
Officer without consulting Kitchener.

In the evening we received orders for a night march starting at 10.15 p.m. We were to go through Zilikats Nek to surprise a laager of Boers living in some hills north of the Magaliesberg. There was no moon so it was very dark. It was also very cold. It was rather an undertaking forming up the troops and above all the transport. The Carabniers were leading, then the Scots Greys, guns, Infantry, transport and a rearguard of one Squadron of Greys. Scouts and flank guards were of no use in the dark. We had to trust to luck and to the fact that the Boers did not expect us. An ambush of Boers would have smashed us up completely.

is a small canteen and we were able to buy a few things.

19th August We crossed the Drakensberg and camped close to Rietfontein opposite the Drakensberg.

His V.C. from the Duke of Edinburgh for services rendered before we marched, and sent to relieve Inkomo a Civil Surgeon, Sanderson.

He had been sent for to get a Civil Surgeon, Sanderson, sent to relieve Inkomo before we marched, and His V.C. from the Duke of Edinburgh for services rendered before we marched, and sent to relieve Inkomo a Civil Surgeon, Sanderson.

Those small posts use up a great number of M.O.'s. Fortunately

now held by us, but of course individual Boers could cross the hills between those posts and even get horses over. The posts however prevent all wagons crossing and would make it dangerous for riders to cross if troops were in pursuit.

Black pupils: per capita expenditure  
 629 Dr A L BORAINÉ asked the Minister of Education and Training  
 256  
 What was the per capita expenditure excluding expenditure of a capital nature on Black pupils in the Republic excluding the Black states in (i) primary and secondary and high schools during financial year 1977-78  
 The MINISTER OF EDUCATION AND TRAINING  
 (i) R48,99  
 (ii) R93,42

# Equal education aim of State

N.M. 17/5/74 (250)

CAPE TOWN — 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 how many classrooms, furniture and textbooks were needed.

The Opposition's chief spokesman on education and training, Dr Alex Boraine, asked Mr Janson to elaborate on the inquiry to give some idea of the cost and manpower required.

## Separate

Dr Boraine said he believed Blacks would never accept that they had equal educational opportunities so long as there was a separate department of education and training for Blacks alone.

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".

Mr Janson made it clear 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 already had.

Mr Janson said "I am concerned about the challenge ahead but I know we will succeed".

(Report by Barry Streek House of Assembly (Cape Town))



CT 18/5/79

# Education: Challenge to Janson

Political Staff

THE Progressive Federal Party has challenged the Minister of Education and Training, Mr. Punt Janson, to explain how he hopes eventually to equalize spending on black and white education.

If he could not explain to South Africa how he intended doing so, his statements in Parliament would be interpreted as "pie in the sky," the PFP spokesman on black education, Dr. Alex Boraine, MP, said yesterday.

In a statement, Dr. Boraine said, "If the minister of education and training is serious about bringing education for blacks into line with that of whites, then he must explain how he is going to raise enough money to spend about R700 a year a child.

"This is the amount which is being spent on the education of every white child in South Africa.

"Is he suggesting that this amount be pegged until the amount spent on any black child is the same? If so, there is a very long way to go because the per capita figure for black education is less than R100 a year.

"The minister has made some extremely encouraging statements, but now he must tell South Africa how he is going to finance the goal he has set, otherwise they will be interpreted as mere pie in the sky," Dr. Boraine said.

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# Treurnicht

praises

210m 18/5/79  
Gatsha's

256  
decision

THE ASSEMBLY — By accepting the office of Chancellor of the University of Zululand, Paramount Chief Gatsha Buthelezi had associated himself with an institution that was the product of the policy of separate development, the deputy Minister of Education and Training, Dr A P Treurnicht, said this week.

This acceptance was of great significance, Dr Treurnicht said during the debate on his Department's Budget Vote.

University educated blacks were of great worth to their communities and it was important that black leaders in South Africa should be educated, he said.

The South African situation can be exploited. Unrest can be encouraged in any situation where people do not share the same rights and privileges. To avoid this the country needs leaders — black, white, coloured and Asian — who are educated and dedicated.

"We cannot afford polarisation between the leaders of the different groups," he said.



# Janson faces big challenge

It was in the schools that the country-wide riots began in June 1976 but it was clear during last week's debate in the House of Assembly on the Education and Training vote that the government is determined to do what it can to prevent the schools being the cause of any further disturbance

With a tone set by a lengthy opening speech by the new Minister, Mr Punt Janson, Nationalist and opposition MPs found unusual accord as they raised the substantial problems with black education in South Africa

Mr Janson set the goals with which no one differed compulsory education for all black children, eventual parity in spending between white and black schoolchildren, raising the qualifications of teachers, and improved facilities, not only educational but also recreational

And in setting those goals, Mr Janson showed considerable realism about the controversial position the Department of Bantu Education — the old name of his department — holds in the black community

"I think I can state, without fear of contradiction, that I know of no other department that has had a more chequered and inconsistent history than the Department of Education and Training, or Bantu Education, or by whatever name it was called in the past," he said in his opening speech

Later, responding to a call by the chief opposition spokesman on black education, Dr Alex Boraine, MP, for a single department of education for all South Africans, the Minister referred to "the very undoubted suspicion that blacks have against this department"

Mr Janson continued "I

regret that I have to agree that this is very much the case I think, however, it is the duty of every responsible Member to allay the fears of people and to tell them that there is no cause — or at least there is not as much cause — for the suspicion which still exists"

It was a frank, truthful and possibly hurtful admission for a member of the Cabinet to make but was a marked improvement on the sort of speech that used to be made in this vote — South Africa is far in advance of the rest of Africa and therefore there should be no complaints

For sure, Mr Janson did compare, briefly, what had taken place educationally in the rest of the continent with what had been achieved in the Republic, but he quickly added "If I say that we compare favourably with the rest of Africa it does not mean that I am satisfied with what is being done or what has been achieved I think we still have a great task here. Comparisons are odious at all times"

Not only did he acknowledge the criticism that had been made of his department, but in setting his unquestioned goals, Mr Janson carefully avoided making promises he could not fulfil

"I am certainly not going to promise that in 10 years' time we shall have compulsory free education or whatever it is called I cannot promise that when I do not even know what our economic position in this country will be like next year"

And later "I cannot offer the black people the assurance that we shall soon provide facilities equal to those which the whites enjoy in this country. At the moment we do not have the funds and I do not think anybody would be

careless enough to suggest that we should take away from the whites in order to give to other people"

This refusal to make firm commitments to the actual attainment of his goals was, possibly the most controversial part of the whole debate, other than Dr Andries Treurnicht's out-of-place dig at Chief Gatsha Buthelezi for accepting the chancellorship of a university which had been the product of separate development

Dr Boraine, for example, said in spite of the additional finance for the department — it is now R182 million a year for black education, a 26 per cent increase on last year's R143 million — and in spite of the building of

## From BARRY STREEK in Parliament

new classrooms, "there is still an enormous gap between what is taking place and what is needed"

Mrs Suzman (PFP, Houghton) said the Eiselen Commission had recommended in 1951 that there should be compulsory education in 1959 for every black child and yet this still had not been achieved

She also said it was "rather deceptive to talk of spending R70 on average per capita on a black child now — which is very good compared to previous figures that amounted to R16 per capita not so long ago, while R700 per capita is being spent on white children"

"What we have got to remember is that the white child goes to school compulsorily and free for ten years, which means that we spend R7 000 on every white child. What do we spend on every black child in this respect? Let us say, for example, that the average black child attends school for four or five years, which will mean that we spend approximately R350 on average per black child, while we spend R7 000 for the education of every white child"

"Therefore we have a very long way to go before we can say that we are levelling up the quality of the education for black children and white children" Mrs Suzman said

The New Republic Party's Andrew Pyper (Durban Central) said the government should not merely offer statistics but should do something dramatic because he believed it would be possible to announce compulsory education by 1980 or 1981.

If the government only spent another R10 million on black education, Mr Pyper added, it would be less than one per cent of the R11 000 million budget but a proper calculation would show that compulsory education would only cost in the region of R20 million or R30 million

In a statement after the debate, Dr Boraine said that Mr Janson's goals of equalising spending between black and white education would be "pie in the sky" if he did not explain how this would be achieved

This is undoubtedly the biggest challenge to Mr Janson's occupation of the Education and Training Ministry

If he can show an ability to translate those goals into reality, Mr Janson may well be able to remove some of the suspicion associated with his department and that would be an incredible political achievement

How far did the government go during last week's debate?

What emerged was

A departmental inquiry into the cost of compulsory education is expected to report in six months time, including an assessment of the number of classrooms, books, and so on "This is obviously a most important report," Dr Boraine said

Compulsory education for black people will almost certainly be introduced on a regional basis

The Department of National Education has recommended that a consulting body for all the departments of education in South Africa be established to "discuss matters of common interest"

Although Mr Janson did not rule out the eventual

formation of one Department of Education for all races — as called for by Dr Boraine — he did not support the idea at present because "there is much work to be done in the department itself"

Greater recognition will be given to the role of the farmers in the provision of education to black people. This will involve subsidies which will be paid for the erection of school buildings and essential facilities

School levies will not be withdrawn but in future will be spent on sports facilities, the erection of security fences, and so on. This decision was reached after consultation with black teachers' bodies

Mr Janson praised newspaper projects like Finding Out and challenged Afrikaans newspapers to launch similar campaigns.

The department will do what it can to raise the qualifications of teachers. In the next three years or so, the department will not allow anyone to train as a teacher unless they have a matric

"I will try to do anything for the black children of this country but one thing I cannot tolerate is that people take the law into their own hands," Mr Janson said in warning against people who advocate stone-throwing and arson

Although 14 000 children had had their education affected by the 1976 riots, they were all now at school

If Transkei and Bophuthatswana were included there were 4,5 million black children at school in South Africa, compared to 125 million white children, 722 000 Coloured children and 214 000 Indian children

In one of his three speeches, Mr Janson said "Just like the white parents who want their children to achieve more than they themselves could achieve, so the black parents also want to have. I think that we must keep their aspirations in mind, and then decide priorities in terms of that"

Last week's debate indicated a desire to meet those aspirations, but, in the end, it will be the results that matter. That is the real challenge facing Mr Janson and his department



# 'Only a merger will bring equality'

THE ASSEMBLY — Blacks would never accept that they had equal educational opportunities as long as a separate Department of Education and Training existed, Dr Alex Boraine (PFP Pinelands) said yesterday.

Speaking on the Education and Training Vote in the Budget Debate, Dr Boraine called on the Minister, Mr Punt Janson, to influence the Cabinet to appoint a commission of inquiry into the future educational needs of all South Africans.

The recent reports of the Wiehahn and Riekert commissions proved that the country could not carry on with separate educational structures.

But he said he did not believe the Government would accept this at present.

"Education and training is central to continued peace and calm in South Africa," he said.

Nobody wished to deny the aspirations of blacks to get the best possible education for their children, and the Department itself had demonstrated

this by sweeping changes and improvements.

There had been a significant increase in expenditure on education, from over R72-million last year to over R210-million this year, excluding capital expenditure and universities.

"Nevertheless, despite the additional finance available, the building of new classrooms, the improvement on every side, there is still an enormous gap between what is taking place and what is needed," Dr Boraine said.

There was a sorry contrast between the per capita expenditure on education for black and white primary and secondary pupils.

This was one of the major reasons for the new Education and Training Act, and the Minister knew better than most of the deep-rooted cynicism and suspicion in the black community regarding old structures of Bantu Education — Sapa.

News by Helen Zille Political Staff (Rob Nuttall, Barry Streek, Michael Acott, and Ormonde Pollock) and Sapa staff, all of the Press Gallery House of Assembly, Cape Town.

LIBRARY

1) CHRISTOPHER, M. "TOTAL DISTRIBUTION" GOWER PRESS, LONDON 1971

2) CHRISTOPHER, M & WILLS, G. "MARKETING LOGISTICS AND DISTRIBUTION PLANNING" GEORGE ALLEN & UNWIN LTD, LONDON 1972

"THE ECONOMICS OF DISTRIBUTION" LONDON 1972

EFFECTS OF ADMINISTRATIVE EFFICIENCY OF VERTICAL

1. RESEARCH

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RESEARCH

THEIR

688 Mr H E VAN RENSBURG asked the Minister of Education and Training

- (1)(a) How many farm schools are there in each Administration Board area in South Africa and (b) how many, (i) teachers and (ii) pupils are there in each of these farm schools.
- (2) what (a) teaching aids, (b) equipment, (c) books, (d) stationary, (e) furniture and (f) other facilities are provided by the State for farm schools.
- (3) what (a) qualifications are laid down for and (b) salaries are paid to teachers at farm schools.
- (4) what subsidies does the State pay to (a) the owner or operator and (b) the manager of a farm school.
- (5) what standards does the State lay down in respect of (a) the facilities provided for and (b) the operation of farm schools.

For written reply  
Harvard 15 (818) 2/5/79  
Farm schools

FEB. 1976

(4) whether by State provision or sub-sidies the manager of a farm school should be on what basis

(7) what provision is made for children who pass the examination at primary schools and wish to proceed to secondary schools

THE MINISTER OF EDUCATION AND TRAINING

(1)(a) and (b) Statistics are not kept according to Administration Board areas. The requested information in respect of farm schools in White areas in the Republic is as follows, viz.

Schools	4 400
Teachers	8 600
Pupils	429 000

(2) and (3) The same as in the case of community schools

(4) (a) R1 070 for the erection of one classroom and R800 for an additional classroom.

(b) None

(5) (a) For subsidy purposes schools must comply with the standards as specified in the approved departmental building plans which are supplied free of charge to farm owners.

(b) The same as in the case of community schools

(6) No

(7) Pupils apply in the usual manner for admission to secondary schools.

2) FRIEDMAN, W.F. "PHYSICAL DISTRIBUTION: THE CONCEPT OF SHARED SERVICES." HARVARD BUSINESS REVIEW

PART III P.P. 133 - 138

3) HUTCHISON, W.M. JR. & STOLCE, J.F. "HOW TO MANAGE CUSTOMER SERVICE" HARVARD BUSINESS REVIEW

### Farm school figures

THERE WERE 420 085 pupils enrolled at 4 467 farm schools in "white" South Africa, the Minister of Education and Training, Mr Punt Janson, said yesterday. In reply to question by Mr. Horace van Rensburg, (PFP Bryanston), he said the schools had a total of 8 649 teachers. Subsidies of R1 000 per classroom and R800 for an additional classroom were paid to operators of farm schools. Transport costs are not subsidised.

News by Helen Zille Political Staff (Rob Numb, Ormond, Pollok, Barry Streak and Michael Acott) and Sapa staff all of the Press Gallery House of Assembly and Martin Schneider and Ameen Akhalwaja of 171 Main Street Johannesburg



# Education link bid fails <sup>12/30/47</sup>

CAPE TOWN — A bid to establish a co-ordinating body of all education departments in South Africa in terms of the new legislation on black education has failed

But the Department of National Education, 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 New Republic Party's Mr Andrew Pyper MP for Durban Central, in the select committee on the Education and Training Bill

This bureau would determine "the educational needs of the country and it shall take such steps as it deems necessary to coordinate and advance the education of all population groups," he proposed

He also proposed that the bureau consist of two representatives of each education department

But Mr P J Clase, 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

A proposal by the Progressive Federal Party's Dr Alex Boraine, MP for 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 the teachers' councils and other officials, was voted out by nine to three in the committee

However, it was disclosed by the Minister of Education and Training, Mr Punt Janson, during the debate on his vote that

a proposal for educational co-ordinating body had been made by the Department of National Education

Mr Janson was reacting to a call by Dr Boraine for the creation of a single education department for all races — PC

(News by B. Streek Press Gallery House of Assembly, Cape Town)

# Black

# 7 000

# Schools need

# more classrooms

HOUSE OF ASSEMBLY — At least 7 000 classrooms, costing R10 000 each, had to be built to eliminate double-session teaching at black schools, the Minister of Education and Training, Mr Punt Janson, revealed yesterday.

And he said there was good reason for dissatisfaction amongst blacks over the disparity in education spending between the races.

"All I can promise is that we will try to catch up," he said, replying to the second reading debate on the Education and Training Bill.

It would be foolish to announce five or 10 year programmes and make promises which could not be fulfilled simply because outside factors such as the oil and gold price made it impossible to finance such a programme.

He asked what the point was of stating what was obviously wrong with the situation.

It should be put right as speedily as possible. "What Government will dare to promise that it will rectify the situation in 10 years when it knows that it has to depend year by year on the availability of funds?" Mr Janson asked.

Dr F van Zyl Slabbert (PFP Rondebosch) said the State, which supplied the capital for education, should not discriminate in its distribution.

He said that whether it was the case or not, an inferiority of service would be suspected while there was formal discrimination in law. A solution was to have no discrimination at all at the executive level, but if necessary, to bring in diversification in education itself.

"The Government must not be seen to be discriminative in the supplying of capital," said Dr Slabbert.

"The white Parliament deals out all the money for white, black, coloured and Asian education. Then people begin to make little sums and that's where the friction arises."

Dr Slabbert suggested a "coupon system" whereby each child, irrespective of race or colour, would receive a set sum for education.

"If the parents do not want to add to this sum of R10 000 each, they can decide to which school they want to send their children."

Dr Slabbert wanted to know whether, in terms of the Bill, parents would be allowed to go with their children to other schools, for example when the children visited other schools to play sports.

Mr Horace van Rensburg (PFP Bryanston) said the worst form of discrimination against blacks was found in the education of their children.

He said blacks realised the difference between the education of their children and that of white children, and saw this as an injustice. He was convinced that the Minister of Education and Training would treat the matter with sympathy, but that was not enough in the present circumstances.

Deliberate action and more funds were urgently required.

Mr Van Rensburg said he realised the problem could not be solved overnight — but the Minister had to announce a definite plan of action by which the education of black children could be put on the same level as that of whites.

He was also very concerned about farm schools, which he said were experiencing several difficulties.

In many areas there were either not enough schools or they were too far away for children to attend.

Lack of transport also posed difficulties.

Many black parents were unwilling to allow their children to attend school because they were needed at home to look after their younger brothers and sisters while the parents worked.

Many employers also used child labour.

The subsidy payable to farmers who had erected schools for their labourers' children was also inadequate.

It was the Government's responsibility to erect these schools, not the farmers' — Sapa



No end in sight to double-session teaching

256  
RAB 9/1/19

# Stunted by apartheid

Argus 12/6/79 256

THE Minister of Education and Training, Mr Janson, a man of good intentions, will have his hands full trying to raise the standard of black education to anything like a satisfactory level. For years it has been stunted and deprived by apartheid. Now it needs a tremendous infusion of money, talent and new ideas.

There are signs that the Government is aware of this. Black teachers are being given more encouragement to improve their frequently lamentably low qualifications. An effort is being made

to improve some facilities. And some thought is being given to providing the range of education needed for black children growing up in a modern, technological society.

Perhaps the greatest need is to upgrade the quality of teaching in black schools. It would help if the Government set aside its obsession with race and tried to attract talented and qualified people from other sections of the population to black schools and teachers' colleges.



# Warning on black education

HOUSE OF ASSEMBLY — It would be unrealistic and dishonest to promise blacks immediate educational parity with whites, the Minister of Education and Training, Mr Punt Janson, said yesterday

"It does not help to bluff ourselves or anybody else," he said in committee on the Education and Training Bill

"The fact is that black teachers are not at the same level as white teachers. They did not have the privilege of the same training as white teachers"

Mr Janson said it was less important to debate the reasons why this was so than to try to rectify the situation for the future

His department's aim was to institute free, compulsory education for blacks to as high a standard as possible in as short a time as possible

This had to be done with great care, however. Some black parents might not be able to afford school uniforms for their children for example. If they were told to send their children to school or face

punishment for not doing so ill-will could be created

There were also practical problems with languages of instruction. Mother tongue education demanded textbooks in 15 different languages, Mr Janson said

His department needed the co-operation of black parents and all black people interested in the education of their own people

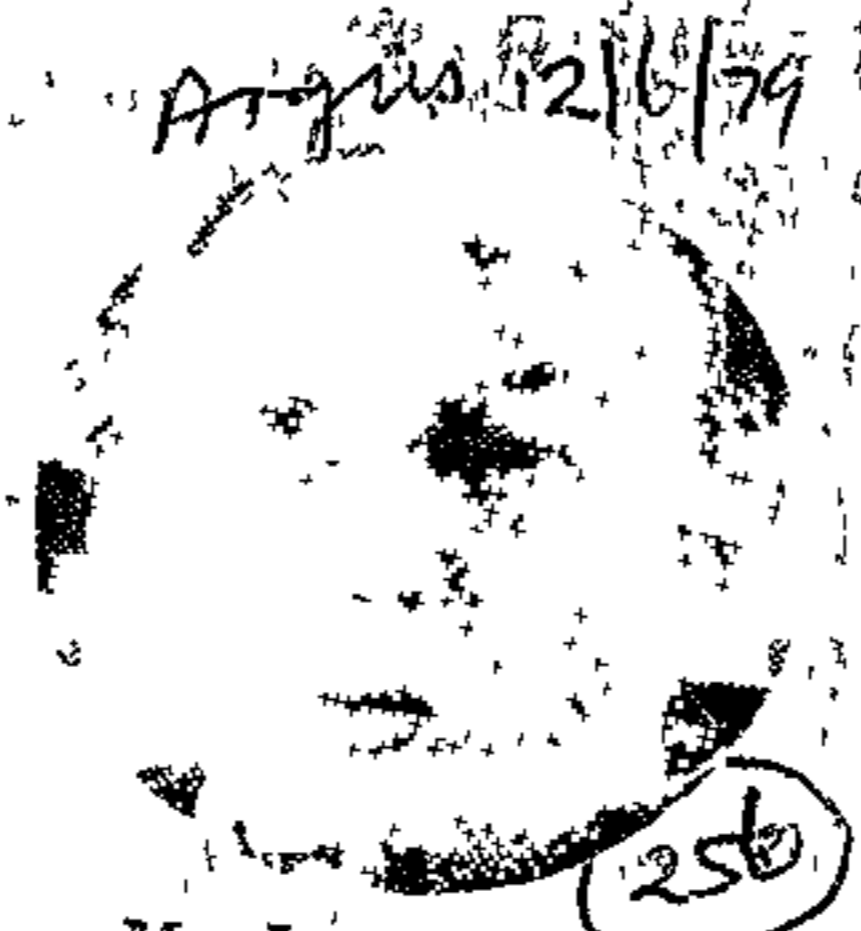
Black education had not reached the desired stage of development and time was of the essence in developing it

further

While there might be a case for a single Department of Education for all races, he doubted this would best serve the interests of black education

He could not take funds from white education for blacks, but would plead for more funds to be available to black education

The government was committed to creating liaison bodies between education departments and having continuous consultation — Sapa



Mr Japie Basson

## More funds sought for black education

Parliamentary Staff

THE Minister of Education and Training, Mr T N H Janson told Parliament yesterday that while education for blacks was not at the level he would like it to be, he was not prepared to take funds allotted for white education and give it to blacks.

He said it would be unrealistic and dishonest to promise blacks immediate educational parity with whites.

He would plead for more funds to be made available for black education.

The Minister made a plea to black leaders to encourage their people to learn as much English and Afrikaans as they could in the same way that he had urged whites to learn black languages.

I will not force the Afrikaans language on any other person because that would evoke only hatred for my language among those people, he said.

# Upgrading black education 'urgent'

Argus 13/6/79 (25b)

Parliamentary Staff

THE Education and Training Bill, a comprehensive measure aimed at bringing black education more into line with facilities provided for other race groups, passed through its final stages in the Assembly yesterday with all parties agreeing on the urgency of upgrading black education.

The official Opposition opposed the measure at a third reading yesterday on the grounds that it entrenched the principle of compartmentalised racial education.

The New Republic Party supported the measure on the grounds that it was a great improvement on previous legislation and would move closer to the ideal situation where each group would have effective political control over the education of its own people.

## NOT PERFECT

The Minister of Education and Training, Mr T N H Janson, who guided the Bill through the Assembly, conceded that it was not a perfect measure but it was nevertheless a tremendous improvement on the past situation and went a lot further than

could have been dreamed of 10 years ago.

Speaking during the third reading debate on the Bill, Mr Ray Swart (PFP, Musgrave) warned that nothing could be more calculated to harm black/white relations than for blacks to see that the white child was always in a privileged position when it came to education.

'There must be no suggestion of discrimination between black and white in the field of education and the sooner we are able to show that in practice as well as in theory that there are equal opportunities for all South Africans the better,' he said.

## DISPARITY

The enormous disparity between the standards of black and white education should be eliminated as quickly as possible, he said.

Mr Swart said that in the economic sphere it had been shown all over the world that improved educational facilities geared to the needs of the economy were one of the prime factors in increasing productivity.

'There is no doubt that if real living standards in this country's growing population are to continue to rise, the productivity of an economically active po-

pulation must increase substantially, he said.

While the PFP acknowledged the considerable improvements embodied in the legislation it would be suspect and rejected by blacks because it compartmentalised education and did not recognise the principle of a single education department for all the people of South Africa.

Mr P J Clase (NP Viviana) and chairman of the select committee which drafted the legislation, said it was not fair to make a direct comparison between black and white education because white education had also

been at the stage where black education now was.

Whites were now doing everything possible to help blacks reach a standard as high as that to be found anywhere in the world and no limits were being set on their levels of achievement.

But it could not be achieved overnight. Both time and money were needed and money was in short supply.

Mr Andrew Pyper (NRP Durban Central) said he believed the money was available if only the Government would apply its mind to the situation and determine its national priorities quickly.

## Minister rejects labour integration

Because labour was also a difficult field in South Africa, the way in which workers would fit into the labour pattern was all important.

Millions of workers had to be accommodated in the labour pattern. A clash in the labour field could escalate immediately into a white-black clash.

Opposing the Bill, Dr Zac de Beer (PFP, Parktown) said the Government had only dimly perceived the Wiehahn Commission's arguments

Replying to the third reading debate on the Industrial Conciliation Amendment Bill, Mr Botshelo said total racial integration would create an extremely dangerous situation.

## NOT PREPARED

He said he was not prepared to legislate in a direction that would lead to total labour integration. It was the policy of the Government and of the National Party not to do so.

Rejecting the official Opposition's arguments, the Minister said members of the official Opposition had read the Wiehahn report with only one aim — to be able to claim the Government was following the road of integration.

He said the labour situation had become difficult and dangerous in many parts of the world.

against apartheid' and remained tied to apartheid.

The Wiehahn proposals, he said, had obviously caused far more difficulty for the Government than for the Opposition, which agreed with the recommendations, except that it would rather see job reservation completely scrapped.

## LET DOWN

Mrs Helen Suzman (PFP Houghton) said the Bill negated the most important recommendations of the Wiehahn Commission.

'All of us have a feeling that we have been badly let down after earlier expectations raised by the Wiehahn report,' Mrs Suzman said.

The Bill was read a third time after a division in which the NRP and the South African Party voted with the Government.

Mr T N H Janson

Mr Ray Swart



# Govt takes next step in advancing black education

Star 13/6/79 256

## Political Staff

THE ASSEMBLY — The Education, and Training Bill, aimed at bringing black education more into line with that for other race groups, passed through its final stages in the Assembly yesterday with all parties agreeing on the urgency of upgrading black education

The official Opposition opposed the measure yesterday on the grounds of

compartmentalised racial education

The New Republic Party supported the measure, saying it was a great improvement on previous legislation and would move closer to the ideal situation where each group controlled the education of its own people

The Minister of Education and Training, Mr Punt Janson conceded it was not a perfect measure but said it was never-

theless a tremendous improvement and went a lot further than could have been dreamed of 10 years ago

Mr Ray Swart (PFP, Musgrave), said that in the economic sphere it had been shown all over the world that improved educational facilities geared to the needs of the economy were one of the prime factors in increasing productivity

"There is no doubt that if real living standards are to continue to rise, the productivity of an economically active population must increase substantially."

Mr Swart said that while the PFP acknowledged the considerable improvements embodied in the legislation, it compartmentalised education and did not recognise the principle of a single education department for all people

15/6/79 University of Fort Hare: boycott by students 256

\*3 Mrs H SUZMAN asked the Minister of Education and Training

Whether any steps have been taken to resolve the dispute which caused the boycott by students at the University of Fort Hare, if so, what steps

†The MINISTER OF EDUCATION AND TRAINING Mr Speaker, I just want to point out briefly that this question has a lengthy reply and that for the sake of completeness

SENSE ORGANS

	F	1,56	0,26	0,06	0,09	0,13	0,18	0,14	164
B	M	1,26	0,23	0,09	0,13	0,26	0,44	0,17	366
	F	0,20	0,18	0,07	0,06	0,07	0,15	0,12	187

1021

FRIDAY, 15 JUNE 1979

1022

should like to make it available to hon. members. Incidentally, I may just mention that the boycott of the classes at Fort Hare was the result of a student being shot dead. However, steps have been taken all along, and these steps are still being continued, to put an end to the matter. In conjunction with the Department of Police I have had a full report on the matter drawn up. With your leave, Mr Speaker, I lay it upon the Table.

To give an effective reply to this question it is deemed necessary to give full particulars of the incident which gave rise to the boycott and of the steps taken subsequently to defuse the situation.

1 BACKGROUND

During the night of Friday, 1 June a man, Theodore Mhaga is alleged to have been shot by one of the staff-members of the University. It is further alleged that the incident took place in a house belonging to the University, situated approximately 2 kms from the campus, which happens to be occupied by a security guard. A further allegation is that a burglary was attempted and that fingerprints of the deceased as well as bullet-marks were discovered in the house.

The deceased was a student of the University from 1974 to 1976. In 1977 he was refused admission. This year he was re-admitted provisionally to the UED course.

On Monday, 4 June the students began boycotting classes. The Rector met the Student Council and gave permission for a mass meeting to be held. This meeting lasted from 14h00 to 24h00.

2 STEPS TAKEN

The Rector interviewed the Student Council immediately afterwards i.e. at 01h00 on Tuesday, 5 June. The resolutions of the mass meeting were conveyed to the Rector and can be summarized as follows:

- (a) It is demanded that the security section be "entirely eradicated"
- (b) Approval be given to withdraw an amount of R1 000 from Student Council funds and to be donated to the family of the deceased

- (c) A mandate be given to the Student Council to seek an interdict against the Rector, should the authorities decide to close the University

After considering these demands, the Rector handed over a reply to the Student Council which amounts to the following:

- (a) The necessity for a security section at any university to protect lives and property is so obvious that it is not considered to be negotiable. If, however, the concern of the students arises from the application of security measures and the conduct of the officials concerned, the Rector will be prepared to discuss the matter with the Student Council.
- (b) Despite the fact that a donation of this nature does not accord with the objectives of the fund in question, the Rector will be prepared to consider this request favourably.
- (c) The closing of the University will depend on the behaviour of the students.

Wednesday, 6 June

The Black Staff Association contacted the Rector and requested permission to intervene by calling upon parents to address the students. This was approved.

Thursday, 7 June

Meeting of Student Council and Parents. The Student Council agreed to the holding of a mass meeting on 8 June to be addressed by the parents.

The Rector received a letter from the students, in which he was asked to approve the use of University transport to enable them to attend the funeral in Transkei, and also that a memorial service be held on the campus on 8 June.

Both requests were granted.

In view of the fact that the students allege that the deceased was shot on

	ALL	0,06	0,04	0,07	0,06	0,25
	NO.	128	85	26	23	289

	11,52	7,89	16,51	13,42	20,07	10,49	9,32	6,19
65+	1,12	0,97	1,22	0,79	2,87	2,22	1,37	1,24
ALL	2336	2019	430	282	3270	2588	2858	1951
NO.								

DISEASES OF BLOOD AND BLOOD-FORMING ORGANS

IV

DISEASES OF THE CIRCULATORY SYSTEM

VII

0-1	1-4	5-24	25-44	45-64	65	ALL	NO.
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VIII

0-1	1-4	5-24	25-44	45-64
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*[Handwritten signature]*







15/6/75 University of Fort Hare: boycott by students

256

\*3 Mrs H SUZMAN asked the Minister of Education and Training

Whether any steps have been taken to resolve the dispute which caused the boycott by students at the University of Fort Hare, if so, what steps

†The MINISTER OF EDUCATION AND TRAINING Mr Speaker, I just want to point out briefly that this question has a lengthy reply and that for the sake of completeness

1,73	1,02	3,80	3,64
8,55	5,71	14,69	14,84
0,83	0,65	1,80	1,96
943	761	3765	3145

ENCE (EXTERNAL CAUSE)

C		B	
M	F	M	F
1,18	1,24	0,32	0,19
0,63	0,61	0,21	0,20
1,40	0,38	0,68	0,12
3,32	0,70	1,22	0,26
2,89	0,76	1,10	0,31
2,19	0,90	1,02	0,53
1,91	0,56	0,89	0,20
2175	652	1868	324

92

should like to make it available to hon members Incidentally, I may just mention that the boycott of the classes at Fort Hare was the result of a student being shot dead However, steps have been taken all along, and these steps are still being continued, to put an end to the matter In conjunction with the Department of Police I have had a full report on the matter drawn up With your leave, Mr Speaker, I lay it upon the Table

To give an effective reply to this question it is deemed necessary to give full particulars of the incident which gave rise to the boycott and of the steps taken subsequently to defuse the situation

1 BACKGROUND

During the night of Friday, 1 June a man, Theodore Mhaga is alleged to have been shot by one of the staff-members of the University It is further alleged that the incident took place in a house belonging to the University, situated approximately 2 kms from the campus, which happens to be occupied by a security guard A further allegation is that a burglary was attempted and that fingerprints of the deceased as well as bullet-marks were discovered in the house

The deceased was a student of the University from 1974 to 1976 In 1977 he was refused admission This year he was re-admitted provisionally to the UED course

On Monday, 4 June the students began boycotting classes The Rector met the Student Council and gave permission for a mass meeting to be held This meeting lasted from 14h00 to 24h00

2 STEPS TAKEN

The Rector interviewed the Student Council immediately afterwards i e at 01h00 on Tuesday, 5 June The resolutions of the mass meeting were conveyed to the Rector and can be summarized as follows

- (a) It is demanded that the security section be "entirely eradicated"
- (b) Approval be given to withdraw an amount of R1 000 from Student Council funds and to be donated to the family of the deceased

- (c) A mandate be given to the Student Council to seek an interdict against the Rector, should the authorities decide to close the University

After considering these demands, the Rector handed over a reply to the Student Council which amounts to the following

- (a) The necessity for a security section at any university to protect lives and property is so obvious that it is not considered to be negotiable If, however, the concern of the students arises from the application of security measures and the conduct of the officials concerned, the Rector will be prepared to discuss the matter with the Student Council
- (b) Despite the fact that a donation of this nature does not accord with the objectives of the fund in question, the Rector will be prepared to consider this request favourably
- (c) The closing of the University will depend on the behaviour of the students

Wednesday, 6 June

The Black Staff Association contacted the Rector and requested permission to intervene by calling upon parents to address the students This was approved

Thursday, 7 June

Meeting of Student Council and Parents The Student Council agreed to the holding of a mass meeting on 8 June to be addressed by the parents

The Rector received a letter from the students, in which he was asked to approve the use of University transport to enable them to attend the funeral in Transkei, and also that a memorial service be held on the campus on 8 June

Both requests were granted In view of the fact that the students allege that the deceased was shot on

5-24	0,71	0,22	0,68	0,20
25-44	1,18	0,30	1,43	0,37
45-64	1,25	0,42	1,55	0,40
65+	1,26	0,71	1,34	0,91
ALL	0,95	0,33	0,95	0,29
NO.	1973	677	333	104

810

93

prerequisite for the maintenance of good order. He mentioned also that greater involvement by students in the maintenance of discipline at the University was a long cherished ideal of the University authorities. At 16h30 the Student Council was again interviewed. A request for a further mass meeting was granted. This took place from 19h00 to 22h00.

The Rector was telephoned with a request for an interview. The interview took place at 23h00. The Student Council informed the Rector that the student mass had decided to adhere to the original resolutions. The Rector referred to his previous replies. He reminded the delegation that security measures were indispensable at any university. He was prepared to discuss implementation of security measures and action by security guards, but was not prepared to make further concessions in respect of the abolition of the security section after which the meeting adjourned.

In view of the fact that it has been reported in the news media that the Rector refused to grant an interview to the father of the deceased, it is necessary to state quite clearly that an interview was granted. At the eleventh hour the Rector was informed that the father was unable to attend the interview because he had been urgently summoned to the mortuary.

**INQUEST**

Enquiries have been made and it has been established that the inquest proceedings will commence on 18 June 1979 at Alice

	COLOURED		BLACK	
	Male	Female	Male	Female
5%	120	139	49	56
9%	3.9%	4.4%	2.1%	2.9%
7%	190	276	273	212
8%	6.1%	8.8%	11.4%	11.0%

Ischaem

the words 'security guards' should be substituted for 'night-watchmen' in the memorandum of the parent representatives. This was approved.

The holding of a further mass meeting was approved and was held from 19h00 to 24h00.

**Monday, 11 June**

The Rector grants an interview to the President of the Student Council at 10h30 to report back on the discussions at the mass meeting. He informed the Rector that the students had decided to adhere to their resolutions of 4 June.

Until such time as the Rector had fully complied to these resolutions the boycott would continue.

After further explanations the students asked for a postponement to enable them to reconsider the matter. They were informed that the Senate would meet at 14h15 to evaluate the situation and make recommendations. The students were given grace until 13h30 to reconsider their decisions. It was explained to them that the University is under obligation to concern itself with the interests of the students as well as the academic staff. The boycott had resulted in the disruption of the academic activities of the University. This also effected final examinations. The President of the Student Council requested the Rector to give written confirmation of the steps already taken. The Senate met and decided to continue with the full academic programme. Staff will be available and are anxious to continue with instruction if the students present themselves. The Senate will adhere to this decision until such time as further development necessitates reconsideration.

In the Rectors' reply to the Student Council he referred to the decision of Senate and reminded the students that the night-watchmen had already been removed. This was proof of good faith on the part of the University authorities. He pointed out that the presence of wardens as well as the acceptance of responsibility by student bodies regarding hostel control was a

Total Circuits

390 100%  
1921 100%

Cerebro

72 2.3%  
749 39.0%

Motor

282 5.1%  
59 18.2%

Suicide

76 4.1%  
11 3.4%

Homicide

806 3.1%  
89 27.5%

Total (E800)

1868 100%  
324 100%

the campus and not in the University house. I requested the Minister of Justice to have the matter investigated by a special group of senior officials from his head office. (This was actually a request submitted to me by the Cabinet of the Ciskei.) This group visited the University on the morning of 8 June.

**Friday, 8 June**

At 14h00 the mass meeting was addressed by representatives of the parents under the chairmanship of the Black Staff Association. The parent representatives reported to the Rector and informed him that there was friction between the students and the night-watchmen in the vicinity of the hostels. After consultation with the Vice-rector and the parents the Rector made the concession that night-watchmen would be removed from the environs of the hostels. Written confirmation of this concession was handed over to the Student Council the same evening with the proviso that the Student Council and the students would have to accept the responsibility for the enforcement of the existing rules and regulations in respect of the hostels.

**Saturday, 9 June**

A group of students departed for Transkei in University transport in order to attend the funeral. The students returned without having attended the funeral, however, as it had been postponed.

**Sunday, 10 June**

The Student Council requested an interview with the Rector at 12h00. The purpose of the interview was to clarify certain points in the letter dated 8 June. The interview was granted and continued from 13h00 to 14h00. The Rector gave a full explanation concerning the withdrawal of night-watchmen and indicated that the new arrangements would be experimental, depending on the students' willingness to take over certain functions and to carry them out. The request of the Student Council was, however, that

APPEAR IN I.C.D. WITH REVISION

in South



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 and cancer in women in this group, and cancer of age during 1960 and 1970. Cle have been chosen is entirely arbitrary but a if lower or higher levels are selected.

Two aspects of these age-cause specific Firstly, whilst being affected by the these rates are also influenced by their decrease in the mortality related to by a decreasing incidence of this disease, primary, secondary and tertiary levels ly decrease the fatality rate and, the

Secondly, it should be appreciated that important for comparative purposes underlying population, for the provide are also of importance. This is part contribute a comparatively large propd example 'coloured' children 0-4 years files of the two communities for 1951 vides an indication of the age distrib The changes in this distribution which for the purposes of the present study

The expectations of life for 'coloured Although data has been published for not considered to be of sufficient rel different expectations of life have be of life at birth, and (2) e Characteristically women ha

Fig. 6 indicates that this so marked is this differenc. ----- 45 expectation of life than white males. What is perhaps of some concern is that the gap between the expectation of life for males and females is widening This trend is apparent in both the whites and the 'coloured' communities, although it is particularly marked in the latter for whom Male:Female deficit of 1,0 years in 1941 at e<sub>0</sub> has become 6,9 years in 1970. For whites a deficit of 3,7 years in 1929 has increased to 7,0 years in 1970.

Higher and 19 (a) 1,046  
Soweto: White teachers/principals  
19/6/74 256  
850 Mrs H. SUZMAN asked the Minister of Education and Training

of age. neoplastic

(1) How many White (a) teachers and (b) school principals (i) were employed in Black schools in Soweto in (aa) 1976, (bb) 1977 and (cc) 1978 and (u) are employed there at present,

(2) whether the salaries of these teachers and principals are the same as those of Black teachers and school principals, if not, what are the differences

#### The MINISTER OF EDUCATION AND TRAINING

(1)	(a)	(b)
(i) (aa)	23	4
(bb)	21	4
(cc)	39	7
(ii)	129	12

(2) No Due to the great number of ranks in the post structure in conjunction with the number of salary categories within each rank it is difficult and unrealistic to draw a comparison between the differences in the salaries of these teachers and principals

Over the past number of years act, notable success has, however, been achieved in closing the salary gap What is perhaps of some concern is that the gap between the expectation of life for males and females is widening This trend is apparent in both the whites and the 'coloured' communities, although it is particularly marked in the latter for whom Male:Female deficit of 1,0 years in 1941 at e<sub>0</sub> has become 6,9 years in 1970. For whites a deficit of 3,7 years in 1929 has increased to 7,0 years in 1970.

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 e<sub>0</sub> or e<sub>45</sub>, have reached expectations of Life in 1970 which are as high as the whites were in 1929. What also gives some cause for concern is that although the expectation of Life cannot be expected to improve indefinitely, it would appear that the 'coloured' life expectancy is levelling off at a much lower age than has occurred in the white community.

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# R4,6-m more for black schools from Foundation

The development of black education is to be accelerated by the injection of R4,6-million in overseas loan capital raised by the Urban Foundation.

The funds will enable education authorities to implement projects which had been shelved for up to three to five years due to lack of funds.

The R4,6 million is part of a total of about R44 million which the foundation has raised overseas at a low interest rate for black improvement projects.

About R4,6 million is used in terms of an agreement concluded recently between the foundation and the Department of Education and Training.

Funds from the foundation will be spent on education projects such as schools and training facilities for blacks. The completed projects will be taken over by the Department of Education and Training.

A joint statement on the agreement was issued yesterday by the outgoing Minister of Education and

Training, Mr Punt Janson, and the executive director of the foundation, Mr Justice J Steyn.

The arrangement would enable the department with the help of the foundation to immediately undertake projects that would have only been implemented in the distant future.

Mr Justice Steyn today stressed that the foundation would try to obtain the meaningful participation of blacks in determining priorities and in the design and implementation of projects.



The Education and Training Bill was released by the Department of Education and Training this year and is viewed as a new approach to black education.

Previous education laws, such as the Bantu Education Act of 1953, have been repealed.

The former Minister of National Education, Mr Willem Cruywagen, was the first Minister of the Department of Education and Training and was succeeded by Mr Punt Janson.

Both men are seen as "verligte" members of the Government.

But despite recent optimism over black education, there are several serious criticisms of the new Bill.

The original Draft Bill was gazetted in November. It was a 27-page document and educationists and other interested bodies were invited to submit suggestions and counter-proposals.

Education and Training Department spokesmen in Pretoria said they received a lot of correspondence, including a lengthy document from the African Teachers' Association of South Africa (Atasa) suggesting changes to the Bill.

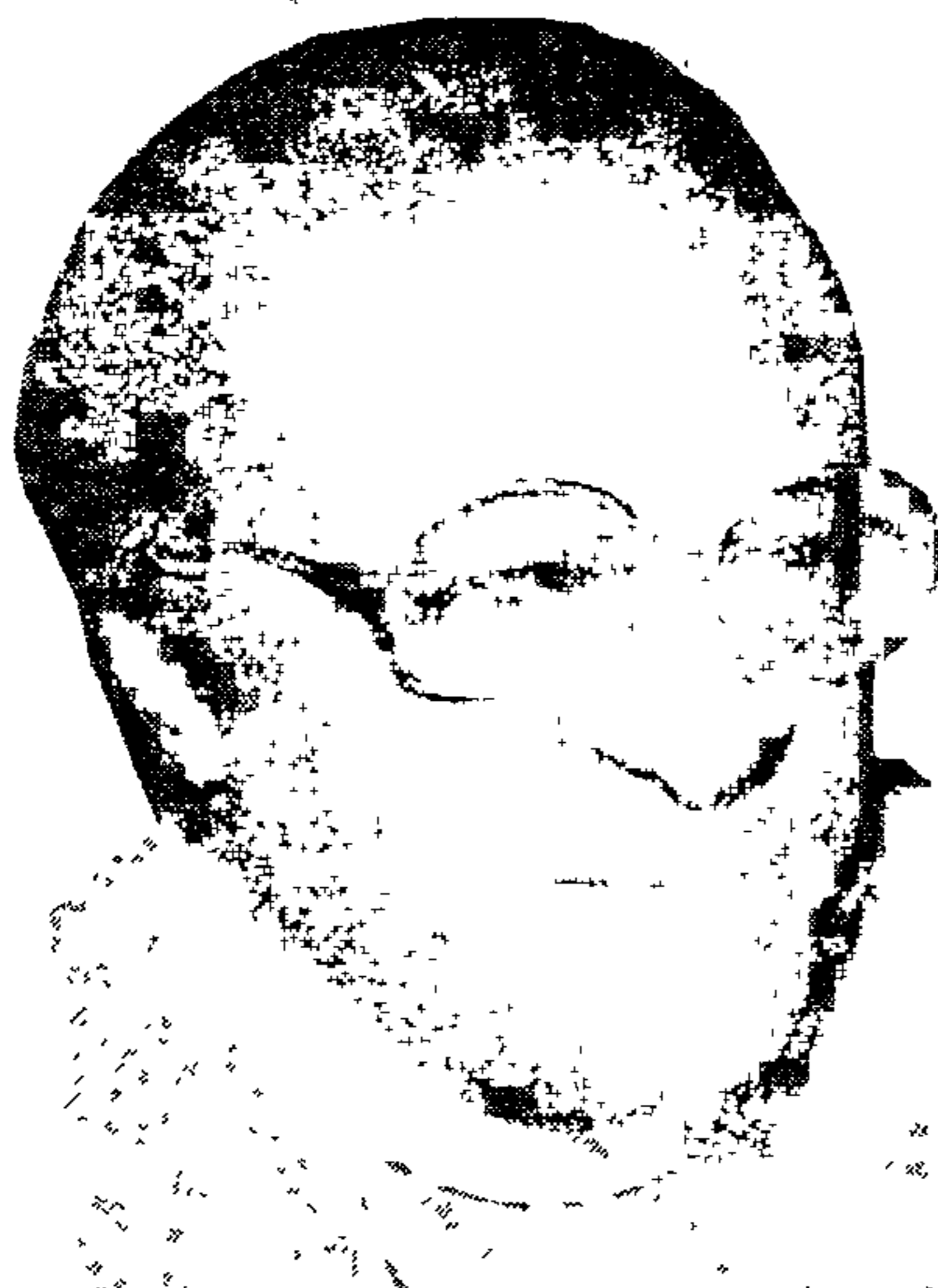
## Points

The critics, most of them black educationists, attacked several points in the Draft Bill, including the authority of the Minister to choose which bodies could open private schools and the restrictions on access to school grounds.

They also questioned the role of black educationists in drawing up the Draft Bill and the lack of black educationists at a decision-making level in the department.

The loudest protest was over the fact that the Bill still represented "separate development"—one system of education for blacks and another for whites.

Points in the Bill which have drawn some praise include the centralising of the department and the creation of



Bishop Desmond Tutu "We don't know of one financial reason for setting up different educational systems."

the department's own budget, the takeover of school maintenance and financing from administration boards and the acceptance of the concept of compulsory education.

## Changes

After a meeting in Durban in February, Atasa drew up a 50-page document which in many places duplicated the Draft Bill and in other places suggested changes.

Atasa's main concern over the Draft Bill cen-

tered on the position of teachers in the department.

Atasa welcomed a suggestion for the creation of a teachers' council with a professional code of ethics and the power to fine and discipline members.

Administrative proposals by organised black teachers' bodies — such as Atasa and the Transvaal African Teachers' Association (Tuata) — were readily accepted by the department.

Other bodies which made suggestions for

Bishop Desmond Tutu, secretary-general of the South African Council of Churches, has criticised the principle of the Education and Training Bill as well as several of its proposals.

In an interview with The Star earlier this year he said "One should note the severity of the penalties. This is a punitive kind of Bill (regarding penalties for teacher misconduct).

"Teachers are not allowed to express an

adverse view towards the administration and no unauthorised person is allowed on school grounds.

"In this very sensitive area of education after June 1976, the Minister (Mr Janson) and the Government have not consulted blacks, certainly not to my knowledge, when they know that this is a flashpoint.

"One would have thought that a new mood was being developed with the appointment of Mr Janson. But this is a

non-participatory society.

"The Bill to my mind emphasises control. It's as if we are dealing with a dangerous animal — how to keep it caged.

"But in education I thought we would be concerned with freedom and liberties, but this is a sort of tightening which is very stifling.

"Parents are going to be penalised for not sending their children to school when education

the Bill included the Soweto Teachers' Action Committee (representing most of the secondary school teachers who resigned during the mass boycotts in Soweto during 1977), the Southern African Catholic Bishops' Conference, which met in Pretoria in February, and Education Alive, a non-political group interested in black educational affairs.

Atasa's main recommendations were raised in October 1977 when members met former

Education Minister Mr M C Botha in Pretoria.

They called for

- Free and compulsory education
- Change in the unequal financing of black and white education
- The raising of black teachers' salaries to equal those of whites

- Fewer pupils per teacher and improvements in teacher training
- The opening of universities to all races
- Varied curricula at schools
- The abolition of eth-

nic grouping at schools.

A number of improvements in black schooling are provided for in the Education and Training Bill

recently introduced in Parliament but several basic issues remain unresolved. TONY DAVIS reports.

# New approach under fire

Some criticisms of the Education and Training Bill:

"We are out to get for this country a unitary educational system. We are for the total elimination of separate education departments. Separation on racial lines will always be attended by discrimination and will always result in bitterness among those who are discriminated against." -- Soweto Teachers' Action Committee

"The Bill is intended for black education. There is therefore a clear indication that the system of education for the blacks is to remain separate from and parallel to other education systems in South Africa. We contend that separate facilities are never equal. We would have thought that the time has come for education of all national groups to fall under the Department of National Education." -- Transvaal United Teachers' Association

"The formation of a class by a church or a religious body to give religious education to black children will not be permissible without the necessary permission and registration...If the Act comes into force, it will affect not only consultant but other church bodies who do voluntary education work." -- Mr M E King, Education Alive

"We want an educational system in the country that will be comparable to the best in the world. We are not interested in Bantu Education." -- Mr R L Petenti, president of the African Teachers' Association of South Africa

"The fact that the Bill deals only with black education means that separate systems are to be maintained and as long as this is so blacks will continue to consider the system provided for them inferior, no matter how much it is improved." -- Southern African Bishops' Conference

## Criticised on principle

programme was introduced. Pupils were allowed to choose particular lines of education — technical, commercial and so on.

Ethnic grouping at schools, however, still exists to some extent, and its fate also rests with the ethnic-orientated school boards.

Tuata's recommendations included a total rejection of the school boards and unequal treatment of black and white schools, and strongly rejected several clauses affecting teachers.

Wage parity between qualified black teachers and their white counterparts exists at higher levels. Officials say this parity will extend with increased training and higher qualifications.

As far as university education is concerned, the present Viljoen Commission into tertiary education is investigating new proposals, including the possibility of setting up a black university in the PWV complex.

Secondary education in Soweto was changed during the 1978 school year when a five-stream

programme was introduced. Pupils were allowed to choose particular lines of education — technical, commercial and so on.

Ethnic grouping at schools, however, still exists to some extent, and its fate also rests with the ethnic-orientated school boards.

Tuata's recommendations included a total rejection of the school boards and unequal treatment of black and white schools, and strongly rejected several clauses affecting teachers.

## Realistic

The creation of a black teachers' council was viewed as realistic.

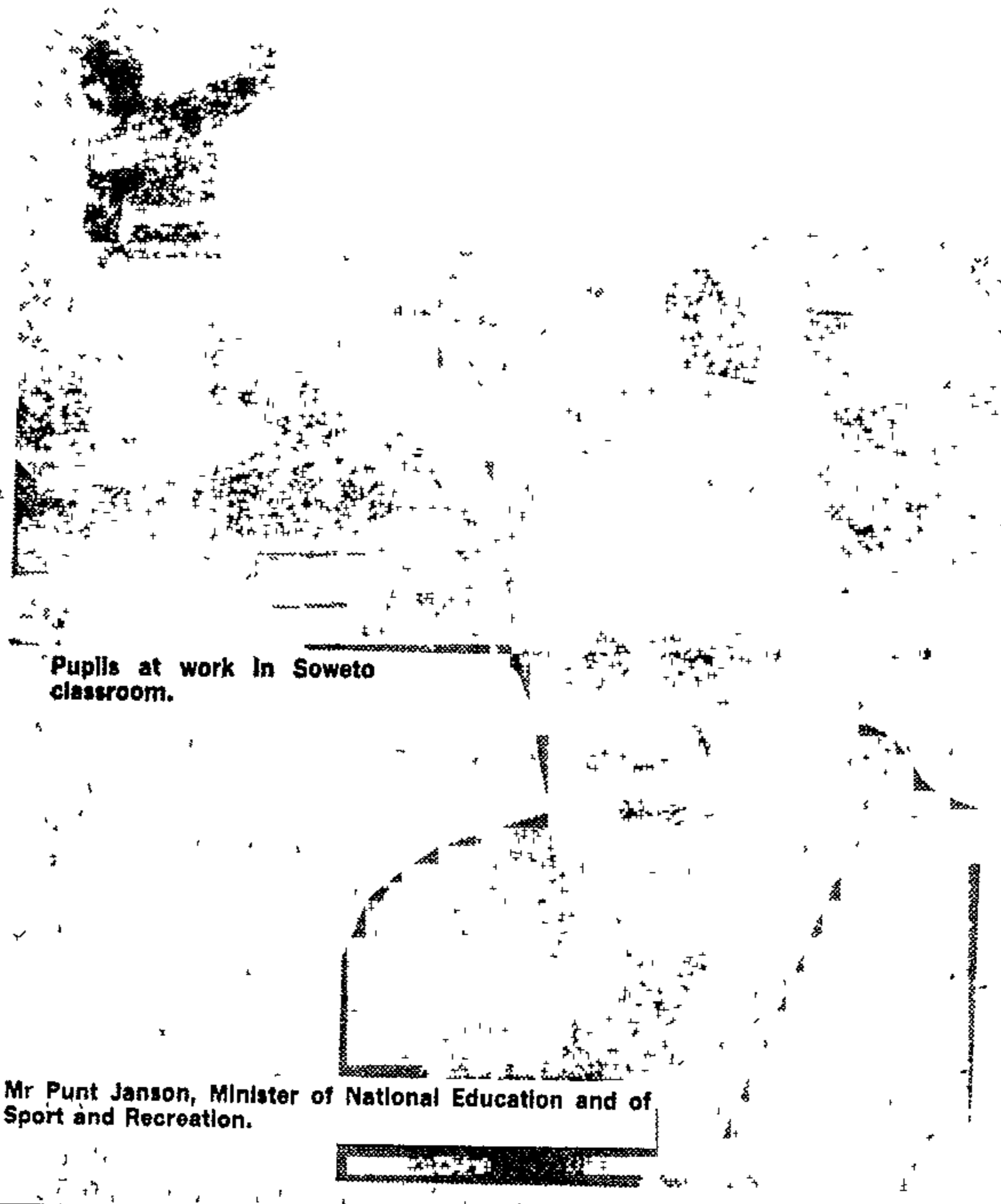
"There should be one teachers' council for all teachers, irrespective of colour, race or creed," Tuata proposed.

Section 22(f) which did not allow teachers to criticise the department publicly, was also rejected.

Tuata said "Teachers are citizens of South Africa and therefore should have the right to criticise any department that feels unjustly criti-



22/6/79 (258)



Pupils at work in Soweto classroom.

Mr Punt Janson, Minister of National Education and of Sport and Recreation.

and he shall not provide such education before the school has been registered in terms of this Act.

## Access

Section 40 of the bill allows access to school property only by certain authorised people such as teachers and students

Presumably the purpose of this section is to prevent what were known as "troublemakers" and "intimidators" from entering school grounds and disrupting classes or examinations, as happened during the 1977 boycotts.

One religious official pointed out the restrictiveness of this section.

"This isolates the school from its immediate environment and subordinates it to outside authority," he said

● The Church has over the years lost much of its role in black education

After the National Party came to power in 1948, various mission schools, particularly the Swiss and Lutheran, attracted the Government's attention because of their liberal teachings and many missionaries were expelled from both South Africa and SWA/Namibia

The Catholic Church today still runs many independent schools but they are subject to official approval and registration

cised can take such a teacher to court"

The Soweto Teachers' Action Committee (TAC) drew up its criticisms of the Draft Bill in January

TAC's proposals were aimed at the philosophy of separate education TAC recommended

● A single educational system

● Equal education opportunity and quality irrespective of race or ethnic origin

● Blacks at decision-making level in education

● Free and compulsory education

● Revision of course material because certain syllabuses promoted a white supremacist ideology

● The right to choose the medium of instruction

Dealing with individual points in the Bill, TAC also criticised the proposal that schools should be registered only through the Minister

## Health

The Southern African Catholic Bishops' Conference welcomed several points in the Draft Bill, such as compulsory education, school health provisions and improvements in special, technical and pre-school training

But the lack of education facilities in the homelands was criticised as well as school registration, the separate nature of a teachers' council and the maintenance of a separate system of education for black and white children

Education Alive likewise criticised misconduct rules for teachers, school registration and the restriction of access to school grounds

Several amendments were suggested

The major criticisms aimed at the Bill are over registration of schools and access to school grounds

Section 8(1) of the Bill says that "any person who wishes to provide education to a black person, except at a state school or a community school, shall apply to the department for the registration of a school,





Memoirte Central Committee se Konferensie oor: 'Die Rol van Geskiedkundige Vredeskerke', Gaborone, Botswana. Verhandeling voorgelê oor: 'The Role of Churches in Promoting Justice in Southern Africa' (Oktober).

Konferensie van die Afrikaanse Calvinistiese Beweging, Potchefstroom (Oktober).

(c) Deelname aan Wetsyns-Professionele en Openbare Organisasies

Die Direkteur het aktief gebly in die Suid-Afrikaanse Instituut vir Rasse-Verhoudinge 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 Godsdiensstige Vriendekring (Quakers), wat gemeenskapsontwikkeling op die platteland en in die stad-brede bevorder.

## Black schooling 'has bad effect on pupils'

Black education in South Africa continues to have a devastating psychological effect on pupils who feel that they are inherently less intelligent than their white counterparts, a Johannesburg education conference was told yesterday.

Mr L. Mathabathe, former principal of the Morris Isaacson High School, told the conference at the University of the Witwatersrand that black education had not changed even though the word "Bantu" had been scrapped.

"Pupils who lack facilities and good quality teachers scrape through matric or fail while their white counterparts can achieve six distinctions. The children begin to feel that they are inherently less intelligent and face the world full of convictions that they are inferior to whites. In this way they best serve the white system."

"But for the black consciousness movement black pupils would have remained docile children who would accept white supremacy. In black consciousness the children have found self esteem in a system which deprives people of their basic human rights."

### AMOUNT

The blacks in South Africa need a system of education for citizenship to enable them to play a part in the country of which they are so much a part.

Mr J. Kane-Berman, assistant editor of the Financial Mail, told the conference the Nationalist Government had not effectively increased the amount spent on black education during the past 25 years.

He said that in 1953 the Government spent R17 a year on each black child and in 1977 the sum of R57 a year was spent on each child's education. "Taking inflation and other economic factors into account the increased figure of R57 means an effective R18."

"Until black parents sit in Parliament and have a say in the allocation of funds to black education, the problems concerning black schooling and university education will re-

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 huise op die laer

die Sentrum aangeleenthede van

Mr G.K. Lindsay  
Mr Richard Luyt  
Professor S.J. Saunders  
Professor H.W. van der Merwe  
Mede-professor D.J. Welsh  
Professor Monica Wilson

The problems hampering black education are political in nature. During the 1977/78 financial year the Government spent R886-million on white education and only R452-million on black education, he said. Blacks were still being educated to fill manual labour posts.

navorsings-Fellows het aansienlik tot die Sentrum se program bygedra. Dr. Sheila F. van der Horst, afgetrede mede-professor van Ekonomie, U.K., en professor J.L. Boshoff, gewese Rektor van die Universiteit van die Noorde.

### LIDMAATSKAP

Soos voorheen gemeld, is die Sentrum vir Intergroepstudies geregistreer as 'n maatskappy. In die Memorandum en Statute van vennootskap word voorsiening gemaak vir die benoeming van eenhonderd lede. Tans is daar 57 lede en hulle sluit die volgende in.

a) Drie stigterslede

Mr J.G. Benfield  
Mr H.L. Kennedy  
Mr P.G.T. Watson



# A farm school has need of its own expenses

00/ET 230

Telegrams } "RHUNDO"  
Telegraphic address }  
Telex No. } 3488  
Telephone } 559561 (9/9m) } 85  
Telex } 558811 (Ext.) }  
Address: Die Kruis en die Silwers  
All communications to be addressed to the Secretary

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PRETORIA } 0001

Die Streekdirekteur van  
Onderwys en Opleiding  
Private Bag X054  
PRETORIA  
1930

7 Junie 1979

JANSEK OM REGISTRASIE : WITKOPPEN JUNIOR SEKONDÊRE SKOOL

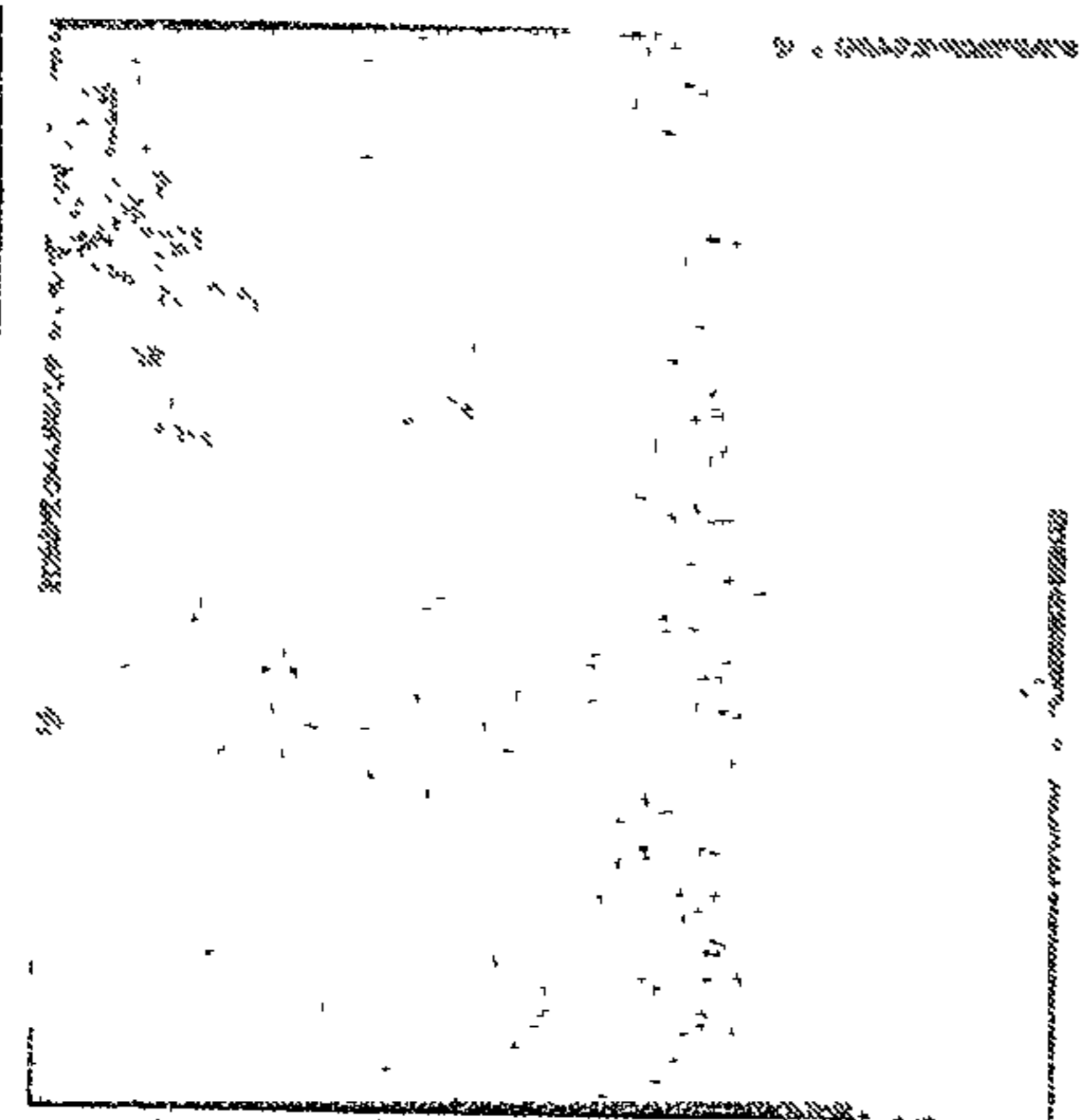
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3. Die kinders kan soos in die verlede na Sekondêre skole in Swazestate gestuur word met behulp van Departementale oorsake.

SEKRETARIS VAN ONDERSWYS EN OPLEIDING  
*A. Brink*

DIPL. VAN ONDERSWYS EN OPLEIDING  
SINTE-KRISTEM  
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ABOVE: The application by Witkopp Farm School for permission to build a Form 2 classroom and so provide a junior secondary facility brought his response from the Department of Education and Training.

RIGHT: Transport to and from school is a daily problem for thousands of black schoolchildren who must attend farm schools. At Witkopp Farm school there are children who cover 30 km a day to get an education. These take turns with a single bicycle.



By Elizabeth Wilson

While education authorities admit a shortfall of 7 000 classrooms for black school-children and blame a lack of funds, the Department of Education and Training has refused a Witkopp farm school permission to build an urgently needed Form 2 classroom for 40 children at its own expense.

A terse refusal was sent to the manager of the Witkopp Farm School, Dr Tony Brink, after he had applied for permission to extend the school. Dr Brink told The Star he had made the application because there was no junior secondary or high school for black children in the area.

Their only chance of getting higher education, he said, was to go to boarding school in the "black states." Many parents could not afford this expense.

## Help

Dr Brink said that during the past eight years children from the school had been sponsored at junior secondary and high schools through donations from individuals and organisations.

An estimated R89 000 had been spent on these donations. Since each new year brought another crop of children in need of financial help it would be more economic to extend the existing school to provide high school education locally. "Our hope was to raise funds for an extra form each year within a few years we would have been able to offer schooling right up to matric," said Dr Brink.

# The school that is not allowed to grow

He said he had been astonished at both the content and tone of the reply from the Department of Education and Training.

"Here we are offering to put up a classroom that will not cost the government a cent, and we cannot get approval. This from a department which blames a lack of funds for the disparity between black and white education."

Dr Brink said that before the application for the extension was made, a number of alternatives had been examined.

"We even tried bussing children to high schools in Alexandra," he said, "but it was hopeless. They had to leave home very early in the morning and often returned after dark. This was unacceptable, particularly for girls."

Dr Brink said that since few black parents could meet the expense of boarding fees, books and examination fees, organisations and individuals had been persuaded to "adopt" pupils and pay for their high school education.

It cost between R200 and R250 a year for a black child to go to boarding school. This, he said, did not include the cost of uniforms, travelling costs or medical expenses.

# A history of staunch stoicism

The Witkopp Farm School has a history of staunch stoicism. At one stage parents sought the help of Dr Hendrik Verwoerd to ensure that their children continued to receive schooling.

The school was originally built on the farm Witkopp 36, which was owned by Dr G.W. Mason. When he sold the farm he gave the 1 ha of land

hold the title deeds in trust.

But with the introduction of the Bantu Education Act in 1953 the future of the school again became uncertain.

The Bishop of Johannesburg, the Rt Rev Ambrose Reeves, refused to compromise with the Act and decided to close the school.

Dr Tony Brink, manager of the Witkopp Farm School, with the plan which the Department of Education and Training refuse to sanction.

Dr Brink said he was puzzled by the Department's reluctance to "adopt" pupils and pay for their high school education.

It cost between R200 and R250 a year for a black child to go to boarding school. This, he said, did not include the cost of uniforms, travelling costs or medical expenses.

Dr Brink said that the school had not asked for financial help with any of its building extensions. It received assistance only with teachers' salaries and, more recently, with books.

It had been demonstrated by Mr David Burde of the Department of Town and Regional Planning of the University of the Witwatersrand and his post-graduate urban planning students that it would be possible to build a high school on the present site.

Plans for the proposed improvements had been submitted to the department.

In addition to providing junior secondary classrooms the Witkopp Farm school had hoped to add a library, library two higher education for teachers. These improvements would cost the government nothing.

Dr Brink said that his application had stressed the urgency of the matter. But when a few months had passed and he had not heard from the department he made enquiries.

"I was told that the application required a political decision and that it was on Mr Punt Janssens' desk.

Because of the Minister's parliamentary promise that the shortage of classrooms was to be put right as speedily as possible I was hopeful for a sympathetic hearing. But now this letter has arrived.

Dr Brink said it was well known that the Witkopp farm school was an unusual case not only because it was



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urban area of Sandton, but because of its extraordinary history

Dr Brink said that since the Department of Education and Training had now referred him to "departmental bursaries" he intended following the matter through.

He said he would apply for these bursaries on behalf of all former Witkoppen Farm School pupils now attending boarding schools on private bursaries.

At the end of the year he would also apply on behalf of children now in Form 1

"We will wait and see how the department intends providing for these children," he said, "and whether they will refund our money"

Mr G Engelbrecht, public relations officer for the Department of Education and Training, commented "It is not departmental policy at this stage to register a secondary school for blacks outside a black residential area."

### Academic

He said that generally children from farm schools took up one of the following alternatives.

• They travel to a high school in a nearby township,

• They arrange with relatives in a nearby township to stay there and attend school in the township,

• They attend high schools with hostel facilities in the "black states"

• They attend high schools with residential facilities in a "white trust" area

Mr Engelbrecht added, however, that the facilities in a "white trust" area would only be available from next year.

Asked about the expense involved in sending children away to boarding school, Mr Engelbrecht said, "There are bursaries for cases of merit. It depends on the subjects the pupils take and their academic performance."

### Families

He said this year's bursaries to secondary schools in the "black states" totalled R30 000. Two hundred bursaries at R150 each were available. To date only 35 bursaries had been taken up.

Should Witkoppen pupils get admission to the schools in the "black states," it was "highly likely," said Mr Engelbrecht, that bursaries would be allocated to all these pupils.

He could not however, comment on what waiting lists there were in these schools. "It is possible they also have their problems," he said.

Mr Engelbrecht could not say what percentage of pupils from farm schools were able to continue their education beyond Form 1



256 324 DD 3/9/79  
JOHANNESBURG — The Department of Education and Training is to spend R80 million on erection and maintenance of more black community schools outside the homelands, Mr Joubert Rousseau, the department's secretary, told the Transvaal United Teachers' Association's annual conference in Pretoria at the weekend.

Mr Rousseau said this has been made possible by the new Education and Training Act which replaced the controversial Bantu Education Act.

The new law, he said, was an improvement on the old law because it aimed at "giving maximum benefit to the child."

"The success of the new Education and Training Act will be determined within the classroom. We have to move according to the needs of the child," Mr Rousseau said.

When the new law was introduced and the department took control of some black schools there was a backlog of 7 000 classrooms in black communities. The backlog was not to be wiped out.

# Govt to spend R80 million on black schools

Provision has also been made in the new black education law for.

- Introduction of compulsory education,
- Appointment of school attendance officers to deal with parents whose children fail to attend school,
- Active involvement of parents in education,
- Takeover of control of all black schools outside the homelands by the government by January 1, 1980,
- Establishment of a council for education to advise the Minister of Education and Training, and
- Appointment of teachers by the depart-

ment and not by school boards as under Bantu Education

Mr Rousseau pointed out that conditions of service for teachers were also prescribed under the new law. "From January new teachers will be appointed after their qualifications have been approved by the Minister.

"A teacher will be appointed if he has a good character, has no mental defects and is below the age of 55 years. He will be on probation for 12 months before he becomes a fulltime employee of the department," he said.

Teachers could be discharged from service because of continued ill-

health, unfitness and being absent from school for 14 days.

They could also be dismissed for use of alcohol, insolvency, misappropriation of school property and for being absent from school without leave.

Mr Rousseau described these conditions as "an axe hanging over the heads of teachers." He also said private teachers could be dismissed on 24-hour notice if qualified teacher was found to fill the post.

Corporal punishment on pupils had to be meted out in the presence of a school principal. Otherwise, the teacher involved would be held responsible if parents later took action.

Mr Rousseau said this provision had been made because there had been cases where parents took legal action after their children had been assaulted by teachers.

And he cited one case in which a schoolgirl lost an eye after she had been beaten by a teacher. — DDC

# R80-m to be spent on new schools

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4/9/79

THE Department of Education and Training will spend R80-million on new black community schools outside the homelands, Mr G. J. Rousseau, secretary for the department said at the weekend. The expenditure had

been made possible by the Education and Training Act, which replaced the Bantu Education Act, Mr Rousseau told the Transvaal United Teacher's Association in Pretoria. He said the new Act also made provision for the appointment of teachers by the department and not by school boards as

under the old Act. Mr Rousseau told POST this would mean there would be no difference between the appointment of teachers at state schools and community schools.

The new Act also provides for the introduction of compulsory education, and the take over by the Government of control of all black community schools outside the homelands as from January 1 next year.

The legislation provides for:

- The appointment of school attendance officers to deal with parents whose children fail to attend school.
- The active involvement of parents.
- The establishment of a council for education to advise the Minister.

Mr Rousseau said there had been cases of teachers taking corporal punishment into their own hand and pointed out that in terms of existing regulations this form of punishment had to be meted out in the presence of principals.

and broken in large chunks

In a large salad bowl, combine lettuce, apple, orange sections, tuna and nuts; toss together. Combine mayonnaise, soya sauce and lemon juice; mix well. To serve, add dressing to salad; toss gently. Makes 4 - 5 servings.

---o0o---

## STUFFED CABBAGE SALAD

May Bennett, Ridgeworth

- 1 fresh green medium size cabbage
- 4 onions
- 2 carrots

- tomatoes
- fresh pineapple
- redishes

Cut the centre from the cabbage, leaving the outer leaves to form a bowl. Wash well. Chop onion. Peel and cube the carrots and pineapples. Cube tomatoes. Thinly slice some of the inner leaves of the cabbage leaving the stalks. Place the carrots, pineapples, tomatoes, sliced cabbage and the finely chopped onion in a bowl adding any juice from the tomatoes, pineapple and add salt and black pepper to taste. Toss well; then pile the salad into the cabbage "bowl". Garnish with radish roses and a small bowl of mayonnaise for those who like it. To make the radish roses, cut across the tops in a double cross, then put them in iced water until the redishes open up.

---o0o---

## GERMAN POTATO SALAD

Ethne Beard, Port Elizabeth

- boiled potatoes
- cooked bacon
- mayonnaise

- chopped onion
- salt and pepper

Cube the potatoes while still with the potatoes, onion and salt and pepper. Use hot or

## EGG SALAD

- hard boiled eggs
- salanaise

Cut eggs in half and lay on a down. Pour over salanaise.

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## CHICKEN AND CUCUMBER SALAD

S. Drury, East London

- 1 cup cooked chicken, diced
- 4 T finely chopped walnuts
- French dressing/mayonnaise
- lettuce

- 1 cup cucumber, peeled and diced
- 1 cup cooked green peas

Marinate chicken, cucumber, nuts and peas with French dressing. Serve on lettuce with mayonnaise. Cover with greaseproof paper and refrigerate until ready for use.

French dressing:  
Blend together 6 T salad oil and 2 T lemon juice.

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# 'Bantu Education totally inadequate'

By Siegfried Hannig  
Labour Reporter

CAPE TOWN — Wits University Graduate School of Business Administration cannot get a single black to study for a Master of Business Administration degree — because black education is so poor.

Blacks would be totally embarrassed on such a course because of their poor teaching, and background in mathematics and accounting, the

school's Dean, Professor G F Jacobs said in Cape Town yesterday.

"Bantu Education" had wreaked havoc, he told the annual conference of the Trade Union Council of South Africa. Only 20 percent of urban blacks reached Standard 6 and only 1 000 blacks graduated from university annually.

The Wiehahn and Riekert reports make no real impact unless the educational system was transformed. "Education is indivisible," Professor Jacobs said.

## OVATION

He was given a standing ovation for a speech in which he stated: "South Africa's black unemployment and underemployment affected about 45 percent of economically active blacks."

"I can hardly conceive of a situation that is more dangerous than this."

Labour and management should use this, the "new ethos" emanating from Pretoria, as a spearhead in an attack against doctrines which had deflected progress towards prosperity and racial harmony.



# Focus on farm school facilities

14/8/79 (256)

By Elizabeth Wilson

The Department of Education and Training's refusal to allow Witkoppen farm school to extend its facilities — even at its own expense—highlights the need for a complete review of the farm school system

This is the view of Mr Richard Harvey, secretary of an association of farm schools north-west of Johannesburg

There are many farm school managers, he says, who are now questioning why private individuals, and not the State, should be responsible for providing education for thousands of black children throughout South Africa

They believe that children on farms have as much right to education as children in the cities and that the time has come for the Department of Education and Training to make full provision for them

Recent estimates from the Department of Education and Training show that 420 076 black children relied on farm schools for their education. Of these, 73 148 are in the Northern Transvaal, 58 212 in the Southern Transvaal, 300 in the Johannesburg area, 150 009 in the Free State, 87 432 in Natal and 50 989 in the Cape

Farm schools make

up 71 percent of schools for black children. Whether children in outlying areas receive any schooling at all is up to individual farmers

The farmer must approach the Department and suggest the establishment of a school. He must make property available and can only expect financial help with the construction of the first two classrooms. The shape and quality of these will depend on what the farmer puts in over and above this subsidy

Although the Department will pay teachers' salaries and provide basic equipment, these are often "inadequate," says Mr Harvey

Earlier this year the Farm School Association appealed to the Secretary of Education and Training to assume responsibility for the education of children on farms

"We pointed out that the problem is acute and requires serious and urgent attention," Mr Harvey told The Star

"We submitted a memorandum outlining shortcomings of the present system and asked for change and improvement

"We made it clear that

● We considered it the State's responsibility to provide education for all children in its care. We agreed

It is not uncommon, at farm schools, for more than one lesson to be conducted in the same classroom. Children are faced in different directions and taught by different teachers. At this school children knelt on the floor and used the benches or desks to write on.

with the principle reflected in the draft Education and Training Bill which recognised the involvement of parents and communities in the education system

● We regard the system of farm school education as unsatisfactory in principle and practice. It places responsibility for the education of children in the hands of private citizens

The Farm School System is extremely unsuitable in areas consisting of smallholdings and where relatively high populations accumulate. Farm school tenure

is insecure. Schools can be closed.

● if neighbours object

● if the manager loses interest

● if the farm is sold and the new owner does not want to retain the school on the farm

● if peri-urban health department inspectors find facilities inadequate

"This insecurity can be extremely worrying to staff and parents," said Mr Harvey

## UNPLANNED

Mr Harvey said the association found that many children did not attend the schools because distribution of them is often irregular and unplanned

"An area may have no school, or it might have a lower primary school and no higher primary school

"Children are turned away from schools because they are limited to a quota," said Mr Harvey

He added that low wages among parents made it "prohibitively expensive" to keep children at school. Many pupils were given the bare minimum of schooling

Communities

...turn out that the ... settlement will not be without ... control and the pass laws etc — it is ... the ... like General ... and Dr Piet ... have been urging ... in which ... and their employers and the ... could be allowed to determine ... Greater private sector involvement (including owners) in black housing development would remove yet another source of unproductive allocation of-

The unofficial answer seems to be that if they have jobs and a reasonably long and crime free track record of residence in the Western Cape ways will be found of fitting them into the settlement plan

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Abna, 16, is in Standard 1. His teachers say he is an intelligent boy and keen to learn, but started school only two years ago. His parents could not afford to send him to school. His father is a farm labourer and there are eight children in the family. He is the only one attending school. Abna's case is not unusual in black farm schools. "We have many youngsters of 19 and even 20 in standards 3 and 4," said Mrs. Marlene Morris, a farm school manager at Swartkop.

Muldersdrift. "Having these young people in a classroom with eight- and nine-year-olds makes teaching extremely difficult. Farm schools have an official limit on attendance but teachers find it hard to turn away children who are eager to learn." "When young children come and ask to join the school we let them in. When the inspector comes we have to tell them to please go home," said one. "Most parents want their children to go to school. They scrape together R2 a year for school funds and R6 for exercise books. But there are some families with as many as five children in school at one time." Mrs.

Morris said there were thousands of black children who were getting no education at all. "Sometimes our principal is asked to go to the police station to talk to children who have been arrested. We find eight and nine-year-olds involved in thieving and housebreaking. What can they hope for? These children should be occupied at school. If there is no space for them they will grow up as delinquents."

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taken out to work on the farm. Mr. Harvey said low morale in some farm schools was attributable to these factors:

#### ATTENDANCE

"Where there seems little chance of a high in the area, people became apathetic." He estimated that only a third of black children between the ages of 7 and 15 were attending school in the area he represented.

He said buildings and sports equipment, desks, libraries and toilets were "usually in thoroughly bad condition."

State subsidies did not reach the amount required to put farm schools in "proper trim."

Mr. Harvey said farm school managers had extensive power over the schools and their staffs. This generated tension and constituted "an improper relation between private individuals and professional teachers whose work is in the public domain."

Mr. Harvey said proper extension and continuation of education beyond primary school was "not available at all within the Farm School system as there was no provision for high schools in the area."

He said his association had recommended that Farm Schools should be supplemented initially, but should be replaced by State schools as soon as possible.

These should:

- be adequate for the population of any given area

- Take pupils from Sub-A to Standard 5 and Form 1 to Form 5.

- Run school transport to meet the needs of pupils

- Provide facilities for study, sport, recreation, and health

- Provide subsidies for children whose parents were unable to meet the nominal fees which might be levied



# R100m for 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), Vlakkfontein and Imballi (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 R21,8 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 sec-

**By MALOSE MATSEMELA**

... 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.

Put all ingredients into a Silver Cup or bowl; stir them together, and serve the same as Claret Cup. Increase the amount of sugar if desired. When borage is not obtainable, substitute for it a few slices of cucumber.

- 1 quart bottle champagne
- 2 bottles Schweppes's soda water
- 1 lb pounded ice
- 1 liqueur glass of brandy or curacao
- 2 T powdered sugar
- a sprig of green borage

Average cost, 6s

Make a salad dressing, using butter in place of oil, season well with cayenne and add it to the lobster, chopped fine, and a small teacup of breadcrumbs. Clean the shell and put the mixture in, putting breadcrumbs and a small piece of butter on the top; then bake for about 10 minutes till the crumbs are brown.

- 1 medium size lobster
- some salad dressing
- finely grated breadcrumbs
- cayenne

Average cost, 2s 6d

Longer. Send it to the table with a good gravy. It may be glazed or not as preferred.

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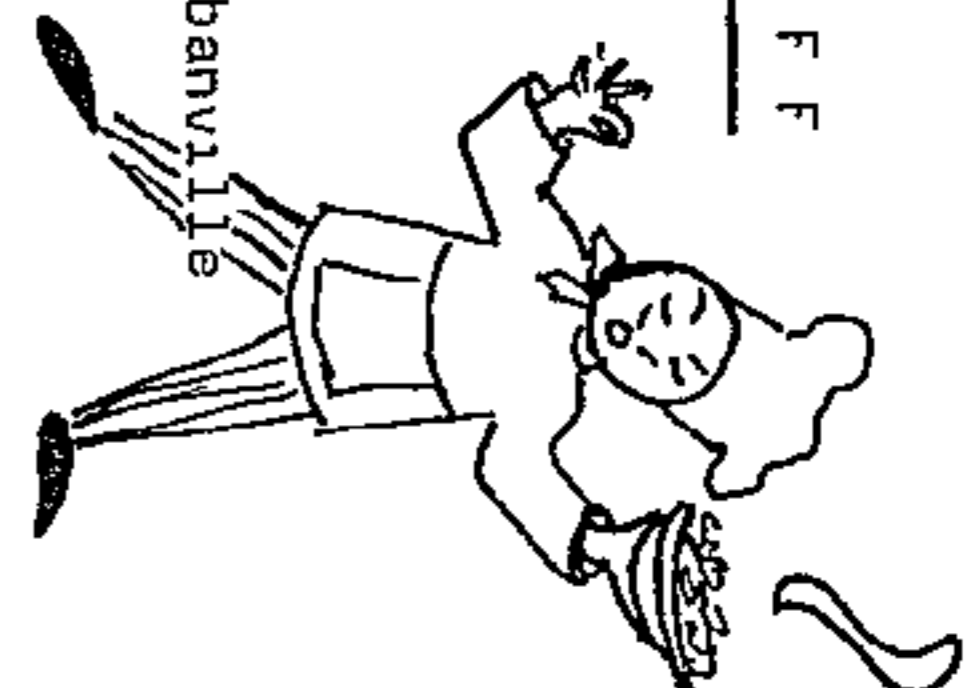
secondary state schools with hostels at Soshanguve, Fort Beaufort (Cape), Vlakkfontein and Imballi (Natal).

Two technical institutions and a trade testing centre at Imballi 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" cap-

quantity of oil, brushing to the sides. ze pieces, the chicken into slivers and -aces. When the disc is hot, add 125ml and when the wine heats up, add the id sausage. Turn the meat gently so that early done add the sliced onions, mushrooms and lastly wedges of tomato. Baste when necessary with a little more wine and a dash of Tabasco. Add salt and pepper to taste. Serve with Summer Salad and Tangy Tabasco Dressing.

- onions
- fresh mushrooms
- tomatoes
- white wine

John Bennett, Durbanville



"Over the coppers of my kitchen flows The frosted-silver dawn. Silence awhile The god who sings within thee, Raguenau! Lay down the lute - the oven calls for thee! Edmond Rostand

H I S R E C I P E S F O R H E R D A Y O F F

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# Bantu Education wreaked havoc, says Professor

THE Graduate School of Business Administration at Witwatersrand University cannot get a single black to study for a Master of Business Administration degree — because black education is so poor.

Blacks would be totally embarrassed on such a course because of their poor teaching and background in mathematics and accounting, the school's dean, Professor G.F. Jacobs said in Cape Town this week.

"Bantu Education" had wreaked havoc, he told the annual conference of the Trade Union Council of South Africa.

Only 20 percent of urban blacks reached Standard six and only 1 000 blacks graduated from university annually.

The Wiehahn and Riekert reports would make no real impact unless the educational system was transformed.

"Education is indivisible", Professor Jacobs said. He was given a standing ovation for a speech in which he stated:

"South Africa's black unemployment and under-employment affects about 45 percent of economically active blacks."

## SITUATION

"I can hardly conceive of a situation that is more dangerous than this."

There was a shortage of skilled workers in spite of the "millions" of unemployed.

South Africa had all the ingredients of a major tragedy. But if it used the facilities now available, the reward would extend to all its people and spill over its borders.

A "new ethos" was emanating from Pretoria and a "prod" had been given the economy by Wiehahn and Riekert.

Labour and management should use this as a spearhead in an attack against doctrines which had deflected progress towards prosperity and racial harmony.

Window dressing was not enough because progress would be carefully monitored.

At the turn of the century the black consumer would account for twice the total market of today.

Once a community had such strength, its demands for better housing, education and a role in political decision making, became irresistible, Professor Jacobs said.

boil up and stir all the time, then add the cooked beans and onions, bring to boil again. Bottle.

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### STUFFED CABBAGE

- 1 fresh green cabbage
- onions
- carrots

Cut the centre form a bowl. and pineapple. leaves of the pineapple, tomatoes, cut each into the cabbage bowl of mayonnaise, cut each into iced water until

### GERMAN POTATO

- boiled potatoes
- cooked bacon
- mayonnaise

Cube the potatoes with the potatoes salt and pepper

### EGG SALAD

- hard boiled eggs
- salanaise

Cut eggs in half and lay on a flat salad platter; cut side down. Pour over salanaise.

### CHICKEN AND CUCUMBER SALAD

- 1 cup cooked chicken, diced
- 4 T finely chopped walnuts
- French dressing/mayonnaise
- lettuce

Marinate chicken, cucumber, nuts and peas with French dressing. Serve on lettuce with mayonnaise. Cover with greaseproof paper and refrigerate until ready for use.

French dressing: Blend together 6 T salad oil and 2 T lemon juice.

May Bennett, Ridgeworth

- salt and pepper
- paprika and parsley

Cut eggs in half and lay on a flat salad platter; cut side down. Pour over salanaise.

S. Drury, East London

- 1 cup cucumber, peeled and diced
- 1 cup cooked green peas

### APPLE TUNA TOSS SALAD

- 1 medium head lettuce, torn in bite-size pieces (4 cups)
- 2 cups diced apple
- 1 11 oz can (1 1/3 cups) mandarin orange sections, drained
- 1 6 1/2 or 7 oz can tuna, drained and broken in large chunks
- 1/3 cup coarsely chopped walnuts
- 1/2 cup mayonnaise or salad dressing
- 2 t soya sauce
- 1 t lemon juice

In a large salad bowl, combine lettuce, apple, orange sections, tuna and nuts; toss together. Combine mayonnaise, soya sauce and lemon juice; mix well. To serve, add dressing to salad; toss gently. Makes 4 - 6 servings.



Trouble over appointment

Post 14/9/79

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# Kids attack

# Principal

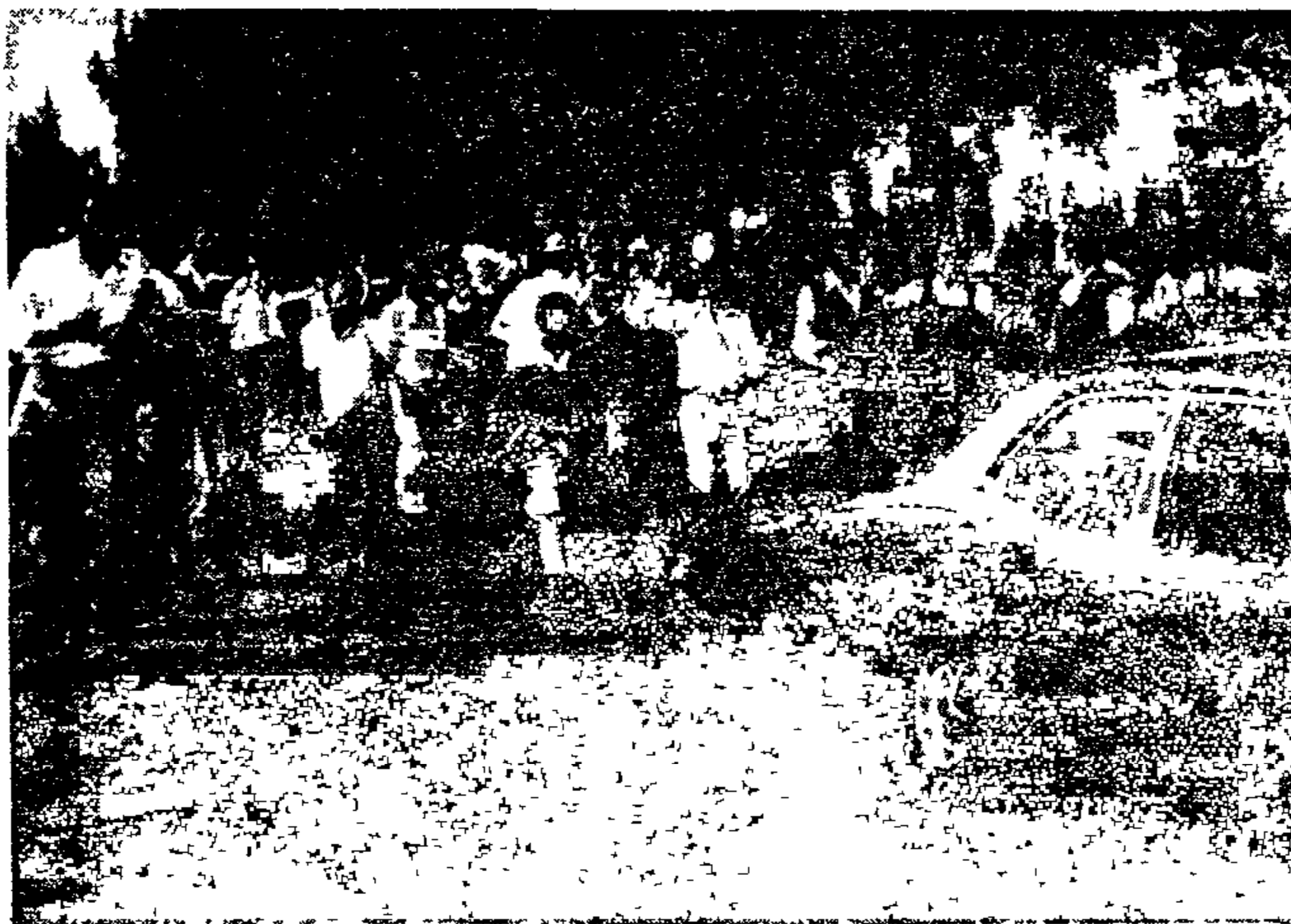
Mahlaba ... fled students

By IKE MOTSAPI

**A NEW head of a Soweto school had to run for dear life yesterday when he was attacked by angry students who said they did not want him as their principal.**

Mr Timothy Mahlaba, who was appointed principal of Hlen-giwe Junior Secondary School in White City Jabavu yesterday, was confronted by the students just after assembly.

Mr Mahlaba is also joint conductor of the famous Johannesburg Teachers Choir and a former executive member of Orlando Pirates.



Mr Mahlaba driving away in his car pursued by angry students.

Trouble started at about 8 am when students asked Mr Mahlaba to explain his appointment as principal. When he told them that he had been appointed principal of the school by the Department of Education and Training, students told him to leave.

The students told him that they wanted Mr P Sishange, who has been appointed principal of Thulare Secondary School, re-instated as principal of the school.

### Ran to car

When Mr Mahlaba refused to listen to their demands, the students attacked him. He ran to his car and drove off at high speed with the students in hot pursuit.

A senior teacher at the school who asked not to be named "because we are not allowed to make Press statements", confirmed the incidents.

He said trouble started after it was announced to students that Mr Mahlaba was the new principal.

He said students chased Mr Mahlaba out of school after refusing to accept him as principal

Mr Jaap Strydom, Regional Director of Schools for Soweto and Alexandra and several school inspectors were called to restore order

There were no classes and students were seen milling around the schoolyard

Mr Jaap Strydom and the school inspectors were not available for comment when POST telephoned their offices in town yesterday

Mr Mahlaba later told POST that he will not be going back to the school.

Pic By PAT SEBOKO



# Teacher crisis looming

18/9/74 102  
256



Mr Jaap Strydom . . . shortage expected

By CHRIS MORE  
THE Department of Education and Training will be faced with a critical teacher shortage when it reduces the teacher-pupil ratio next year.

According to the liaison officer of the department, Mr J A Schoeman, the present ratio is 47 pupils to a teacher. The department intends bringing the ratio down to at least 40 pupils to one teacher.

There are about 6 320 students who will qualify as teachers at the end of the year throughout the country.

This number will not satisfy the requirements of the department as far as implementing the plan of reducing the teacher-pupil ratio.

It also does not satisfy the phasing out of unqualified teachers presently employed by the department.

Under normal circumstances this number would have been sufficient to cope with the increase of pupils in the schools, but the number of pupils seem to double each year, Mr Schoeman said.

The areas that will be hardest hit by the shortage include Soweto, where, according to the regional

director, Mr Jaap Strydom, a shortage of about 350 teachers in the secondary schools alone is expected by the beginning of next year.

"The population increase in the schools is our major problem. In the matric classes, this year, we had an increase of about 24 000 pupils, which is 42 percent more than last year. The number could possibly double next year.

"Let me hasten to add that the question of using national servicemen in Soweto schools is at this stage a hypothetical matter which is still being investigated by the region concerned. The department has not been officially approached by the region on the matter", Mr Schoeman said.

He said the servicemen presently at Alafang Secondary School in Katlehong were acquired at the request of the school board. His department was also not responsible for their salaries.

## Defence force

They are being paid by the South African Defence Force. If the servicemen are to be engaged in Soweto schools they will only be loaned to the department and their payment made by the defence force.

"I would like to make it clear to everybody that the department wishes to end the shortage of suitably qualified teachers as soon as possible. It will not be necessary to employ unqualified teachers. This includes servicemen.

"We are working to a stage where there will be only suitably qualified teachers in our schools", he said.

Mr Schoeman said the move by the department to use about R97-million was aimed at improving not only the schools in urban areas but also to improve the qualifications of the teachers.

## ORSPRONG EN DOELSTELLINGS VAN DIE SENTRUM

um word grootliks gefinansier deur die Abe  
ust wat ingevolge die testament van Sir Abe  
stig is. Dit is geregistreer as The Abe Bailey  
of Inter-Racial Studies Limited (Beperk deur  
- n maatskappy beperk deur garansie en sonder  
-kapitaal kragtens die Maatskappywet 1973 (Wet  
1973)

# Tough lot of the black school kid

THE frustration of learning under unfavourable conditions was one of the major contributions to the boycott of Bantu Education in 1976.

This was expressed at the Committee of Ten conference at the weekend by Ms Marcia Tihogane, a former Engineering student at the Witwatersrand University. She based her talk on the plight of the African scholar after the 1976 uprisings.

This, she said, led to many students fleeing to neighbouring countries to seek refuge and education.

The plight of the institutions in which education was offered did little to encourage children to learn.

This dissatisfaction was all reflected in the way the teachers themselves conducted their lessons. There was a tendency by teachers to be harsh on the pupils, which attitude compounded a somewhat hostile attitude between the teacher and the pupil.

The average African child does not enjoy going to school. There is nothing to look forward to except the knowledge that one does not have to attend school forever and that education is the path by which one gets to a white

collar job, and possibly the car that goes with it," she said.

This being the case, who would blame the pupil when he regards school as an arduous task, when he is faced with beatings — whatever his age — for homework not done (reasons that most school children have to do a lot of house work, cooking and washing of dishes thereafter, are never considered). Most of the time the tasks are lengthy and include more than one subject. Each teacher wants his work done first.

"After more than 20 years of Government controlled education, black children are still subject to a school system where there is an insufficiency of everything — except children.

School buildings are inadequate (the few there are), there are insufficient libraries, laboratories, audio-visual aids, desks, classrooms, playing fields, sports fields, equipment, telephones, electricity on schools, and even toilets," she said, quoting from an article by J. G. E. Wolfson in Race Relations News, of January 1977.

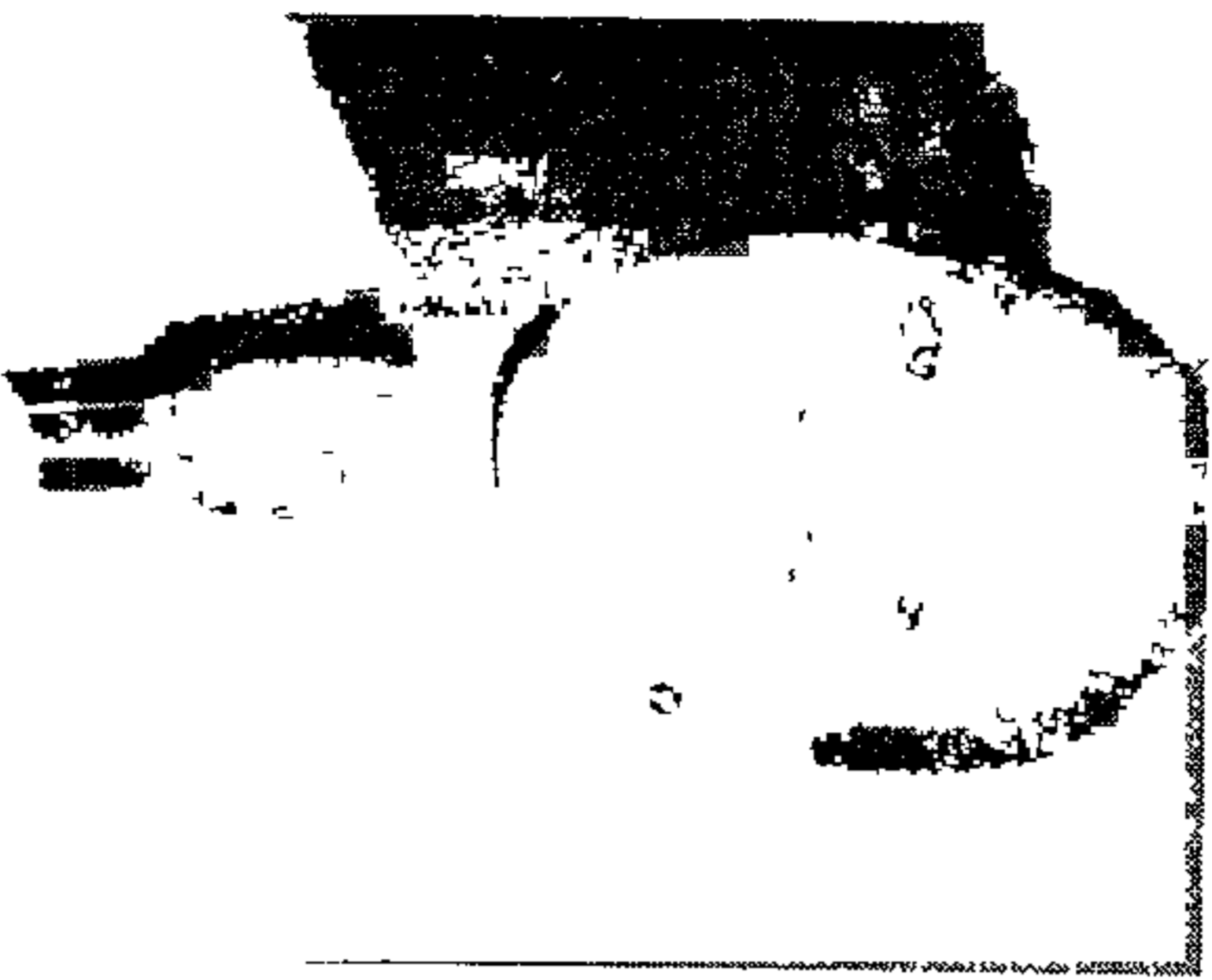
When the dust of the "riots" settled there was no solution yet to the prob-

lem of the African child's education. Three years later we find many students who could not bring themselves to go back to a system they had boycotted battling to find something to fill their time profitably.

Most were not equipped with knowledge to enable them to find meaningful employment. The new system of pupils having to register at the Regional Director's office brought suspicion to many who thought this was a trap to get them arrested, she said.

These suspicions, coupled with the stepped up police action against students led to many students fleeing the country. The number of refugee students rocketed every time police conducted raids either at the schools or at the homes for other students.

Ms Tihogane said however, that blacks should not look back. It was upon the people to make up for what has been lost in 1976 and the years that followed. Those students who were out of school and still wished to further their studies should be helped by all means. This was the responsibility of parents and the community.



Ms. Marcia Tihogane . . . "Education of the African child discouraging."



STUFFED CABBAGE SALAD

May Bennett, Ridgeworth

- 1 fresh green medium size cabbage  
onions  
carrots

- tomatoes  
fresh pineapple  
radishes

Cut the centre from the cabbage, leaving the outer leaves to form a bowl. Wash well. Chop onion. Peel and cube the carrots and pineapples. Cube tomatoes. Thinly slice some of the inner leaves of the cabbage leaving the stalks. Place the carrots, pineapple, tomatoes, sliced cabbage and the finely chopped onion in a bowl adding any juice from the tomatoes, pineapple and add salt and black pepper to taste. Toss well, then pile the salad into the cabbage "bowl". Garnish with radish roses and a small bowl of mayonnaise for those who like it. To make the radish roses, cut across the tops in a double cross, then put them in iced water until the radishes open up.

---o0o---

GERMAN POTATO SALAD

Ethne Beard, Part Elizabeth

- boiled potatoes  
cooked bacon  
mayonnaise

- chopped onion  
salt and pepper

Cube the potatoes while still hot. Chop up the bacon, mix with the potatoes, onion and mayonnaise. Season with a little salt and pepper. Use hot or cold.

---o0o---

EGG SALAD

May Bennett, Ridgeworth

- hard boiled eggs  
salanaise

- salt and pepper  
paprika and parsley

Cut eggs in half and lay on a flat salad platter; cut side down. Pour over salanaise.

---o0o---

CHICKEN AND CUCUMBER SALAD

S. Drury, East London

- 1 cup cooked chicken, diced  
4 T finely chopped walnuts  
French dressing/mayonnaise  
lettuce

- 1 cup cucumber, peeled and diced  
1 cup cooked green peas

Marinate chicken, cucumber, nuts and peas with French dressing. Serve on lettuce with mayonnaise. Cover with greaseproof paper and refrigerate until ready for use.

French dressing:  
Blend together 6 T salad oil and 2 T lemon juice.

---o0o---

SPRING GREEN SALAD

May Bennett, Ridgeworth

- 1 medium size lettuce  
2 onions  
parsley

Wash and shred the lettuce keep a few pieces for garnish. Wash scallions, and cut green left on. Toss the scallions together, salt dressing and serve in a bowl of mint and parsley.

CURRIED GREEN BEAN

- 2 lbs sliced green beans  
2 chopped onions

Boil the beans (slightly underdone) and pour off the water.

Sauce:

- 1 1/2 cups sugar  
1 d curry powder

Mix the curry powder so that no lumps form. Boil up and stir all the ingredients, bring to a boil.

APPLE TUNA TOSS SALAD

- 1 medium head lettuce  
bite-size pieces  
2 cups diced apple  
1 11 oz can (1 1/3 cups) orange sections, drained  
1 6 1/2 oz can tuna and broken in large pieces

In a large salad bowl toss tuna and nuts; toss with lemon juice; mix and toss gently. Makes 4 servings.

**'Don't****use soldiers as****teachers...**

By IKE MOTSAPI

**THE** Department of Education and Training should not take advantage of the lull in Soweto and employ white soldiers as teachers, Soweto educationist Mr T W Kambule warned yesterday.

This move, Mr Kambule said, could cause "an explosion like that of 1976"

Mr Kambule, a lecturer at the University of the Witwatersrand and educational advisor to the American Embassy, said the

department seemed to "think the educational crisis in Soweto had been solved"

The black people of Soweto, he said, knew that black education was one of the main issues that "had to be put right."

At present there was a lull, and for the department to take advantage of this lull "is dangerous."

He said the issue of using servicemen in Soweto schools had long been decided, and the department's call for black opinion "was merely to give the impression that there was consultation on the matter".

He said the teacher crisis in Soweto was an artificial creation by the Government.

"The Government must provide incentives to



Mr T W Kambule

draw back to teaching the hordes of teachers who left because of the poor educational system, poor salaries, unattractive working conditions and lack of housing loans," he added

# Special course for unqualified teachers

3/10/79 post  
325  
327  
256

ACTICE

By MALOSE MATSEMELA

THE DEPARTMENT of Education and Training (DET) is to introduce a correspondence course for unqualified teachers in the urban areas.

This was said yesterday by the Liaison officer of the Department, Mr J A Schoeman. Out of a roll of 29 000 employed teachers, the Department has more than 5 216 unqualified teachers.

Mr Schoeman said the move is to work towards phasing out the problem of unqualified teachers. He said 12 645 students qualified for the primary teachers course in the past three years and 7 070 qualified for a Junior Secondary Teachers course from 1976

More than 6 320 students will qua-

lify as teachers at the end of the year throughout the country and the Department expects an increase of 80 000 pupils by next year. But this teacher turnout will not ease the teacher shortage DET pointed out in a previous interview

## PRIMARY

He added that a special one-year primary course is in operation and requirements are that the unqualified teacher should at least have three years teaching service. The Department has also established adult education centres and classes for teachers who are under-qualified and without qualification for the posts they are holding

About 24 000 adults throughout the country are presently participating in the adult education programmes.

plant for R60 000  
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and 42% in 19.7,  
and R50 000  
ended 31.12.19.6

count in respect

- 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%



By MALOSE MATSEMELA

THE Public Relations Officer of the Department of Education and Training, Mr G Engelbrecht, told POST yesterday that it is against the Department's policy to introduce white soldiers as teachers in Soweto.

He was replying to a call by Soweto educationist, Mr T W Kambule, a lecturer at the University of the Witwatersrand and also an educational adviser to the American Embassy that the department must not take advantage of the lull in Soweto and employ soldiers as teachers.

Mr Engelbrecht said the Department had never decided to employ soldier-teachers in spite of the critical teacher shortage in Soweto.

He denied that his department had employed servicemen to teach at Alafang Secondary in Katlehong, East Rand.

He said his department knew of only one school using soldier teachers throughout the country and the Department might consider recalling the soldiers if the community does not approve of the idea.

According to him, his department acquired servicemen at Alafang, after the "schoolboard, in co-operation with the parents, had requested servicemen's ser-

# Soldiers will only teach on demand

vices at the school"

He also said that his department did not think of engaging soldier-teachers in Soweto schools. "But, if the community request us to do so, and the South African Defence Force agrees to grant us teachers, we might consider introducing them. Our department is going full steam to end the present shortage of teachers and at the same time, not employ under-qualified teachers and soldier teachers," Mr Engelbrecht said.

1. What is the balance sheet value 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%

# New education region <sup>1001 200</sup> 8/10/79

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THE Department of Education and Training will next year introduce a new region to add to the existing six.

This was announced by the liaison officer of the department, Mr G Engelbrecht at the weekend. The expansion in black education has forced the department to create the seventh region from next

year to cope with the demand made on the present regions. The changes are to be made to the Southern Transvaal Region. The new region will be known as the Highveld Region.

Because of this change the Southern Transvaal Region will be affected. There will be the necessary reorganisation of the circuits and other administrative procedures.

The boundaries of the affected region are going to change because of the reorganisation and planning of the new region.

No further information on the new region is available other than that most of the schools in the region will be from the Southern Transvaal Region. The department is at this stage planning for administration of the seven regions next year.

RIVERS: Nile

LAKES: Chad, Malawi (Nyasa), Tanganyika, Victoria Nyanza.

STATES: North-east Africa:

Egypt, Nubia (medieval), Sennar, Darfur, Ethiopia (16th C.)

Northern Africa:

Morocco, Algeria, Tunisia.

West Africa:

Empires of Ghana, Mali, Songhai, Kanem, Bornu, Ashanti, Dahomey, Benin, Oyo.

Equatorial and Central Africa:

Kongo, Monomotapa, Changamire.

East Africa:

Rwanda, Burundi, Buganda, Bunyoro.

TOWNS: North-east Africa:

Alexandria, Cairo, Khartoum, Gondar, Axum, Harar, Mogadishu.

North-west Africa:

Tunis, Tripoli, Kairouan, Algiers, Fez, Marrakesh, Sijilmassa, Ghadames, Murzuk.

West Africa:

Timbuktu, Jenne, Gao, Kano, St Louis, Kumasi, Elmina, Lagos, Bonny, Calabar, Ibadan, Abeokuta, Freetown, Monrovia.

Equatorial Central Africa:

Luanda, San Salvador, Benguela, Zimbabwe, Sofala, Mozambique

East Africa:

Mombasa, Kilwa, Zanzibar, Malindi.

PEOPLES: North-east Africa:

Amhara, Baqqara (Arabs), Beja, Galla, Sidama, Somali, Dinka, Nuer.

North-west Africa:

Berber, Moors, Tuareg, Tebu.

West Africa:

Wolof, Tukulor, Fulani, Soninke, Malinke, Bambara, Mossi, Songhai, Hausa, Kanuri, Yoruba, Ibo, Ijaw, Efik, Akan (Fante/Ashanti).

Equatorial and Central Africa:

Fang, Zande, Mangbetu, Bamileke, Bemba, Shona, Ndebele, Ngoni, Ovimbundu, Lunda, Luba, Lozi (Barotse).

East Africa:

Ganda, Luo, Kikuyu, Kamba, Nyamwezi, Hehe, Swahili, Chagga, Masai, Nandi, Turkana.



GENERALLY AC

PRACTICE

AP

Parents of expelled pupils wait

Staff Reporter

QUESTIONS

DEFERRED TAX

A. Alpha Limited acquired on 1 May 19.6. Depreciation straight line. A 20% tax rate for tax purposes, wear and tear balance. Tax rates and taxable income are 42% and 20% respectively, for the years ended 31.12.19.6 and 19.7

1. What is the balance of the plant at 31.12.19.6

- a) deferral method
- b) liability method

2. Show how the tax charge is calculated in the income statement for the year ended 31.12.19.7 assuming

- a) deferral method
- b) liability method (assume there is a timing difference)

3. How will the answer to 2. 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%

SOME parents on the Reef whose children were expelled from the Moshesh High School in Transkei last week are anxiously awaiting their arrival home. The students — all boys — were told to leave after fourteen others had been arrested following an assault on the master of the boarding school. The fourteen were held at the Mount Fletcher police station and were charged with assault with intent to do grievous bodily harm.

They appeared in the Maluti Magistrate's Court on Tuesday last week and were allowed R30 bail each. The case was remanded to October 12.

Yesterday a spokesman at the school confirmed the arrests and said "Trouble started at the boys' hostel. The principal and other members of staff pleaded with the students to maintain order. But things came to a head when it was reported that the boarding school master had been assaulted."

A parent whose son is among those arrested said "This does not come as a surprise to us. The children had complained earlier that some teachers were neglecting their duties. The students worried because the year was ending and they could not prepare for exams."

plant for R60 000 ded at 12½% p.a. ce is granted for on the reducing and 42% in 19.7, and R50 000 ended 31.12.19.6

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CPA 236

# Books are needed in Soweto schools

10/10/79

Staff Reporter

AN URGENT appeal was made yesterday to provide money for books needed for 50 high school libraries in Soweto

Mr Jaap Strydom, Regional Director of Education and Training for Johannesburg, said "We should try to divorce education from politics"

"I speak on behalf of the children in Soweto who are thirsty for knowledge," he said. Speaking at a fund raising luncheon at St John's College in Houghton, Mr Strydom said there had been much talk about money being spent on education, but no nation in the world could afford the education its children needed

He was addressing 140 people among them religious leaders, teachers, librarians, and representatives of publishing houses

One publishing house, "World Books", has donated R40 000 to the READ project - Read Educate and Develop

Mrs Eve Jammy of Exclusive Books was responsible for the selection of 3 000 primary and high school books on display in the hall. The selection of books and the training of librarians is handled by a sub-committee of READ

Mr Matseke a Soweto school inspector said that 56 principals and school librarians had attended a four-day training symposium, and that there was no lack of motivation from those concerned

"Education has no colour," said Mr Wilkie Kambule, a mathematics lecturer at the University of the Witwatersrand and guest speaker at the luncheon

He hoped that "black" would disappear from education. Mr Kambule stressed the point that if children between the ages of six and 14 were put into school the crime rate in Soweto now four times more than New York, would drop considerably

## GENERALLY ACCEPTED ACCOUNTING PRACTICE

### APPLIED EXAMPLES

limited acquired an item of new plant for R60 000 in 19.6. Depreciation is provided at 12½% p.a. on the straight line. A 25% initial allowance is granted for depreciation on new plant. Depreciation on plant is provided on a reducing basis, wear and tear being 20% on the reducing basis. Tax rates were 40% in 19.6 and 42% in 19.7, and taxable income amounted to R45 000 and R50 000 respectively, for the financial years ended 31.12.19.6 and 31.12.19.7.

1. The balance on deferred tax account in respect of the plant at 31.12.19.7, assuming the liability method is used, is R10 000. What is the balance on deferred tax account in respect of the plant at 31.12.19.7, assuming the deferral method is used?

2. What is the tax charge in respect of the plant for the year ended 31.12.19.7, assuming the liability method is used?

3. What is the tax charge in respect of the plant for the year ended 31.12.19.7, assuming the deferral method is used?

4. The tax charge will be disclosed in the income statement for the year ended 31 December 19.7, assuming the liability method is used, as follows:

5. What is the tax charge in respect of the plant for the year ended 31.12.19.7, assuming the deferral method is used?

6. What is the tax charge in respect of the plant for the year ended 31.12.19.7, assuming the liability method is used?

(assume there are no other items causing timing differences)

7. 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?

8. The answer to 3. change if the R70 000 is now a taxable 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.

9. In Note 4, assume now that the company has a set-off loss 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%



256

# Accept homeland citizenship or else — trainees told

BLACK trainee electricians are expected to take out homeland citizenship before they get their certificates, POST found out this week.

This comes at a time when on the other hand the Government indicates acceptance of urban blacks as being permanent in the cities, pointing to the 99-year leasehold as proof thereof.

About ten trainee electricians employed by the Johannesburg City Council have completed the required five years' service, but they cannot get their certificates because they do not have homeland citizenship.

Another 40 are at various stages of training, but it appears they will also be faced with the same problem when they complete their five years' service.

The council has also offered 20 bursaries to people just starting training at the Jabulani Technical High School.

On Tuesday, the Johannesburg City Electrical Engineer, Mr W Barnard, said these are recent instructions from the Department of Education and Training. He said that his de-

partment had received a letter saying that there will be difficulty in awarding proficiency certificates to the electricians if they are not registered as citizens of voters of a homeland.

A spokesman for the Department of Education and Training said that although the Department conducts the tests, the certificates are issued by the various homelands.

A trainee electrician in Soweto told POST that he had completed the required five years' service months ago.

"At the end of the five years, we go for a crash course."

"When seven of us told the authorities that we had completed the five years and wanted to go on the crash course, we were told that we could not go until we had homeland citizenship certificates.

"One of us applied for a referred tax account in respect of 1977, assuming

that the new plant for R60 000 is provided at 12 1/2% p.a. initial allowance is granted for 40% in 19.6 and 42% in 19.7, and R45 000 and R50 000 financial years ended 31.12.19.6

no other items causing be affected by the existence in disposal of a division of the 000, all of which was taxable, change in the R70 000 is now a set off against the taxable of R50 000? Draw up the the deferral method is used. now that the company has a set of R60 000 in 19.8.

Mr Barnard said that his department is still making inquiries about the letter they got from the Department of Education and Training.

"All along, our dealings have been with the Department of Manpower Utilisation. We were surprised to get this letter from the Department of Education and Training.

He said that all along the trade tests were conducted by the Babelegi Technical College

ACCOUNTING PRACTICE EXAMPLES

256

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# 'Blacks are criticised for wanting proper education'



Present at the St John's College luncheon were Bishop Desmond Tutu (left), Prof. B Leshoai (centre) and Prof Zeke Mphahlele

EDUCATION was the most sensitive area in the country at this time.

This was said by leading educationist, Mr T W Kambule at the luncheon attended by more than 100 people, to launch a project to establish and improve school library facilities in Soweto, at the St John's College, Johannesburg on Tuesday

The luncheon was organised by the Read, Educate and Develop committee (Read) The purpose was to raise funds and make members of the public aware of the library needs in Soweto schools and schools in other black areas Read was estab-

lished at the beginning of this year Mr Kambule said the word "black" in education should disappear be-

**Report by Chris More  
Pictures by Thomas Khosa**

cause it gave the impression that education has "some kind of colour which was wrong" Dis- crimination in education against blacks led to the present segmentation of the country's education system, a system strongly dispised by the people it was meant for. "The black man was not regarded as someone to consult with, but re-

QUESTIONS DEFERRED

A. O S T B R A W O S I I A

H U C T H E T A





256

11/10/79

Mr. T. W. Kambule "education is sensitive area  
ther one to give some  
thing which he must ac-  
cept without choice. Now  
that people want to con-  
sult him when he shows  
some arrogance he is cri-  
ticised. He is being criti-  
cised for protesting  
against inadequate edu-  
cation. People in the  
country suffer from  
kwashiorkor, but it is  
wrong for people to suf-  
fer from reading kwa-  
shiorkor", he said  
Nobody could conyance  
the black man in this  
country that there is no  
money to pay for his edu-  
cation. The people knew  
that the country is weal-  
thy and that when their  
education is not suffici-  
ently financed it was be-  
cause whoever was res-  
ponsible for that did not  
care.  
The Johannesburg Re-  
partment of Education  
gional Director of the De-  
and Training, Mr. Jaap  
Strydom, said nations  
could afford the educa-  
tion that is needed by its  
children. The private  
sector had to contribute  
towards the education of  
the nation. Without their  
assistance the needs of  
the education for the  
nation would remain lack-  
ing.  
Bishop M. S. Ndwane  
urged privileged people  
in the country to assist  
their less privileged coun-  
trymen. Those who had  
facilities but did not uti-  
lise them should make  
them available to those  
who needed them. All ra-  
ces had a right to develop  
their talents and this could  
be done even in a society  
such as South Africa.

# New rules for examinations announced

**THERE will be no private candidates writing examinations of the Department of Education and Training next year.**

The next examinations after those at the end of this year will be in June 1981.

The Secretary of the Department of Education and Training, Mr J Rousseau, announced the new examination arrangements at a Press conference in Pretoria yesterday.

He announced that, as from next year, full-time

students will sit for their examinations at the usual time, while private candidates will write in June each year, starting in 1981.

Mr Rousseau said that this had been decided because of the large numbers registering for external examinations — 845 172 fulltime and 684 036 private candidates between 1978 and 1979.

He said the Department had serious problems as far as the registration of candidates was concerned.

"The public does not seem to realise that late registration results in the late distribution of certificates. The closing date for this year's examinations was March 31 but we are still getting entries."

Mr Rousseau also announced that the Department had taken security measures to ensure that there is no leak of examination papers.

scrapers. However, the comparison of scraping edge angles and diameters (table 2) shows no significant difference between these two attributes of the two classes thus confirming that these two classes are functionally equivalent. The correlation coefficient for the two tool types from 23 Namibian assemblages using their percentage frequency (see Jacobson 1978, appendix A) as the basis for the inverse relationship between the two classes is 0.75. This supports Wedd's (1975) suggestion that the term backed scraper would thus appear to be a descriptive label than, doubtless, present (Dr. the tool further work on the characterisation of the such of the two types is being undertaken, at present it appear as if the backed scraper is a very distinct class scrapers.

University comments, for been held in this gh and had University

the lish... can ss. from

after discussion with senior students. I have granted permission for the course information to be published for analysis of the material. I thank Dr W. J. Wendt for placing the number of slides at my disposal. Acknowledgements: The majority of the information about the samples was obtained from lectures given by the Secretary for National Education, Dr W. J. Wendt, at the publication of this paper. The majority of the samples were taken from the Department of Education, Pretoria. The majority of the samples were taken from the Department of Education, Pretoria. The majority of the samples were taken from the Department of Education, Pretoria.

2.5 The Student Workshops

Approximately one-third of the questions in this section were because they did not have a great number of the that they would have on a Sunday. Of those section 83% felt the helped them to some extent as well as in choosing the course of study. The majority of the sample methods of study were than 1% felt they were students suggested that all topics might be as regards on-going semester, 72% of the desirable and 30% would Library Instruction Course. The Stone Age Archaeology of Southern Africa. I am indebted to the Librarians who helped me in this regard. I am indebted to the Librarians who helped me in this regard.

2.6 The course of Study

The majority of the sample methods of study were than 1% felt they were students suggested that all topics might be as regards on-going semester, 72% of the desirable and 30% would Library Instruction Course. The Stone Age Archaeology of Southern Africa. I am indebted to the Librarians who helped me in this regard. I am indebted to the Librarians who helped me in this regard.

2.7 Library Instruction Course

The Stone Age Archaeology of Southern Africa. I am indebted to the Librarians who helped me in this regard. I am indebted to the Librarians who helped me in this regard.

2.8 Academic Advice

I am indebted to the Librarians who helped me in this regard. I am indebted to the Librarians who helped me in this regard.

Clark, J.D. 1959. The prehistory of Southern Africa. London: Pelican.

Deacon, H.J. 1976. Where Hunters Gathered. Claremont: S.A.





24

GENERALLY ACCEPTED ACCOUNTING PRACTICE

APPLIED EXAMPLES

QUESTIONS

DEFERRED TAX

A. Alpha Limited acquired an item of new plant on 1 May 19.6. Depreciation is provided at straight line. A 25% initial allowance is tax purposes, wear and tear being 20% on the balance. Tax rates were 40% in 19.6 and 42% and taxable income amounted to R45 000 and R42 000 respectively, for the financial years ended 31.12.19.6 and 31.12.19.7

1. What is the balance on deferred tax account 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 income statement for the year ended 31 Decem 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 effect of an extraordinary gain on disposal of a divisional company, amounting to R70 000, all of which was realized in the 19.7 financial year?

4. How does the answer to 3. change if the R70 000 is a deductible loss, which can be set off against taxable income from other sources of R50 000? Draw up the income statement assuming the deferral method

5. Further to Note 4, assume now that the company made a profit before depreciation of R60 000 in 19.8

- a) liability method
- b) deferral method

Assume the tax rate remains 42%

**Questionnaire follows school food boycott**

**Staff Reporter**

PARENTS of students at Boitseane Trade and Training School near Mmabatho in Bophuthatswana, which closed last month following a boycott by students in protest over poor quality food, have been sent application forms in which their children are required to undertake to comply with school rules and regulations.

In a letter to the parents, the principal of the school, Mr W D Nieuwoudt, said the school would be closed until further notice.

"It was necessary to take this severe step because a small group of troublemakers intimidated the students to such an extent that they stayed away from school."

"They refused to listen to the principal or to the advisory committee. They even refused to listen to a senior officer of the Department of Education and in doing this many students have, in fact, expelled themselves from the school."

"We enclose an application form, an undertaking and a questionnaire which should be duly completed and returned to the school if your son/ward wishes to proceed with his studies at this institution."

After the boycott of classes two weeks ago five students were detained by police and the chief of the Bophuthatswana Police, Brigadier M T Sekame, said it would remain closed until police had completed their investigations.

Bophuthatswana's Secretary for Education, Mr G M Nsime, said his department would not tolerate "wrong elements" at any school in the territory.

He denied the quality of food was poor at the school. Only the best quality food, including meat, eggs, vegetables and fruit was available to schools throughout Bophuthatswana to provide students with a balanced diet, he said.

# No results in newspapers

# EXAMINATIONS SHOCK

By SAM MABE

**MATRICULATION and Junior Certificate examination results will no longer be published in newspapers, Mr Joubert Rousseau, Secretary for Education and Training, says.**

He said this was because there had been a 50 percent increase in the number of candidates for the external exams this year, resulting in higher costs of duplicating results sheets which were sent to examination centres and newspapers.

Speaking at a Press conference in Pretoria this week, Mr Rousseau said there would be 604 000 candidates for the final matric and Junior Certificate examinations. The number was expected to be higher next year.

He said newspapers wanting results for a particular region such as Johannesburg — which includes Soweto and Alexandra — could get them on request but the newspaper concerned

For the year ended 31 December 1977, charges would have to pay the costs of duplicating the sheets.

The duplicating of sheets could cost about R500 for each region," Mr Rousseau said.

He added that it cost the Department of Education and Training R34 000 for printing eight question papers which had to be reset late last year after it was discovered that the question papers were circulating in the black market long before the examination dates.

The question papers, which circulated on the Reef, Northern Transvaal and the Cape resulted in all matric students being failed in Transkei. Several school inspectors, teachers and headmasters were arrested.

Mr Rousseau said everything possible had been done this year to ensure that no question papers were stolen before they reached examination centres throughout the country.

He said several candidates were being misled by tricksters who were selling old exam papers at R70 each under the pretext that the papers were for the forthcoming examinations.

APPLIED  
CERTIFIED ACCOUNTING PRACTICE

Draw up the income statement for the 1978 financial year under a) liability method b) deferral method Assume the tax rate remains 42%



the cost of raising the necessary funds has to be taken into account. The funds themselves are already justified by comparison with the alternative methods of provision, but there are additional costs involved in raising them: interest on loans, or administrative and incentive costs of raising taxation. These are normally insignificant for any given project, but may affect the overall amounts available for the health budget.

Where the methods of providing a given service use the same kinds of resources in different proportions, the decision-making can be simplified by means of linear programming, though health service choices cannot usually be presented in the simplified way required by this method.

**4 000 blacks enrol in 1979**

A TOTAL of 4 771 students were enrolled at black universities throughout the country in June 1978, according to statistics in the latest Department of Education and Training journal, *Educamus*

The majority, 1 844, were enrolled at the University of Port Hare, 1 474 at the University of the North, 1 287 at the University of Zululand and 166 at the new Medical University of South Africa, Medunsa, near Pretoria.

If choosing means to obtain a given resource to aid the choice of objectives, the question of the priority of age groups, whether to allocate resources to each other.

Essentially, the resources used to objectives achieved, but they have to be expressed in such a way as to be comparable to each other.

There are various means of doing this; but all of them require that expenditure be accounted for by the ends it is expected to achieve.

## 2.1 Programme Budgeting

Programme budgeting, also known as budgeting by objectives, involves the presentation of expenditure data according to the objectives to which it is directed. Thus, projects to combat TB would be grouped together, geriatric problems, sanitation programmes, etc.

This is necessary:

- (a) to know the cost of pursuing each objective;
- (b) to group together activities with the same objectives which can be compared by cost-effectiveness analysis;

- (c) to know the effectiveness of a given amount of money when spent on different objectives, so that choices can be formulated in terms of the alternatives we might afford - so many geriatric day care centres, so many child welfare clinics, etc.

Financial statistics are not traditionally arranged on this basis but in categories such as 'salaries', 'transport', 'medicines', etc. A separation, e.g. between expenditure on different disease groups or age groups cannot be made

The grouping of expenditure into programmes is an art. Pole, an economist in the U.K. Department of Health, writes.

"Programme structure should, in my view, be mainly determined by the decisions to the taking of which one wishes it to contribute... One might suggest that where decisions are primarily a matter of political or moral judgement - of determining basic priorities - one would want the activities to be compared to reside in different programmes - the mentally handicapped against the alcoholics; but where it is a more technical question of how particular objectives can best be achieved - drug therapy against behavioural therapy - one would want the activities to be compared to be within a particular programme. This distinction ties up with an economic jargon of slightly older vintage - that of cost-benefit and cost-effectiveness, and through that to the main stream of neoclassical welfare economics, which attempts to make a distinction between the choice of the composition of the basket of outputs and the choice of the set of resources from which each output is to be produced. The former is, in a broad sense, a question of tastes, values, or utilities; the latter is a question of techniques".

He adds:

"In practice, it is not an easy matter to make a hard and fast distinction between technical matters and matters of values or utilities in the health services. From one point of view, the question whether to treat schizophrenics in hospital or in the community is a technical one. Which is the cheaper way to fulfil whatever are the society's requirements for the treatment of this group? But community care originally became fashionable as a good thing in itself. The practitioners are very apt to muddle the medical and economic arguments when it suits them, and the politicians and administrators equally so when it suits them, but the economist's concern is to keep them separate".

Programme budgeting, then, entails the attempt at this separation, sorting out from the multiplicity of decisions those which can be made on the basis of administrative or economic, together with medical-technical criteria, and those in which the role of the public through political



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# TAC TO FORM RESEARCH BODY

By ZWELAKHE SISULU

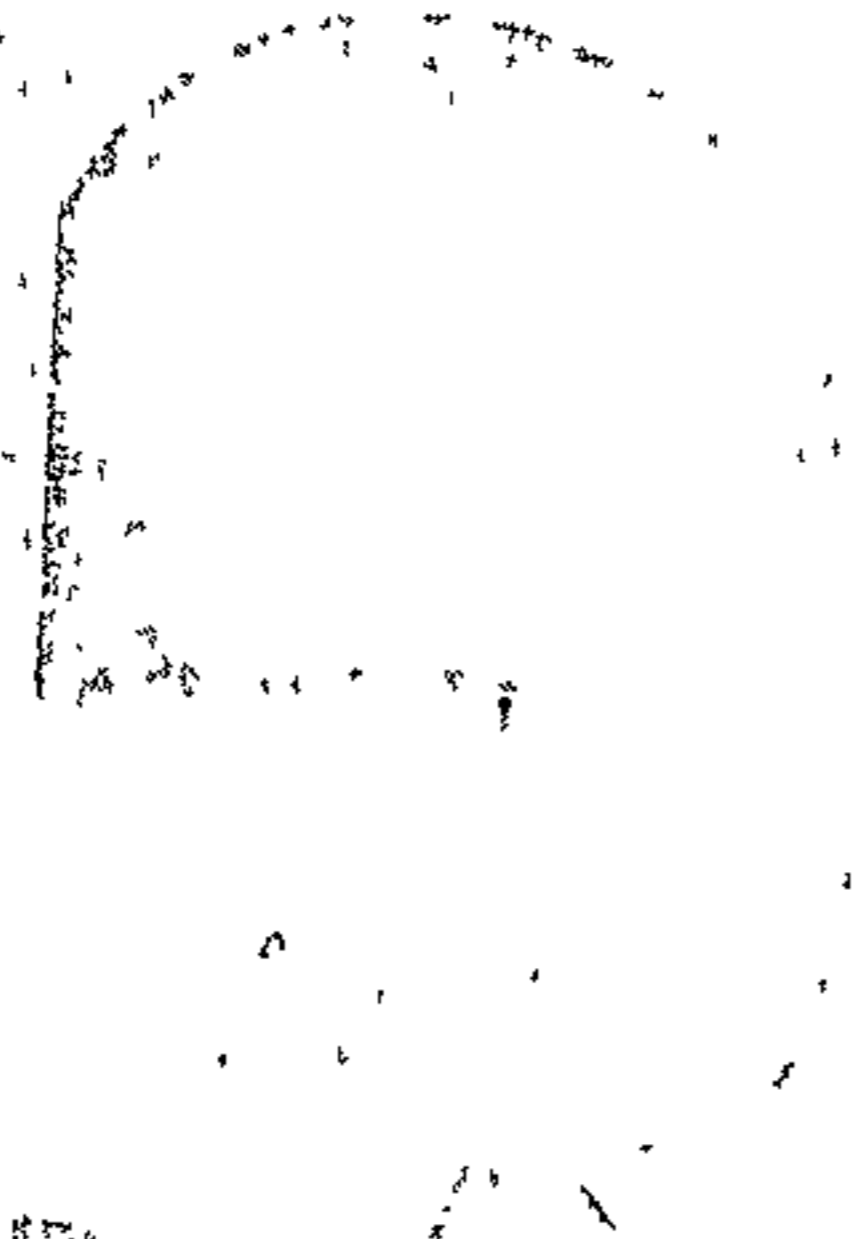
THE Soweto Teachers' Action Committee (TAC) is to form a Council for Black Education and Research, it was revealed this week.

It is envisaged that the council will be an all embracing planning and research education unit that will also initiate community learning programmes.

The TAC plans to have an inaugural meeting of the council at the beginning of November.

Although a branch of the TAC, the council will ultimately become an independent unit which will address itself to black education and research nationally.

The steering committee of the council includes



Mr Curtis Nkondo

Mr T W Kambule, Mr Fanyana Mazibuka, Mr Curtis Nkondo, Professor Leskie Mphahlele, Mr Nathan Mofane and Mr Nick Mngata.

A document prepared by the steering committee states: "Education

has become a subject of the gravest concern among blacks in South Africa since June 1976."

Black professional people the document said, had in the past been engaged in the sheer effort of survival and had not made themselves heard in matters that required attention.

"We have been a subject for research among white scholars who have invariably discovered in us a mine willing to be excavated and to yield treasure of information."

White men had produced text books for study at black schools, some of which "have been loaded or larded with a sense of superiority, even with racism."

The objectives of the council will be:

- To collect information concerning education in South Africa and to document this information.
- To identify existing educational theories and practices in South Africa.
- To conduct research into the state of black education and to evaluate existing textbooks and prepared books.

One of the council's major tasks will be to initiate programmes for informal education in the community and seminars for teacher upgrading.

"This whole programme should help us build up a research centre that will enable us to speak with authority on education, which point black researchers will be trained in cycle after cycle."



# And now for exam scandal '79

HUNDREDS of matric students throughout South Africa will have to write examinations they haven't entered for because of massive errors in the Department of Education and Training's new computerised examination system

Other students' names have been left out of the candidates list altogether and they have been told that even if they write the exams they will not get certificates

One angry student has already taken the Department to court over the matter, and more court actions are expected to follow

The students blame the computer printouts, but a spokesman for the Department told **SUNDAY POST** this week "A computer cannot make a mistake"

He said the students had coded their exam entry forms incorrectly, and he advised them not to write this year but to enter for the March 1980 exams — cold comfort for those who might have intended to enter university in February

The Department's handling of the affair came under fire from a judge in the Pretoria Supreme Court this week when a student, Alex Ntantiso,

paid the exam fees, whose name was omitted from the lists although he had registered and brought an urgent application that he be allowed to write the exam

Mr Justice King granted the application, and said he took a "poor view" of the way in which the Department had handled the affair

He ruled that Ntantiso should write the exam

Ntantiso is only one of many students — most of them from Soweto, Vereeniging, Bekkersdal and the West Rand — who are affected by the confusion. A **SUNDAY POST** investigation discovered that

- Some students were down for the correct subject but the wrong grade, and will therefore have to sit for the higher grade, which requires more marks for a pass.

- A Naledi student will have to write Physiology instead of Science.

- Many students who entered were left out of the final candidates' list, and will not even be allowed to enter the examination room

Students said when the first printout was sent out, the mistakes were corrected but were repeated in the final list

A spokesman for the department emphatically denied it was at fault "A computer cannot make a mistake. The students coded their entry forms in-

● To Page 2

## Now for Exam Scandal '79

● From Page 1

correctly," said the spokesman

"If students sit for exams different to those listed on their admission cards, then it will be pointless because their results will be lost and will never be reflected on their certificates," he said

Marcus Ngam reports from Transkei that

part-time students enrolled for JC, matric and post-matric were told at the eleventh hour that their exam numbers were not available — which meant their enrolments had not been processed by Pretoria and they would not be allowed to write their exams.

Officials blamed this partly on the Pretoria computer, but said a mix-up also occurred when the

Transkei education administration ran out of entry forms from Pretoria while it was enrolling the private candidates

When the forms eventually arrived, officials found they had slipped up by not taking the addresses of the candidates.

Attempts were made to contact them but the message did not reach everyone before the enrolment deadline expired.

# THERE ARE MORE PROBLEMS THAN JUST THE MONEY



Parents are amazed at the difference in educational facilities for their children compared to those under Bantu Education.

## FROM PAGE 2

and then catching a bus to school. This was no easy decision for Mr Y, who constantly fears for his little boy on the peak hour trains.

activities such as clubs and drama groups are out of the question as well, which parents believe to be a severe disadvantage in the social development of their children. Some schools are

especially in the beginning, their children were seen as being different from their classmates which prevented easy friendships. It would seem that much of this

is disappearing as more and more integration takes place in the younger classes. This is not a problem at all. None of the children are aware of colour difference and in this age-group there is nothing strange about seeing a little black boy and a white one both wanting to be Big John Tate in a playground boxing match

**'Many of our leaders have been to integrated schools in Swaziland. My boy may be like them one day.'**

Many parents were horrified to see the difference between the type of education their children were receiving before and what they are doing now. In fact, in many schools it is the policy to put black children down one standard when they

enter the school so that they can cope with the work. A mother of a girl in Standard Four fears her daughter will never catch up — the years of Bantu Education have seen to that.

So why are these parents still so keen to send their children to these schools? Mr Z: "They are getting an education, which is the most important thing in the world. You should see my boy — his teacher has a degree — he reads better than me, and he's only nine."

"There are only 20 of them in his class and his teacher spends a lot of time with him. You must see the sums he does! Many of our leaders have been to integrated schools in Swaziland. "Well, my boy may be like them one day."

● The children in these pictures have been obscured so that they may not be identified. They are otherwise vulnerable to both State and social pressure

Death, Life Tables for National Populations, Seminar Press, New York  
Sadie, J H. (1970) S Afr. J. Economics, 38, 1  
Doll, R (1976) Monitoring of Government Statistics, in Seminars in Community Medicine, Volume 2. ibid.



(256)

# In search of an escape



## Education

## From Bantus

(1510)  
(15)

As normal relationships become more common so the differences perceived by the older kids have no significance.

THE decision to send your child to a private "white" school is not an easy one. Apart from the unavoidable problems in the immediate neighbourhood and a mounting opposition on the part of some political organisations, there are also financial and other serious difficulties. WENDY NON-GENDI writes to several parents whose children attend such schools and this is her report.

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61

4/11/79

256

The children tend to lose out on sport, which is particularly tough on the boys when they can't be chosen to play in the soccer teams. But to arrange to get them home after practices in the afternoons is just about impossible. Other after-school

aware of these problems and try to arrange times and activities to include all the children. Parents of older children were concerned about the social integration of their children with the white children. They feel that in many cases,



Getting on with the job of learning.



286

4/11/79

Each parents with children attending white schools in Johannesburg are approaching the end of another year even more convinced that they are doing the right thing for their children — in spite of enormous problems and adjustments in their lives.

Which is surprising if you consider the endless inconveniences they have to put up with. Take transport — in many cases the children have to travel great distances to get to school and many are tired out before the school day has even started.

Mrs X, whose two children attend a convent on the East Rand, has found this problem particularly tiresome. Her children are picked up in Soweto at six in the morning and by the

time they get home again they have spent three hours in a mini-bus.

A sore point with Mrs X is the money she has to pay for her children's transport. Fourteen children travel together to school, and the driver who picks them up again, is prepared to do this only at R50

Mr Y, a factory worker, constantly fears for his little boy on the peak-hour trains.

a month, for each child.

All this became too expensive for Mr Y, a factory worker, and now he sends his seven-year-old son to school by train. This involves travelling from Soweto to Germiston.

● To next page

JOINT MATRICULATION BOARD

MATRIKULASIE EKSAMEN NOVEMBER/DESEMBER 1979  
MATRICULATION EXAMINATION, NOVEMBER/DECEMBER 1979

Tswana (STANDARD GRADE) TWEDE VRAESTEL  
TSWAN (STANDARD GRADE) SECOND PAPER  
(150 PUNTE/MARKS)

(Tyd/T.aa 2) Our/Hours)

Examinator/Examiner Prof J W Snyman  
Moderator Prof C J H Krüger

Exam paper on sale

7/11/79  
lost  
256  
**EXAM**

# RACKET

THE current matric and JC examination papers are again available on the black market, it was alleged in Johannesburg, and POST was yesterday shown a copy of a Tswana paper to be written on November 23.

The director of planning in the Department of Education and Training, Mr W P Steenkamp, who is in charge of examinations, told POST: "It is impossible. We have the strictest security measures."

Later in the afternoon two inspectors from the department, Mr O Terblanche and Mr P Koopedi, came to take away the two photocopies we had made of the paper.

The paper in Tswana (Standard Grade), second paper, and is set by the Joint Matriculation Board. Very few blacks write this paper.

According to the secretary of the JMB, Mr W H le Roux, Tswana Standard Grade is to be written on November 23 by both JMB candidates and by candidates sitting for the examinations of the Department of Education and Training.

He said the department uses the JMB papers for African languages and the senior certificate papers for other subjects.

This was confirmed by Mr G Engelbrecht, the department's liaison officer.

Angry students came to POST yesterday morning alleging that their school mates were buying examination papers — R20 each for matric and R10 each for JC — in Pretoria. They refused to be identified.

The students told POST that they were appealing to the department to reset the examinations. The students showed us the Tswana paper and said the higher grade version is available on the black market, as well as papers in other subjects.

Mr Engelbrecht said he could not comment until he had all the facts and urged the students who had come to POST to report to the police.

## Warning

"I should also warn people to be very careful about buying such papers. They could be last year's papers, with the date carefully changed."

Mr Steenkamp said that after last year's examination scandal, the strictest security measures had been introduced.

"There were five to six senior officials when the exam papers were delivered from the printers and packed away," he said.

"And the papers in all areas are distributed on a daily basis."

Last year at least one JC paper was on the black market a week before the examinations. This was after it had been reset following disclosures of leaks.



# Compromise — for your children's sakes'

By SAM MABE  
NON-participation by parents and the community in so-called Government-created bodies, especially those affecting education, hurts the black child more than it hurts the white government, according to Johannesburg educationist Dr F E Auerbach

In an interview with SUNDAY POST Dr Auer-

bach said by under-financing black education in the past, the Government had landed itself in a mess. Now it was trying its best to get out of the mess.

"I don't think there have been any backward steps taken by the State since 1976, and the State could not have done much more than take the positive measures it has in those three years," Dr Auerbach said.

He also said he sympa-

thised with views held by some parents and members of the community who refuse to participate in bodies operating within the framework of Government policy

"I know it is a cruel dilemma to some people. They are acting according to the dictates of their consciences and they should be feeling good about it afterwards, but in matters where our children are concerned, it becomes necessary that we

violate our consciences sometimes," he said.

Commenting on the mass resignation of about 500 teachers in 1977, Dr Auerbach said the resignations were not caused by the unhealthy climate said to be prevailing in the black teaching profession, but were in sympathy with the children's demands for the scrapping of Bantu Education

He also said there was an annual pupil growth of 250 000 throughout

the country and that 5 000 more teachers were required every year to keep up with the rising school attendance.

Listing improvements he said were introduced after the 1976 unrest, Dr Auerbach said the wage gap between black and white teachers had narrowed

Teacher-student ratios had been narrowed and an attempt had been made to put up a few laboratories and libraries in some secondary schools.

- (iv) Proportional Mort
- (v) Expectation of Life and at 45 years of age (each average number of additional beyond birth and 45 years.

For Africans, the proportion

## RESULTS

The infant mortality rates for whites and 'coloureds' the whites have experienced since 1929, the 'coloureds' static IMR since 1950 and a From 1941 to 1970, the white an improvement of 57,6%. decreased from 164,8/1 000 This is of particular concern IMR, the more easily should in SMRs between 1941 and 19 'coloureds' respectively.

The age specific mortality is inevitable, it is to be expected of younger age groups in mortality amongst elderly that for both whites and 'coloureds' the age of 65 years have shown the mortality rates have also in the 25-44 and 45-64 years

The imbalance between the age 'coloureds' has improved or of 5 and 64. However, for between whites and 'coloureds' one year old experienced 28,

52

by 1970, this figure had decreased to 15,7%, indicating that the whites had improved disproportionately to the 'coloureds'. Similarly, for children 1 to 4 years of age, during the period 1941 to 1970, the white mortality experience as a percentage of the 'coloureds' had decreased from 15,2% to 7,1%. It should be noted that the 0 year age specific death rates are higher than the corresponding IMRs. This is because the denominator for the former is the number of live births whilst for the latter it is the mid-year populations under one year of age.

Fig. 4 provides an indication of the proportional contribution of selected causes of death to the overall mortality experience of the white, 'coloured' and African communities.

During the period 1929 to 1970, the whites have shown a changing spectrum of mortality which is classically associated with an improving health status. Infectious diseases have become less important and the major causes of death are increasingly related to Cardiovascular and Neoplastic diseases. The 'coloureds' and Africans, however, have a persistently high proportion of deaths caused by infectious diseases. The Africans exhibit a spectrum of mortality which is characteristically associated with developing communities, whilst the 'coloureds' appear to occupy an intermediate position between the whites and Africans, although it is clearly much more similar to the Africans than it is to the whites.

What is of particular concern about the 'intermediate' position of the 'coloureds' is that it would appear to incorporate the worst of both the developed and the developing experiences. This becomes apparent from Table II which provides a more detailed analysis of the different diseases contributing to the overall mortality of the whites and 'coloureds' in the form of cause specific mortality rates for defined age groups. Thus, although cardiovascular diseases are consistently responsible for a fairly small proportion of the overall mortality of the 'coloureds', Table I indicates that the actual rates for cardiovascular diseases have been fairly similar for both whites and 'coloureds' since 1941.

Clearly, the broad diagnostic categories used in this analysis conceal a certain amount of information. However, because of the changes in disease classification which have taken place since 1929, it is not possible to examine the temporal changes of mortality rates in greater detail. Disease categories with rates greater than 5/1 000 appear in italics in Table II. It will be noted that the mortality experiences of the 'coloureds'



# D-DAY FOR THE SCHOOL BOARDS

By JKE MOTSAPI

SCHOOL boards throughout the country have been given until today to give reasons to the Department of Education and Training why they should be allowed to continue.

According to Mr G Engelbrecht, Press liaison officer of the department, the functions of school boards have now been phased out in terms of the new act.

He said continuing them would result in duplication of functions.

Letters informing the chairmen of the various school boards about the matter were written to them early this month. School board secretaries received the letters last Monday.

In the letters, the department pointed out that it phased out the functions of school boards when it took over control of black education on January 1 this year.

Mr Engelbrecht said according to the new Act, the school boards can no longer:

- Appoint or dismiss teachers. This is now done by the department.
- Control finance of school committees. This will now be done by the school committees and
- Build schools as this would be done by the department.

According to Mr Engelbrecht, all school boards were to discuss the matter at meetings attended by circuit inspectors. Reasons of whether school boards should be allowed to continue are to be submitted at all regional offices today.

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VII DISEASES OF THE CIRCULATORY SYSTEM

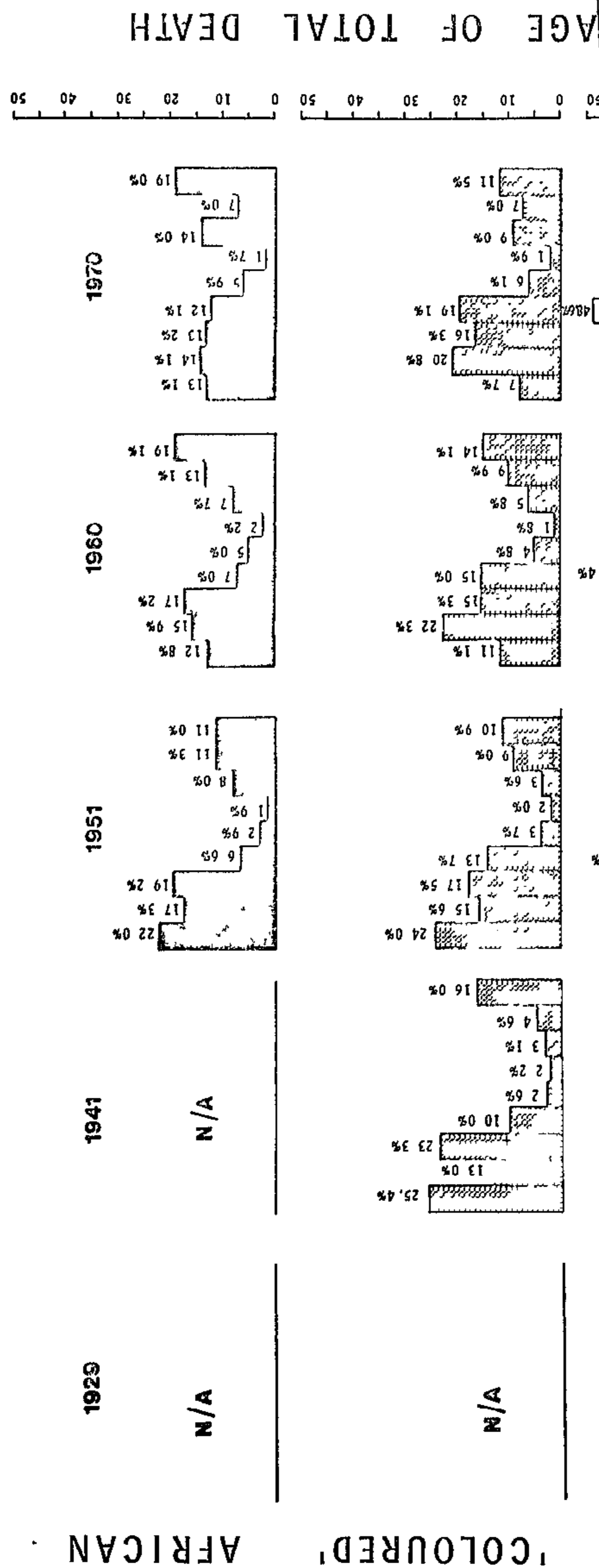
	W		A		C		B	
	M	F	M	F	M	F	M	F
0-1	0,51	0,33	1,10	0,21	1,80	1,59	0,13	0,10
1-4	0,05	0,06	0,02	0,10	0,15	0,17	0,02	0,04
5-24	0,07	0,06	0,09	0,10	0,14	0,17	0,11	0,13
25-44	1,09	0,44	1,31	0,70	1,54	1,27	0,73	0,78
45-64	9,75	4,44	14,76	10,70	10,33	8,25	4,61	5,01
65	42,19	32,93	55,30	47,72	43,12	40,90	13,55	14,21
ALL	4,70	3,81	3,22	2,25	2,74	2,69	1,14	1,20
NO.	9752	7926	1135	804	3114	3140	2390	1921

VIII DISEASES OF THE RESPIRATORY SYSTEM

	W		A		C		B	
	M	F	M	F	M	F	M	F
0-1	2,90	2,22	7,81	4,85	32,20	28,78	13,54	14,15
1-4	0,22	0,28	0,90	0,69	5,32	5,45	2,46	2,13
5-24	0,05	0,06	0,17	0,11	0,21	0,23	0,18	0,16
25-44	0,20	0,12	0,37	0,33	0,94	0,72	0,66	0,52
45-64	1,46	0,92	3,33	1,85	4,88	2,14	2,75	1,72
65+	11,52	7,89	16,51	13,42	20,07	10,49	9,32	6,19
ALL	1,12	0,97	1,22	0,79	2,87	2,22	1,37	1,24
NO.	2336	2019	430	282	3270	2588	2858	1951



Fig.5 PROPORTIONAL MORTALITY FOR SELECTED CAUSES OF DEATH  
 WHITES, 'COLOUREDS', AND AFRICANS 1929 - 1970



# Schools for all of Soweto

By J S MOJAPPELO

FIVE new secondary schools, including one for girls only, are to be opened in Soweto next year, the Press liaison officer of the Department of Education and Training, Mr G Engelbrecht, said in Pretoria yesterday.

The schools will open on January 14 in Orlando, Jabavu, Meadowlands, Diepkloof and Mapetla.

Mr Engelbrecht said all the schools were modern, double-storey buildings. Each would accommodate about 1 000 pupils, and would have two laboratories, a library, and rooms for wood and metal work, typing and homecrafts.

In addition there would be 24 classrooms and a sickbay, he said.

Each school cost R452 342, Mr Jaap Strydom, regional director for the Southern Transvaal Region, said the extra schools would make it possible for every Soweto child to get the education they wanted.

There would be 170 teachers, Mr Strydom said the students for the new schools would be those at present passing Standard 5.

- 7 Certain Degenerate Diseases
- 8 & 9 Accidents & Violence (including Motor Vehicle Accidents)
- 10 Certain Diseases of Infancy
- 11 & 12 Other Unknown Causes (including Complications of Pregnancy)

- 1 & 2 Infectious & Parasitic Diseases (including Respiratory Tuberculosis)
- 3 Diarrhoea, Gastritis and Enteritis
- 4 Influenza, Pneumonia and Bronchitis
- 5 Cardiovascular Diseases
- 6 Malignant and benign Neoplasms

## DISCUSSION

The crude death rates and the standardised mortality rates for whites, Asians and 'coloureds' and urban Africans are presented in Fig. 1. The interpretation of these figures is confounded by the differences in the underlying structure of the population. The population pyramids of the various groups were pictured in Part I with the exception of the urban Africans, which appears in Fig. 2. This population shows an excess of healthy working males and lack of elderly persons as a result of the migratory labour situation.

The standardised mortality rate provides a single figure for the mortality experience of a population which can only be fully expressed in terms of a series of age specific death rates. The SMR is calculated by multiplying all the age specific mortality rates in the observed population by the corresponding numbers in the standard population, adding the number of deaths so obtained and dividing the total standard population. This figure is independent of the age structure of the observed population. The choice of the standard population will affect the weight of the deaths in the various age groups. The choice of an infant population as a standard will give great weight to infant weight to deaths among the elderly, while a developed standard will reverse the position. The choice of standard population ranking of the mortality between the observed groups. The answer As the Duke of Wellington said: 'There are lies, and statistics'!

Infant mortality rates are summarised in Fig. 3. Once again, is experienced in obtaining data for Africans. Birth statistics for Africans are not published by the central government. The various medical officers of health<sup>9</sup> have estimated the infant mortality rates for their urban areas. These show considerable variation. (See also ref.15). A mean figure and the range are given in Fig. 2. These de facto figures should be interpreted with caution as sick infants are often brought to the cities from rural areas. An indication of the situation in the rural areas is given by a sample survey carried out in Cape Town and Transkei among Xhosa-speaking Africans.<sup>12</sup> An increase in infant mortality was observed with decreasing urbanisation, the figure for the completely rural areas being of the same magnitude as those parts of the world devoid of medical services. Fig. 4 summarises the age specific mortality rates of

rural areas or cause of deaths' according to the Bantu Reference Bureau (Personal Communication). At least 50 000 deaths among Africans were not registered. These occur mainly in the rural areas. It is estimated that about 10% of the deaths in the main urban districts are not registered for Africans.

## METHODS

The following indices were calculated:

1. Crude Mortality Rates.
2. Standardised Mortality Rates. Two standard populations were used: England and Wales representing a developed population and Mexico 1960 for a developing one.
3. Age and Cause Specific Death Rates. Calculated mainly in five year age groups for the seventeen major divisions of the eighth revision of the

## Invitation to debate on TV refused

By MIKE LOUW

A BLACK educationist Mr Mamsanga W Kambule, lecturer at the University of the Witwatersrand, has refused an invitation by the SABC to discuss black education with the Minister of Education and Training, Dr Ferdie Hartzenberg, and others on TV.

Also on the panel of the Midweek programme will be the secretary for Education and Training, Mr G J Rousseau.

Mr Kambule said he had received a phone call from SATV this week inviting him to take part in the discussions.

According to Mr Kambule, other panel members invited to take part are Mr Rousseau and the former senior official in the then Department of Bantu Education, Dr K B Hartshorne.

A spokesman at the Department of Education and Training office confirmed yesterday that Mr Rousseau had been invited to appear in the Midweek programme.

Mr Kambule said he refused the invitation because he was convinced talking to Dr Hartzenberg and other officials from the department would serve no useful purpose.

The Government has made it clear that black education will not be changed, irrespective of what happened in 1976. It has been decided to change the label from Bantu Education to Education and Training.

has been projected forward using the age specific survival rates from 1970 and taking into account the actual births and deaths in the 0-4 age group. Allowance was made for migration.

For Africans, a different procedure was adopted as a population figure for only part of the country was required. The 1970 age distribution<sup>10</sup> by magisterial district was used, the numbers being adjusted by the 1974 gross population estimates by economic region.<sup>11</sup>



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# Students query exam results

By ZWELIKHE SISULU

**SEVERAL** Soweto students who did not get their 1978 matric results have applied for an order against the Department of Education and Training in the Pretoria Supreme Court.

In papers served this week, students said they did not get results of certain subjects and in some instances they did not receive the results of the entire examination.

When they enquired about their results, they were told by officials of the Department that they had been disqualified for copying.

However, none of the students were disqualified by their invigilators at the various examination centres.

In an affidavit, one of the students, Johannes Msiza said when he enquired about his results, he was told that he had "either copied from a textbook or had written his script before he en-

tered the examination room".

An official of the Department told him that he had no time for private candidates and refused to say whether anybody had complained about him.

Another student, Catherine Morudu, was also disqualified. She spoke to a Department official who said that I was caught with a textbook in the exam room.

"This was untrue," she said, and has sat for the entire exam.

The students had tried since early this year to get their results from the Department without success.

Mr Victor Rankweteke was told that he was suspected of either copying directly from a textbook or copying from notes in the exam room.

The action by the students is against the Minister of Education and Training, Dr F Hartenberg.

The students are applying for an order instruct-

ing the Department to give them their results and their certificates.

This is the second court application against the Department within a fortnight. Earlier this month, the Pretoria Supreme Court ordered the Department to allow a student whose name did not appear on the candidates list write this year's exam.

The student had registered and had paid on time, but his name was omitted because of a computer error.

# Teachers to get housing loans

By MALCOLM MATHEWS

BLACK teachers and employees of the Department of Education and Training will take part in the housing loan scheme announced by the Department of Community Development earlier this year.

This was said this week by the Secretary for Education and Training, Mr G J Rousseau, who further

said there are conditions to be met before applications can be sent in.

He said the scheme will enable employees to obtain from financial institutions participating in the scheme, a loan for the purchase of a building stand and the erection of a dwelling in the country.

As security for the loan, applicants will be required to enter into an agreement with the Government.

Application forms are

obtained from the regional offices of the Department of Community Development or the Department of Education and Training.

Mr Rousseau said: "A person may apply provided he or she is married or is an unmarried person with dependants who are permanently resident with him or her, or a married female who is the breadwinner and who has dependants permanently resident with her, provided she or he is not over the age of 50."



EDUCATION NEWS

# Big crowd at IYC and parents' day celebrations

By Peter Setuke

EVEN hundreds of parents, teachers and pupils had a whack of a weekend when they celebrated the International Year of the Child — and Parents' Day — at Matsiiso higher primary school.

The occasion began with a melodious rendition from the school's choir and wound up with the most exhilarating and spectacular Zulu traditional dance show.

## day celebrations

Among the speakers was the leader of the Committee of Six, Tshupo Selebi; the Johannesburg circuit school-inspector, Mr J J Moteka and the chairman of the school-board, Mr J Mphahlele

Mr Moteka told the packed hall that "the Department of Education and Training had plans underway to introduce compulsory free education in order to see every black child through matriculation"

Mr Moteka continued, "Every child of school-going age found loitering the streets during school hours throughout the school-terms will be liable to arrest by the police"

### ABUSING

He added, "Any adult found abusing child-labour will also be liable to strict punishment whether during school-terms or holidays" a fifteen-year-old standard five pupil at the school called

on "all students and primary school pupils to join the Committee of Six to form study groups in order to reduce the soaring rate of failures and drop-outs"

Tshupo also said that "Parents and teachers must also assist us in this by influencing their drop-out children to return to school, while teachers must allow us to mix freely with our colleagues at all schools so that we can share ideas and acquire more knowledge

with freedom and dignity, otherwise these walls will become only white elephants to us"

He then read a controversial collection of poems from his own anthology, which was followed by an exhilarating performance of Zulu traditional dance, depicting Africa's most fierce warrior — the Zulu impi.

Umatung aunts stole the limelight when they portrayed "Mhobelo" — traditional dance — to show appreciation to their children's effort of organising a party for the old. The theme of the day was "The more we're together, the happier we are".

Mr J J Moteka "Compulsory free education is child-labour abusers beware"



# QUEST FOR FREEDOM

5101 PAGE

sentences on  
Obaa Island after  
1964 Rivonia  
trial

At the time of  
the Rivonia Trial,  
my sons were ten  
and eight years  
old. I could not  
tell them that their  
father had been  
arrested at that  
time. But they  
came to know a  
few years later

I had been lying  
to them whenever  
they inquired about  
the whereabouts  
of their father. I  
could say he had  
gone visiting to  
Victoria or some  
other place," she  
said

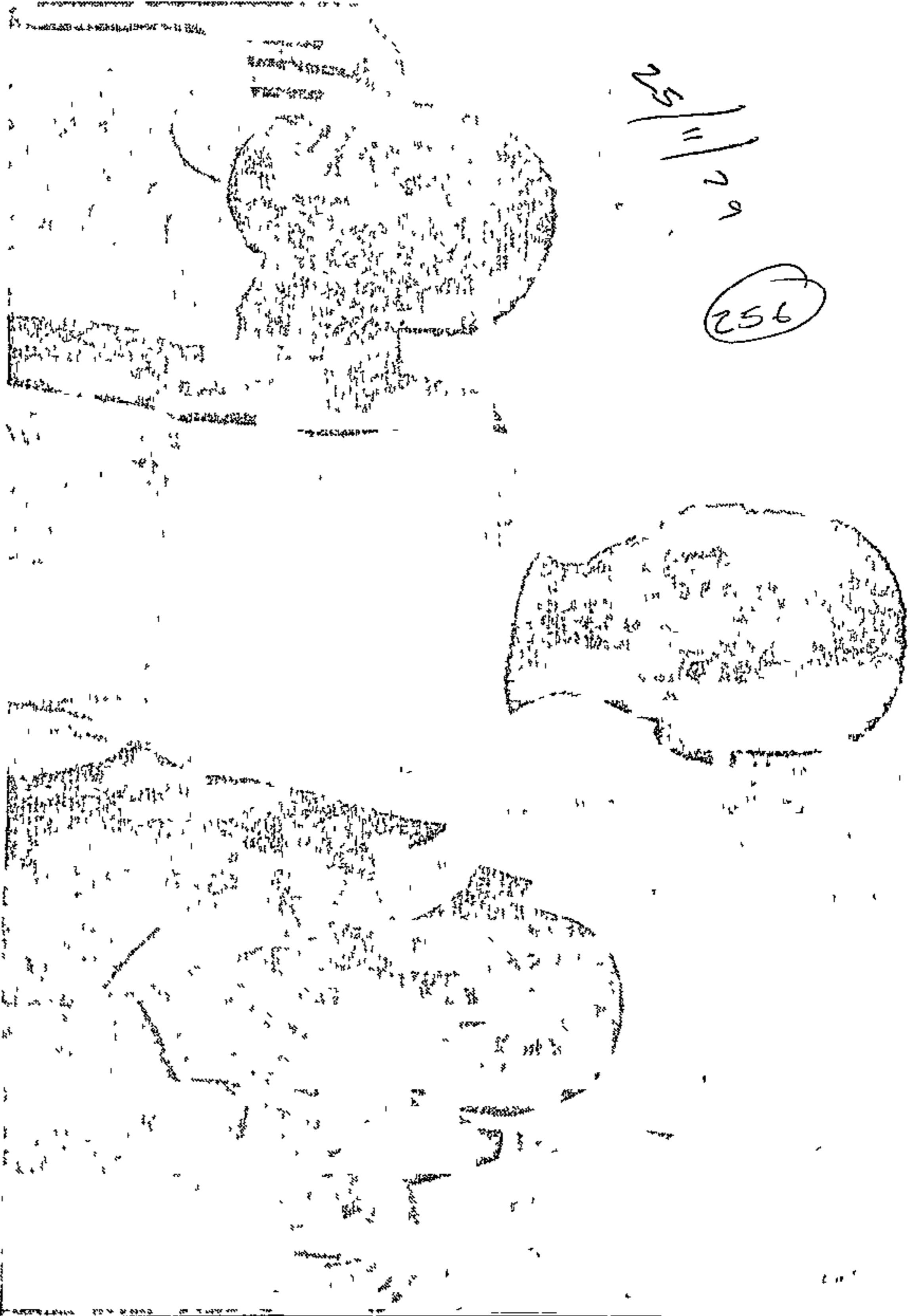
No lie can live  
forever. My sons  
had seen through  
my lies and I could  
see they knew a  
lot more than they  
were showing.

When I told them

"I remembered  
how they had vow-  
ed to follow in the  
footsteps of their  
father. The fight  
for freedom was  
one goal in their  
lives and the sec-  
ond was not letting  
their father down."

Mrs Mlangeni was  
quick to say the  
sleepless nights she  
spent were not in  
mourning for her  
sons who had left.  
The reason was  
that she did not  
know if they were  
still alive wherever  
they were.

"The few days  
after my sons had  
disappeared I was  
worried sick. I draw  
consolation from  
the possibility that  
they are alive  
somewhere in this  
world and on their  
quest for freedom  
"I live on in the  
hope that some day  
we shall meet  
again," she said



Mrs Mlangeni with two of her grandchildren, Ntomofuthi (left) and Sittabile.

May the Lord be with them





'I fear for their lives'

A Soweto mother's

anguish over her

BOYS

ON THE

BORDER





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about their father's conviction in the trial, they took it very bravely.

"So courageous were they, I was ashamed I did not tell them about it a few years earlier," she said

"When the police were interrogating me, memories of those years of pride went through my mind, warming and refreshing me. The thought that my sons had disappeared did not worry me

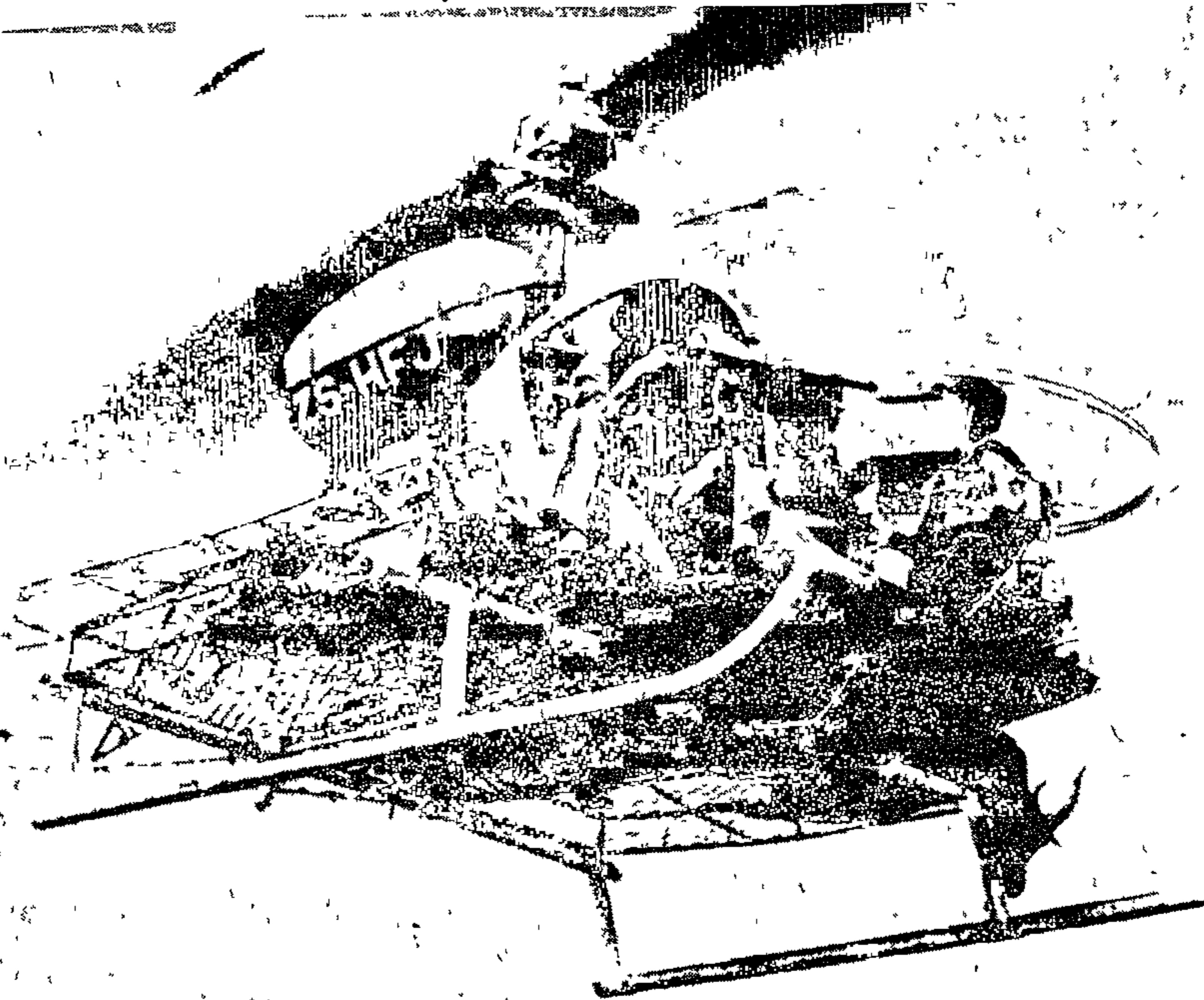
Mrs Mlangeni recalled with nostalgia the day when her sons met their father for the first time in prison.

They visited him one at a time during 1974 and 1975.

"My husband has inculcated in me the spirit of freedom. This spirit is now inherent in my sons

"I can only pray that the Lord be with them in their fight for justice in their fatherland," she said.

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2/12/1979



'N BEROEPSJAGTER lê vanuit 'n helikopter aan op 'n trop bokke. Die skut is mnr. Carl van Heerden, tydens 'n jagtog verlede jaar op die plaas van mnr. Louw Kritzinger, naby Vrede.

**Berigte deur ANDRÉ KOTZEE en  
THINUS PRINSLOO**

# Doktor kla oor Letaba



N BLESBOK byt



ment van Samewerking en Ontwikkeling, wat belas is met natuurbewaring, sê sy departement se beleid is om



**KRAPPERIGE** vroe word gevra oor jagtogte in gebiede wat deur die gewese Departement van Bantoe-Administrasie en Ontwikkeling beheer is. Baie wild het na bewering verdwyn.



MAJ JURIE LOM-  
BAARD jagmaat  
van mnr Jannie de  
Wet.

# 'n Spesiale permit nodig vir lug-jag

GEEN jagter mag wild uit die lug skiet sonder 'n spesiale permit wat deur die Departement van Natuurbewaring uitgerik word nie

Só, maan mnr Gerrit Visser, besturende direkteur van 'n maatskappy, wat vanjaar sowat 70 000 bokke vir die uitvoermark geskiet het. Die maatskappy gebruik beroeps-jagters wat op 'n groot skaal uit helikopters skiet.

In Suidwes mag jy glad nie uit 'n helikopter jag nie. Helikopters mag dáár net vir vangdoeleindes gebruik word, sê hy.

Hy is uiters bekommerd omdat daar na sy mening te veel wild in hierdie land geskiet word. „Daar moet dringende stappe kom om beter toesig oor die jag van wild te verseker,” sê hy.

Sy maatskappy gebruik helikopters omdat dit die jagters in staat stel om selektief te skiet. Deur net oortollige ramme en ou oorie neer te vel, kan 'n lammer-oes met tot 60 persent opgestoot word, sê hy.

Sy maatskappy het 'n spesiale permit nodig en die skut in die helikopter moet ook 'n permit hê. Een van hulle, mnr Johan Lategan, het verlede jaar op die plaas van mnr. Pietie le Roux by Witput binne 'n raps meer as ses uur 235 bokke, met 'n haelgeweer geskiet.

Net vier van die bokke is nie in die kop getref nie. Streng toesig word deur Natuurbewaring gehou en 'n veeartseny-amptenaar is teenwoordig.

Daar is sewe maatskappye in Suid-Afrika en Suidwes wat wild vir uitvoerdoeleindes jag. Die meeste van die vleis word na Duitsland uitgevoer. By die R10 miljoen aan valuta is vanjaar uit dié vleis verdien.

Planne word nou beraam om sowat 20 persent van die wildsyleis binnelands te bemark.

Dr. Lucas Potgieter, Vise-president van die Suid-Afrikaanse Jagters- en Wildbewaringsvereniging, sê een van die plekke waar hy graag sal wil weet wat van die wild geword het, is die Letaba-wildreservaat.

Dr. Potgieter beweer ook dat sy vereniging besluit het dis tydmors om te probeer om daar en in ander gebiede wat deur die departement geadministreer was, jagregte te kry.

„Ek het die indruk gekry (in die onderhandelings oor Letaba) dat ons geopponeer word vanuit 'n bron van mense wat voorregte het om elke jaar daar vir hulle 'n bietjie wild te skiet en dat dit die rede is waarom daar niks van gekom het nie.”

Dié bewerings word deur amptenare van die Departement van Samewerking en Ontwikkeling ontken.

'n Ontstoke dr. Potgieter

het vandeesweek na aanleiding van die Jannie de Wet-voorval aan RAPPORT gesê dit „gaan absoluut teen sy grein om 'n helikopter te gebruik om 'n olifant uit die lug uit op te spoor en te skiet.

„As ons so 'n geval by die SA Jagtersvereniging kry, sal die jagter onmiddellik geskors word.”

Dr. Potgieter sê hy kan hom nie indink dat enige lid van die jagtersvereniging 'n skaars wildsoort soos 'n swartgesig-rooibok sal skiet nie.

As wild in enige gebied in Suid-Afrika uitgedun moet word, is dit vir eers die werk van Natuurbewaring. So nie moet 'n beroepsjagter wat sy storie ken, dit onder toesig doen.

'n Jagter is al uit die SA Jagtersvereniging geskors net omdat hy 'n vliegtuig gebruik het om wild op te spoor.

Dr. Potgieter sê hy is „bewus van mense wat ongetwyfeld op grond wat of aan die staat behoort of onder staatsbeheer is bokke op 'n betreklike gereelde basis skiet.

„Die vraag is of dit reg of verkeerd is. Party mense sou seker voel hulle het die reg om dit te doen, moontlik as gevolg van hul posisie of 'n kontak wat hulle het.”

„My argument is dat as wild op enige plek in Suid-Afrika gejag moet word, dan behoort elke jagter 'n gelyke reg te hê om te jag.”

Daar moet volgens 'n sekere kode gejag word wat streng beheer sal verseker. „Ek het ernstige twyfel of party van die mense wat daar skiet, baie seker is watter kant van 'n geweer die koel uitkom.”

Dr. Potgieter sê toe die Letaba-wildplaas nog aan Rondalia en die Bester-broers behoort het, het hy dit gereeld besoek. „Daar was duisende wild. Toe ek daarna sowat vier jaar gelede soontoe gegaan het, het ek baie min wild gesien.

„Alle tekens het daarop gedui dat daar op een of ander wyse baie wild verdwyn het. Ek sal graag wil weet wie hiervoor verantwoordelik was.”

Dr. Potgieter sê die jagtersvereniging sou graag „soos enigiemand anders wou tender as wild geskiet moes word.

„Die geleentheid is ons nooit gegun nie. Trouens, nadat ons gesê het dat ons as jagtersvereniging wil tender, is die jagregte aan iemand anders toegeken sonder dat ons gevra is om te tender.”

Mnr G. van de Wall, Direkteur van Landbou-Adviesdienste van die Departement

op 'n „sustained-yield”-basis wild te laat skiet. Dit word net gedoen as wildgetalle dit regverdig.

Mnr. Van de Wall sê daar word net sowat 15 permitte vir die skiet van minder as 30 diere per jaar op trustgrond uitgereik. Die sekretaris van sy departement besluit aan wie die permitte toegeken word.

Wat die Letaba-wildplaas betref, word daar sedert 1977 jagkonsessies vir trofee-jag aan die hoogste bieders gegee.

Mnr. Van de Wall sê hy ontken „kategoriees dat daar 'n grootskeepse wikkuitdunning op Letaba-wildplaas was sedert ons daar beheer oorneem het.” Wildtellings die afgelope twee jaar, toon dat wildgetalle toegeneem het.

Mnr. Van de Wall sê geen jagtery behalwe vir trofee is daar toegelaat nie. „Onwettige jag kon voorgekom het, maar vanwee goeie beheer wat ons daar gehad het, was dit in baie geringe mate as dit voorgekom het.”

Mnr. Van de Wall het gesê voor 1977 toe jagkonsessies toegestaan is vir Letaba „mag daar aan enkele individue jagpermitte toegestaan gewees het.” Die sekretaris van die departement besluit hieroor.

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(256)

\*\* RAPPORT, 2 Desember 1979—3

# Jannie de Wet jag al jare uit helikopter!

**BLOEMFONTEIN**  
**MNR. JANNIE DE WET** en maj. Jurie Lombaard is ou helikopterjagters. Twee jaar voor die wildslagting wat nou die gemoedere van mense oor die hele land laat opvlam het, het dié twee al 'n Lugmag-helikopter gebruik om te jag.

*Só sê 'n man van Bloemfontein wat sy diensplig in 1974 voltooi het. Om beroepsredes wil hy sy naam nie bekend maak hê nie, maar is bereid om die Weermag in sy ondersoek te help. Hy het foto's geneem van die helikopter, van die vyf voertuie wat gebruik is en van 'n Springbokram waarvan die onderkaak na bewering deur maj. Lombaard afgeskiet is.*

Die man was lid van 'n seksie van agt troepe wat op Ondangwa gestasioneer was. Hy het die jagtog in 1974 meegemaak en vertel soos volg:

Die vragmotors was gelaai met proviand en brandstof. Motorwerktuigkundiges en seiners het die patroulle vergeesel. Daar is selfs 'n kok saamgeneem.

Nadat hulle sowat twee dae gereis het, het die geselskap noordwes van Ohopoho, langs die Kunenerivier, kamp opgeslaan. 'n Helikopter van die Lugmag het mnr. Jannie de Wet en ene kmdt. Van Niekerk, bevelvoerder, 3 sub-area, aan boord, het by die kamp neergestryk.

Jagtogte is in die helikopter

onderneem en minstens drie koedoes is geskiet, sê hy.

Die bokke is per helikopter na die kamp teruggebring. Kpl Japie Burden, nou van Calvinia, het foto's geneem waar 'n bok onderaan die helikopter hang.

Toe 'n ander dienspligtige foto's neem, het maj. Lombaard, na bewering, die kamera gegryp en gesê dat enigiemand wat weer foto's neem, in groot moeilikheid sal beland.

Dienspligtiges het nie nodig gehad om wag te staan nie, behalwe een aand by die helikopter. Die dienspligtiges het die „patroulle” baie geniet, sê die man.

Hy vertel die helikopter, met mnr. De Wet en kmdt. Van Niekerk aan boord, het na twee dae vertrek. Die geselskap is toe terug na Ondangwa.

Al die bokke wat geskiet is, is deur die dienspligtiges en twee swartmense afgeslag en daar is biltong gemaak.

Tydens hul verblyf langs die rivier moes die dienspligtiges proviand eet, terwyl mnr. De Wet en maj. Lombaard hulle die wildsyleis gebraaai het.

Die biltong en vleis is in sinkbaddens gelaai en saam teruggebring na Ondangwa.

Die man weet nie wat van die biltong geword het nie. Terug by hul basis wou hulle die vragmotors aflaai, maar hulle is aangesê om na hul tente te gaan.

Lede van die eenheid wat die jagpatroulle meegemaak het, was. kpls. Dave Steyn, Swartz, en Japie Burden en onderkpl. Koos van Zyl en troepe Michael Brand, A. J. A. Coetzee, Graham Shaw en Pieterse.

Die offisiere was maj. Jurie Lombaard, wat destyds nie 'n baard gehad het nie, maar 'n yslike weglé-snor, kmdt. Van Niekerk, maj. Badenhorst, bevelvoerder A. KMP, 6SAI en Luit. S. Botes, vlieënier van die helikopter.

\* Lees mnr. Jannie de Wet se kommentaar op bl. 2.



Argus 4/12/79

# School boards' role is undecided

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Argus Correspondent

PRETORIA — Recommendations by black school boards on their continued existence have not all been received by the Department of Education and Training.

A spokesman of the department, Mr G Engelbrecht, said the deadline for submitting recommendations was last Friday but not all the recommendations had been received from the boards

The department could not make an analysis and

will have to wait until all recommendations have been received

Mr Engelbrecht said he could not say whether all the school boards would submit recommendations. When enough recommendations have been sent to the department they would be analysed and forwarded to the Minister as soon as possible

Recently the department of Education and Training sent a circular to school boards asking them to submit recommenda-

tions on why they should be allowed to continue operatin.

The department said the new Education and Training Act would be implemented at the beginning of next year and that in terms of the Act the functions of the school boards have been taken over by the school committees and the department

The department said that under these circumstances the continuation of the school boards would amount to a duplication of functions

GARLIC. A "cloves" is a small section of the bulb, is used crushed between foil, and rubbed round a salad bowl, to give the salad a tang. Juice used to flavour steams and sauces and with seafood. Mixed with butter for savoury bread.

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named  
in  
p, salt  
of herbs  
Removed

K.W.V., P A A R L, T E L L S U S

That skillfully chosen wine turns a meal into a banquet. Taken regularly in moderation, as it should be, wine is everywhere considered a most pleasurable aid to health. It brings good digestion, good humour, and an air of gracious living.

Learn to choose wines well, so that they blend with each occasion, every course. Learn to add the zest of wine to your cooking. It tickles up the delicate flavour of almost any dish.

For storing wines, use a cupboard in a quiet, cool corner of the house, or under the stairs. Corked bottles must lie flat so that the cork remains moist; screw capped bottles may stand upright. Place the sparkling wines in the lowest, coolest racks, then the white, then the red, and finally the dessert wines at the top.

Cool down white wines in the refrigerator but do not over chill them. This would ruin their delicate flavour and bouquet. About an hour in the refrigerator is enough. Rosé, the same treatment. Red wines should be served at room temperature, that is at about 60 degrees, over seas. In South Africa however, it is no sin to cool them in the hot summer. White wines should be uncorked just before serving, and the red wines an hour before serving.

Wine glasses should always have a stem; and should be held by the base or stem when drinking in order that the colour may not be obscured nor the temperature affected (unless that is deliberately intended in the process of wine-tasting). When serving wines at table or elsewhere never fill the glass more than two-thirds full so that the vacant space can gather and hold the fragrance.

In hot weather, do not hesitate to mix soda water with ordinary wine for a refreshing outdoor drink. It's an age old custom in Europe. In really hot weather, try chilling sherry before serving it as an 'appertizer' muscatedel.

To tenderise any meat - and add flavour - soak for an hour or two before cooking. Always warm before adding to hot food. Curry tends to kill any table wine; but a sweet muscatedel wine can be sipped with it. Do not blunt your palate before meals by taking spirits.

Preserve left-over wine in a bottle with a thin film of fresh oil and use for cooking.

To remove ring stains left on polished wood by bottles and glasses, rub well with a damp cloth dipped in cigarette ash and oil. Then repolish.

Rinse glassware in warm water with a little ammonia added to it. This will make the glass sparkling bright.

Wine is Harmony. What melody there is for the Connoisseur in a glass of brilliant wine

André L. Simon.

**GARLIC.** A "clove" is a small section of the bulb, is used crushed between foil, and rubbed round a salad bowl, to give the salad a tang. Juice used to flavour steams and sauces and with seafood. Mixed with butter for savoury bread.

**ALLSPICE.** Not to be confused with mixed spice, which is a mixture of spice and mostly used in cakes, biscuits, etc. Allspice is so named because it resembled the aroma of mixed spice. It is used ground in preserves, meat dishes and seasonings.

**PEPPERCORNS.** Used in pickles, and for boiling in brauns, tongue, salt beef and pork.

**BOUQUET GARNI.** This is a "Faggot of Savoury herbs", or a bunch of herbs tied together. Usually parsley, bay leaf, and thyme are used, removed before serving.

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That skilfully chosen regularly in model considered a most digestion, good health

learn to choose us occasion, every occasion cooking. It ticks

For storing wines, house, or under that the cork remains upright. Place the racks, then the uh wines at the top.

Cool down white wine them. This would an hour in the refrigerator. Red wines should be at about 60 degrees to sit to cool the corked just before serving.

Wine glasses should be the base or stem will be obscured not the deliberately intended serving wines at the than two-thirds full hold the fragrance

THE Transvaal Director of Education, Professor J. H. Jooste, said yesterday that black students could not be enrolled at the Johannesburg College of Education because it was contrary to the Provincial Education Act.

Professor Jooste was

commenting on the applications from six blacks who wish to enrol for the primary education course after joining the JCE and the Vanderhorst University.

Several questions on the subject were put yesterday to the Education Department.

tion department.

The questions were: (1) Does the Education Department take into account that they will be enrolled at Wits University?

(2) If they are considered to attend lectures at Wits, what alternative can be provided?

(3) Is it true that they have not been accepted?

The Director of National Education, Mr. J. M. M. van der Merwe, said the matter had not yet been brought to his attention.

"So far it is not an official field, but concerns the Transvaal Education Department."

"Asked whether the Government would, where possible, make it possible for blacks to be admitted to JCE, he said, "I haven't received a request from either the JED or the college about this and until such time as I do, I don't want to comment on it."

# NO TO BLACK PUPILS



To remove ring stains left on polished wood by bottles and glasses, rub well with a damp cloth dipped in cigarette ash and oil. Then repolish.

Rinse glassware in warm water with a little ammonia added to it. This will make the glass sparkling bright.

Uine is Harmony. What melody there is for the Connoisseur in a glass of brilliant wine

André L. Simon.



**GARLIC.** A "colored" as a small section of the bulb, is used crushed between foil, and rubbed round a cold bowl, to give the salad a tang. Juice used to flavor steaks and sauces and with seafood. Mixed with butter for savory bread.

**ALLSPICE.** Not to be confused with fayed spice, which is a mixture of

learn to choose wines well, so that they blend with each

# EMPLOYERS boost from training

EMPLOYERS can expect to save millions of rands as a result of new tax concessions for in-service training which will be implemented in the coming weeks.

Companies will be able to recover 12c out of every R1 spent on basic training in schemes approved by the authorities.

The money will be refunded by the Receiver of Revenue by way of a direct deduction of the cost approved.

Thus out of the training expenditure of about R2000 on a three-year apprenticeship, the actual cost to the employer will amount to only R200.

## WHY TRAIN

The result is the economy of time and labor to the employer.

① Save an expense on training of all grades of workers.

② Spur economic growth by increasing the supply of skilled manpower.

③ Save fortunes by way of increased productivity.

④ Allow more rapid black advancement by promoting re-training for further advancement of whites.

This boost has been made possible by the Government's decision to

ed and Indian workers the benefit of tax concessions, which previously applied only to black in-service training.

The concession allows for the double deduction of basic training costs incurred in approved training — including the salaries of instructors and trainees as well as the cost of training premises, equipment and material.

## TAXES

The "In-Service Training Board" which is to put the new concessions into effect, meets in Pretoria for the first time today.

One of its tasks will be to set up procedures for the approval of training schemes which qualify for the concession, and to make the Government's contribution to the cost of training.

Mr. van der Merwe, Minister of Finance, said that the Government would continue to support the training of non-blacks.

He confirmed that the apprenticeship system would continue to be supported, but said the board would concentrate on other kinds of training for non-blacks.

The apprenticeship Board would continue to look after apprentice training while In-Service Training for blacks was still being administered by the Department of Education.

can be sipped with it. Do not blunt your palate before meals by taking spirits.

Preserve left-over wine in a bottle with a thin film of fresh oil and use for cooking.

To remove ring stains left on polished wood by bottles and glasses, rub well with a damp cloth dipped in cigarette ash and oil. Then repolish.

Rinse glassware in warm water with a little ammonia added to it. This will make the glass sparkling bright.

Wine is Harmony. What melody there is for the Connoisseur in a glass of brilliant wine

André L. Simon.

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# Tswana schools bid farewell to their board

By PETER SETUKE

VARIOUS Tswana medium schools combined to bid farewell to the Meadowlands Batswana School Board at W K Maponyane Higher Primary School, Meadowlands.

Attending the farewell function were pupils, teachers, parents, members of the school board and the circuit inspector of schools for Johannesburg, Mr S K Matseke

In his farewell address, Mr S K Matseke said "I wish to draw your attention to our African tradition of displaying the horns of an ox on our door to show our dear memories of a dedicated beast of burden which has brought us where we are today.

"I also wish to remind you of our custom of displaying on our gate a wagon-wheel which has carried us this far. The same shall apply with these ladies and gentlemen who carried our schools on their backs since 1955. Please treasure them in your dear minds", said Mr Matseke

Mr Matseke added: "But those who think that 'the cat is away' are in for a high jump as the school boards are not dead in a sense but only by statute law. This is a decentralisation of the boards into committees under State control, and the acquisition of promotions to teachers and pupils is going to be stricter on merit than before".

Mr Don Manaka, chairman of the Meadowlands Batswana School Board addressed the house: "I urge teachers



Mrs Eulaliah O S D Mooki, principals' representative "We regret the departure of schoolboards"



Mr S K Matseke, school inspector "We shall hold schoolboards in loving memory.."

to prepare our children for the coming challenge of being suitably qualified with relevant knowledge for all important fields of modern technology and engineering"

Mr Manaka added, "Divorce our children from the system of education which is designed to make them BA's and matriculants only, keeping them out of the versatile avenues of skilled artisans, electricians, welders, engineers, finance and management accountants

"In my capacity as a Public Relations Officer, I am proud to announce that international companies like my own — British Petroleum (BP) Southern Africa — together with organisations such as the Urban Foundation and the National African Federated Chambers of Commerce (NAFCOC) are acutely aware of the need for skilled blacks, and are therefore bringing about such change in order to create positions for suitably qualified blacks", said Mr Manaka.

He concluded, "We need this type of education as the white population is too small to provide sufficient technology for an ever-expanding economy, which is why blacks are given crash courses to combat this acute shortage. I hope that in five years' time our black population will have a better comprehension as far as education and training is concerned"

The last speaker was the principals' representative, Mrs Eulaliah O S D Mooki, who said, "I wish to extend our regrets for the departure of school boards as their time came to an end while they were impregnated with splendid ideas for the advancement of our children's education

"I am only proud that they leave us with pride and dignity as their services to us have been unequalled with honesty beyond reproach. We shall treasure them in our memories"



# Bursaries for Black Students

THE SOUTH AFRICAN Co-operative Citrus Exchange is offering bursaries to black students studying for degrees in Agricultural Science.

The bursaries, tenable at the University of Fort Hare, will be awarded to two students each year. The students will receive R1 000 each and will, at the completion of their studies, be employed by SACCE for the number of years they would have been in receipt of the bursaries.

This announcement was made by the Citrus Exchange's Public Relations officer, Mr Stanley Kwenyama, at a function held at the Emthunzini higher primary school in Mamelodi at the weekend.

Five pupils of the Emthunzini Primary School were also awarded bursaries of R100 each to enable them to continue with their junior secondary education next year. They are Patrick Sibanyoni, Fortune Mokwena, Doctor Madonsela, Jacob Senyatsa and Jim Mathenjwa, all form one pupils.

Mr Kwenyama also made an undertaking on behalf of SACCE to award bursaries to all promising pupils each year.

Present at the bursary award function was the Pretoria East circuit school inspector, Mr A Chidi, school committee members and community leaders.

By ERNEST  
NKABINDE

**TEACHERS** are advised not to criticise the Department in the Press and in public whenever they have complaints against the Department.

This was said by Mr G Engelbrecht, the Press officer of the Department of Education and Training, when he addressed a conference organised by the Transvaal African United Teachers Association at Sebokeng theatre.

"Teachers should not criticise the Department in public or in the Press if they have some complaints against it," he said. A wrong report about the leak on the examination question papers had appeared in **SUNDAY POST** and he had notified the news editor about it. Mr Engelbrecht said he could not elaborate on the matter as it was now in the hands of the police for investigation.

## Keep complaints out of Press, teachers told

Mr Engelbrecht said the new Education Act could bring many changes to the old Bantu Education Act of 1953. He said the new Act will make provision for compulsory education and free books will be supplied gradually in some areas. The Act will also provide pre-school, nursery school and health services.

The Department will introduce housing loans for teachers who qualify for it after five years service.

The Minister will have powers to appoint, promote and discharge a teacher if found guilty on misconduct.

Reasons will be given in cases of dismissal.

Teachers will be able to appeal against dismissals. He said a teacher will work on a twelve months probation period instead of the present 36 months. He further said that teachers who wish to resign will have to give written notice three months before resigning.

Mr Engelbrecht said the School Board will terminate its existence at the end of the year and each school will in future have its own school committee. He said the Government will now build schools, a job previously done by Administration Boards. He added that the Minister has powers to dismiss a teacher on a 24 hours notice basis.

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Jan

if it is too thick. Chill in a large bowl. Before serving pour on sour cream and sprinkle with...

HONEY CAKE

- 1 cup flour
- 4 t baking powder
- 2 T butter
- 1 egg
- 1/2 cup sugar
- 1/4 t salt
- 1/2 cup milk

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.

Melt honey and 1 1/2 tablespoons butter and pour over hot cake before serving. Serve with whipped cream.

NUT CAKE

Margaret

- 4 eggs
- 1/2 lb sugar
- 1/2 lb ground almonds (or hazelnuts)
- 1/2 t baking powder
- 1/2 T flour
- 1/4 grated lemon (skin & lemon)

Beat yolks with sugar until creamy, then add nuts, flour, baking powder and lemon. Fold in stiffly-beaten egg-whites. Bake at 350°F for 1/2 hour. Serve with whipped cream.

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# Lecturer slams black education

Staff Reporter

MRS NUMVULA MTETWA of the Centre for Extra-Mural Studies' Community Education and Research Project has objected to the maintenance of two separate departments for the education of whites and blacks.

Speaking at a diploma ceremony at the University of Cape Town when more than 500 diplomas and certificates were awarded, Mrs Mtetwa asked why it was necessary to have a department specifically for blacks "either as singulars or as plurals"

"The cry is 'Give us equal opportunities - the freedom of choice and the rest will look after itself'. We don't need concessions, permits, quotas, announcements, hand-outs, privileges, promises, but ask for equal opportunities"

Rationalization of the education resources should be of the highest priority

"Perhaps in no other area can a more convincing case be

made - we need a single department of education that will plan for the primary, secondary and tertiary educational needs for our total population"

Mrs Mtetwa said the black child, though highly-motivated towards the school as a path of mobility, failed to make the grade because of the combination of economic, social, cultural and political factors

"Until we move away from the myth of blaming the victim rather than the inequality of our South African society, education in our country is going to fail to meet the challenges of our day"

Heat slowly. Put a few reserved beans in each serving bowl. Sprinkle with Worcester sauce. Cover with soup. Garnish with cream and crumbled bacon or croûtons.

PRESERVED BRINJALS

Sue J

- brinjals
- white vinegar
- olive oil
- garlic
- fresh marjoram

Peel brinjals and cut into Julienne strips. Put into enamelled pot and cover with white vinegar and bring to the boil. Cook for as short a time as

12/12/76  
256  
234

# Probe into education

The Commission of Inquiry into university and post-secondary education in urban township is inviting evidence from interested individuals and organisations

The present Administrator-General of Namibia, Professor Gerrit Viljoen, was originally appointed chairman of the commission. At the time he was principal of the Rand Afrikaanse Universiteit.

He has now been replaced with Prof F P Reijer, rector of Medunsa.

The commission is inquiring into "the planning of tertiary education

in the larger urban townships."

In an advert in POST yesterday the commission invited "persons, organisations and other bodies interested in university and post-secondary education, especially in the Pretoria-Witwatersrand - Vereeniging areas, wishing to give oral evidence to communicate with the secretary"

Those wishing to give evidence have to submit written memoranda before January 10 next year.

The secretary can be contacted at Pretoria telephone 48-6311 extension

90. He is Dr P J Venter, formerly of Medunsa.

The other members of the commission are: Prof P S Dreyer, of the University of Pretoria; Dr R Cingo, chairman of the advisory council for Education and Training; Prof D J du Piessis, principal of Wits

Dr A B Fourie, chief director of the Department of Education and Training; Prof W M Kgware, principal of Turfloop; Prof E J Marais, principal of Port Elizabeth University; Prof G Marais, of the University of South Africa

Dr H Nabe, of Fort Hare; Mr J Nienaber, of the Department of Education and Training; Prof A C Nkabinde, principal of Ngoye; Mr E M Tau-nyane, a school principal and Prof T van der Walt, principal of Potchefstroom

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ments, relevance and prospects of s

In all aspects one fact emerges - a

accounting is ill-equipped for its

is needed in measurement and reporting techniques. These

aspects will be discussed in chapters three and four.

At present social accounting is unable to present data in any forceful manner. However, social accounting is rapidly gaining acceptance and with increased research and experimentation the concept could rapidly gather momentum. In the following chapter the response in overseas countries will be examined.



	W		A		C		B	
	M	F	M	F	M	F	M	F
0-1	0,51	0,33	1,10	0,21	1,80	1,59	0,13	0,10
1-4	0,05	0,06	0,02	0,10	0,15	0,17	0,02	0,04
5-24	0,07	0,06	0,09	0,10	0,14	0,17	0,11	0,13
25-44	1,09	0,44	1,31	0,70	1,54	1,27	0,73	0,78
45-64	9,75	4,44	14,76	10,70	10,33	8,25	4,61	5,01
65+	42,19	32,93	55,30	47,72	43,12	40,90	13,55	14,21
ALL	4,70	3,81	3,22	2,25				
NO	9752	7926	1135	804				

VIII DISEASES OF THE RESPIRATORY SYSTEM

	W		A		C		B	
	M	F	M	F	M	F	M	F
0-1	2,90	2,22	7,81	4,85	32,20	28,78	13,54	14,15
1-4	0,22	0,28	0,90	0,69	5,32	5,45	2,46	2,13
5-24	0,05	0,06	0,17	0,11	0,21	0,23	0,18	0,16
25-44	0,20	0,12	0,37	0,33	0,94	0,72	0,66	0,52
45-64	1,46	0,92	3,33	1,85	4,88	2,14	2,75	1,72
65+	11,52	7,89	16,51	13,42	20,07	10,49	9,32	6,19
ALL	1,12	0,97	1,22	0,79	2,87	2,22	1,37	1,24
NO.	2336	2019	430	282	3270	2588	2858	1951

	W		A		C		B	
	M	F	M	F	M	F	M	F
0-1	0,02	0,03	0,20	0,21	0,06	0,16	0,06	0,06
1-4	0,01	0,01	0,02	0,00	0,02	0,04	0,01	0,01
5-24	0,00	0,00	0,01	0,01	0,01	0,01	0,01	0,01
25-44	0,01	0,01	0,01	0,02	0,00	0,01	0,01	0,01
45-64	0,02	0,02	0,03	0,03	0,06	0,04	0,01	0,03
65+	0,11	0,11						

**Teachers can criticise but...**

THE liaison officer for the Department of Education and Training, Mr G Engelbrecht, yesterday pointed out that he told a meeting in the Vaal at the weekend that teachers could criticise the Department, but at meetings convened by a recognised teachers body.

There would be no problem if complaints voiced at such a meeting were reported if a Press representative was present, Mr Engelbrecht also pointed out that he thanked POST for the uncovering of the examination paper leakage, but criticised SUNDAY POST for a story it had published that hundreds of students would not be able to write examinations.

Concerning teachers' probation periods, Mr Engelbrecht said there was no probation period at the moment, but under the new Act it would be at least 12 months but not more than 36 months.

He said he had also told the teachers that the Minister of Education and Training, Mr F Hartzenberg, would decide on the fate of school boards and did not categorically state that they had been discontinued.

On temporary teachers he said they can give 24 hours notice.

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256  
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# DET sets out way to abolish boards

By PHIL MTIMKULU

COMPLAINTS from school committees and the inspectorate about school boards and a recommendation that they be scrapped eventually forced their abolition, the Secretary for the Department of Education and Training, Mr G J Rousseau, said yesterday.

During the height of the uprising in 1977 the students pressured the school boards to fold up. Some boards complied and closed shop. Others defied the students and continued operating.

Now the department has decided to abolish them.

Regional and circuit offices were instructed to obtain views on the continued existence of school boards.

This information is now available and out of a total 415 school boards, only 32 took the view that school boards should be retained.

Taking this into consideration and aiming at uniformity and administrative streamline, the minister decided:

● That all school boards should be abolished with effect from January 1, 1980.

● That school boards will be consulted on the disposal of funds and property under their control.

● That in future school committees will play a greater roll in appointment of teachers.

● That community councils will be consulted in determining certain education needs, such as the identification of sites for educational institutions, the provision of services and utilising the school levy funds.

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# Axe for

# black school boards

RDM  
13/12/79

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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 32 wanted to keep going  
— Sapa

# Teachers claim 'favouritism'

BLACK teachers are bitter over the alleged preferential treatment of white university students at marking centres by the Department of Education and Training.

The teachers made certain allegations against the DET and claimed that they were getting a raw deal during the marking of scripts of black students writing Standard Eight and Standard Ten examinations controlled by the Department.

The complaints included, among others, the turning down of most applications by black teachers to mark the scripts in preference to white students from the University of Pretoria, two of whom are sons to one of the Department's senior white officials.

They further accused the authorities of limiting the number of scripts to be marked by each black teacher to 550 while the white students were allowed to mark up to 1 000 scripts; students were paid a subsistence allowance of R15 a day while black teachers received only fifty cents a day; and that Government cars were made available to the students while they were "forced" to use public transport.

Other allegations were that Transkeian teachers had come to the marking centres in large numbers while the Transkeian scripts were no longer marked in the Republic.

The teachers further complained of a senior white official who had brought along his two sons to mark religious education scripts.

The DET's examinations officer, Mr W F Botha, said that the Department received thousands of applications from the black

ed that certain criteria were applied in the appointment of examiners and that the best possible examiners were being appointed by the Department to ensure that good standards in the marking of scripts were maintained.

The qualifications, experience and past performance in marking by applicants was always taken into consideration, he said.

## SATISFIED

Those white students which were appointed to mark scripts were appointed because they satisfied the requirement of the Department and Mr Engelbrecht said that wherever possible black teachers were to be appointed instead of whites.

Mr Engelbrecht said that the two sons of the white senior officials were appointed by black chief examiners, Rev Ntuli and Mr Mosala, to mark religious education scripts because teachers who were appointed did

not turn up on the first day of marking

Other points made by Mr Engelbrecht were the following:

● White students were paid R15 subsistence allowance because black teachers were accommodated at the various marking centres at the Department's cost

● Transkeian Std 10 papers were marked in the Republic. The examiners had to be trained so that they could control their own examinations in future.

teachers for about 200 posts and "naturally we cannot take all of them. Most of them had to be turned down."

## RESTRICTED

The Department's education planner, Mr H C Wallis, added that the examiners were restricted to the appointment of a certain number of markers and that "logically, only a few could be appointed as markers."

The DET's chief public relations officer, Mr G Engelbrecht, denounced all the allegations against the Department as rumours which were "malicious, devoid of truth and an effort to cast doubt on the integrity of the Department"

"The Department considers certain allegations in connection with the administration of the marking of scripts in a very serious light," Mr Engelbrecht said

Mr Engelbrecht explain



(a) Neglect of preventive medicine by most practitioners and inadequate budgetary provision for it. Savage also notes the excessive expenditure on cure.

(b) Both also note the maldistribution of doctors and health services. Kirsch describes this in geographical terms, and in terms of inappropriate institutions. He notes the concentration of doctors throughout the world in urban areas. Savage describes this as a concentration in South Africa on the needs of the white and... ne also implicitly

# Teachers say exam markers are unqualified

16/12/89  
256 School

SUNDAY POST Reporter BLACK teachers who are marking Junior and Senior certificate papers at the Turfloop marking centre, have complained about the employment of incompetent people to mark the students' papers.

The teachers say high school students and even nurses have been employed to mark papers that they hardly know anything about.

Because of this the sub-examiners have relied entirely on the marking memorandum with the result that more students are failing

The Public Relations Officer at the Department of Education and Training in Pretoria, Mr J A Schoeman, said that the Department's policy was that under no circumstan-

ces were students to be employed to mark question papers.

He said only teachers who were masters in the subjects could be employed.

Meanwhile a Department of Education and Training chief spokesman, Mr G Engelbrecht, has denied teachers' complaints that the department "turned down most applications by black teachers to mark examination scripts in preference to white students from the University of Pretoria."

Use is made of white university students in certain cases where appointed markers do not turn up on the day of marking. Mr Engelbrecht said.

Savage, however, differs considerably from Kirsch on the tractability of these problems. He attributes the misallocation of resources in the health sector to interests than to ideas, and points out that this misallocation affects society as a whole and not merely the medical profession. He criticises those who, like Illich, believe that one can change the behaviour of individuals without altering the behaviour of the system, and shows that the maldistribution of doctors is a mirror of the maldistribution of resources in society. He sees the need for doctors to become involved in 'combating the health-denying aspects of apartheid in order to promote effective medicine'.

Other contributors (e.g. Adler, Vol.2) would regard the nature of the economic system, rather than the legal structure of apartheid as the root cause of the 'Inverse Care Law', as it is apparent to some degree throughout the third world and in most 'western' societies. Both Adler and Savage, although not denying the need for medical reforms, regard these as inseparable from changes in the wider social structure if they are to be effective.

## 2.2 Public or Private : The Options

The debate on what has come to be called 'socialised medicine' concerns which method of health care provision is most *efficient* and which best satisfies the condition of *equity*. Efficiency, in the economic sense, is taken to mean that there can be no change which will make one person better off without making another worse off. If one can, by reorganisatic get something more without extra cost, without making anyone worse off, the existing situation is not efficient.

In fact, only the provision of medical care is in dispute, rather than all measures which promote health, most of which, as we have seen, concern the entire structure of the economy and society. The arguments therefore apply only to the relatively narrow, but nevertheless highly charged field of medical care. It has conventionally been accepted by the majority of those who can afford it that some basic public provision should be made for the indigent. The rising cost of medical care, particularly in the United States and some European countries, has forced a reassessment of this position by health economists of all persuasions.

The free market position is argued by Rees (\*27): If a good or service can be bought and sold between individuals, and all relevant costs and benefits are taken into account in the market transactions without spilling over to outsiders (excludability), and there are no economies of scale, then individual preferences as expressed through their purchasing power can be met efficiently when the good is distributed through a free market so that neither can alter the price on their own, and no combination of buyers or sellers exists that can influence the price to their own advantage. In addition, there must be no information constraints on buyers and sellers. If these conditions are fulfilled, private provision will be efficient, although the possibility of efficient allocation may also exist under other conditions. The advantage of a private market are generally taken to be the minimal need for information transmission before an efficient distribution can be reached.

EDUCATION NEWS

**YET another school board will close shop this week following the announcement from the Department of Education and Training on the closure of school boards.**

The Orlando-Diepkloof Zulu school board closure this week brings to three the number of boards that have closed this year. The other is the Batswana North school board.

The third, the Tsonga school board stopped operating five months ago. The secretary of the board said they have been having problems. The announcement of the closure was a mere confirmation of an already dead body, he said.

More boards are expected to close by next year when the department issues a final statement relating to the boards. Some of the boards consulted by POST

said they were still to consider the decision by the Department. Some have indicated that they may defy the Department if they found good reason not to close.

The vice-chairman of the Orlando/Diepkloof Zulu school board, Mr Nelson Botle, said yesterday that the closing of the school boards did not come as a surprise to him because they were virtually powerless institutions.

"The boards had no powers," he said and added: "It was said that the schools belonged to the community, but only the buildings did. The school boards could not actively participate in the education or the affairs involving the education of our children."

Mr Botle further said: "As far as I am concerned, the school boards could have diffused the explosive situation in 1976 when students rejected the use of Afrikaans as a medium of instruction. But certain school inspectors used their power to veto the decisions of the school boards. That is why I feel the closing of the school boards is a blessing in disguise."

# ANOTHER SCHOOL BOARD CLOSES

256

ANEWA-UBU



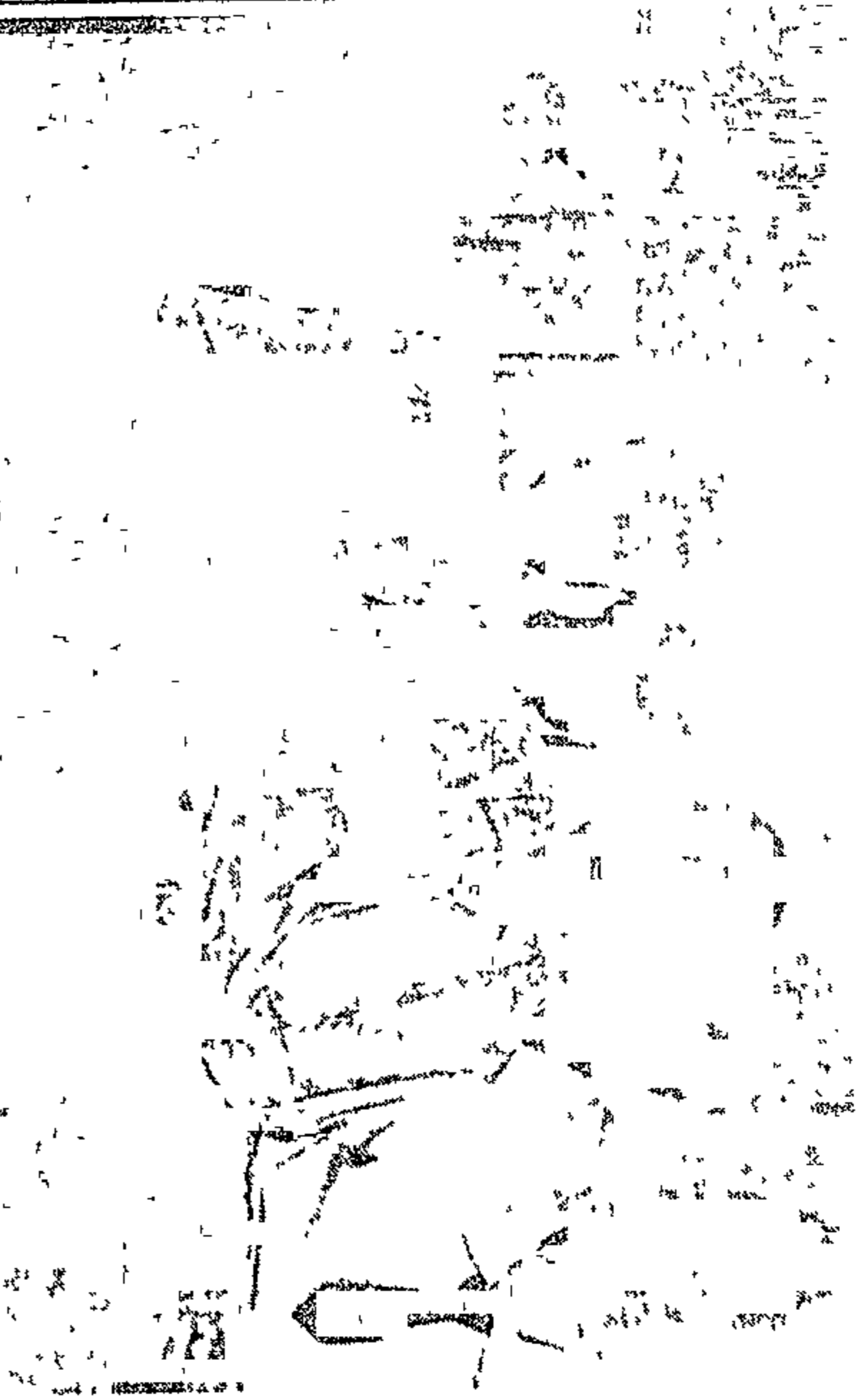
20/12/79 (256)

of the group that we read in the newspapers, that we decided to award them a free study course."

The committee which is headed by Abram Selibi (15), promotes co-operative school work and helps one another with their studies. In this way they hope to overcome the high rate of failures. To achieve these results the group agreed to attend lessons six days a week, including Saturday.

Mrs Gonsalves said: "If this is the attitude of the committee, we are sure they would be willing to do the course during the holidays. Education Alive is making its services available throughout the entire Christmas and school holiday period for serious students who are determined to succeed in the coming year."

The courses offered are: A children's study course, a dictionary course, a study and communication course and a student course.



Six members of the Committee of Six, from left to right: David Dire (14), Simon Mofhadli (15), Gary Kheswa (15), Carol Thandzwa (13), Clifton Lovedale (14) and June Mokoena (16).

# ANOTHER SUCCESS FOR

# Committee of Six

THE Matshidiso Higher Primary School pupils' study group called the Committee of Six, has struck another success.

The committee has been granted a vacation study course free of charge by Education Alive, a group that conducts courses on how to study.

Education Alive is now trying to contact members of the committee in order to hand the award to them.

Education Alive consultant, Mrs Jean Gonsalves, said: "We were so impressed with the revo-

# Inferior black schools slated

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**INADEQUATE** and — sometimes — inferior educational facilities were a great stumbling block to black advancement in the country.

This was said by a Mamelodi, Pretoria Community Councillor, Mr Bennett Ndlazi, during a report back meeting held at the Rethabile Community Hall in Mamelodi East yesterday. The meeting was attended by about 2 000 people who jam-packed the small hall.

Mr Ndlazi said that the black youth had an important part to play in the community but were prevented from contributing to the advancement of the community because of inferior and inadequate educational and training facilities in black schools.

### HOPE

"The black community lacked well educated and well trained people. These people form the backbone of any community which is interested in advancing itself. The inferior education system for us puts us at a disadvantage. We lack medical doctors, teachers and many other skilled persons," Mr Ndlazi said.

There was a great need to establish training centres and other facilities if the black man cherished the hope of contributing to the community in which he lived. Otherwise he would find his progress retarded during the 1980's, he said.

"All schools in Mamelodi should appoint vocational guidance counsellors to advise our children on which careers to follow. We lack these services which are a prerequisite for any community

to become self-reliant and self-sufficient," Mr Ndlazi said.

"I blame our people who are afraid to speak up for their rights or criticise the authorities for heaping injustices on the black people."

Mr Ndlazi has a number of "firsts" to his credit. He became the first black man to be admitted as a member to

the previously all white Public Relations Institute of South Africa. (Northern Zone). At 32 he became the youngest civic leader in the township after toppling the then "mayor", Mr O K Mbhatlali, during the Community Council elections last year. He has been offered a United States grant to visit that country early next year.

NO	1973	677	333	104	2175	652	1868	324
NO	1973	677	333	104	2175	652	1868	324
ALL	0,95	0,33	0,95	0,29	1,91	0,56	0,89	0,20
65+	1,26	0,71	1,34	0,91	2,19	0,90	1,02	0,53
45-64	1,25	0,42	1,55	0,40	2,89	0,76	1,10	0,31
25-44	1,18	0,30	1,43	0,37	3,32	0,70	1,22	0,26
5-24	0,71	0,22	0,68	0,20	1,40	0,38	0,68	0,12
1-4	0,49	0,21	0,31	0,27	0,63	0,61	0,21	0,20
0-1	0,85	0,69	0,70	0,31	1,18	1,24	0,32	0,19

NO	W		A		C		B	
	M	F	M	F	M	F	M	F
NO	463	485	199	134	943	761	3765	3145
ALL	0,22	0,23	0,56	0,38	0,83	0,65	1,80	1,96
65+	1,84	1,95	8,32	6,56	8,55	5,71	14,69	14,84
45-64	0,44	0,18	1,73	1,04	1,73	1,02	3,80	3,64
25-44	0,05	0,05	0,28	0,17	0,42	0,31	0,72	0,78
5-24	0,01	0,01	0,09	0,06	0,08	0,03	0,21	0,23
1-4	0,04	0,04	0,21	0,35	0,75	0,77	2,58	2,48
0-1	0,51	0,54	2,10	1,24	7,00	6,86	19,69	19,83



# WILL IT BE THIS...



Black schoolchildren sitting studiously at their desks.

TO say that only the name of Bantu Education has changed and not its content is no more than a slogan, Mr G J Rousseau, Secretary for the Department of Education and Training told **SUNDAY POST** this week.

"Only a person who is totally mis-informed or cannot or does not want to recognise progress will endorse such remarks," said Mr Rousseau.

He said the same standards apply in black schools as in schools of other education departments with regard to syllabuses and examinations.

Mr Rousseau said the Joint Matriculation Board requires the same standards from all matriculation pupils in the country.

However, Mr Kgope Molope, executive member of the Soweto Teachers' Action Committee, said the changes which have been introduced into black education are peripheral.

Mr Molope said the basic issue was that education for all race groups in this country should be placed under one department. In so doing, he said, this would provide equal facilities, salaries, training, selection and promotion of teachers.

Mr Molope said that if the black pupils write the same examinations from the same syllabuses as white pupils

past few years, he said, it is estimated that the primary population will increase by about 4 percent and the secondary by about 12 percent. He said this represents an increase of about 50 000 pupils at primary and 20 000 pupils at secondary level in 1980.

Mr Rousseau said less than 500 pupils wrote the standard 10 examinations in 1953.

## MANDLA NDLAZI takes a critical look at the future of black education in this country

without having had the same foundation, then syllabuses and examinations become irrelevant.

Mr Rousseau said the total black school population under his department could be 1,4 million next year. According to growth rates over the

This year, he said, more than 23 000 entered for this examination.

"Ten times more full-time candidates obtained matriculation exemption in 1979 than the total number of private and full-time candidates who passed standard 10

in 1953," he said.

But Mr Molope said that all these figures should be seen in terms of the growth of black population in this country.

Referring to the highly qualified black teachers who left the profession for commerce and industry, Mr Rousseau said: "Although salaries are important, one cannot help but think the teachers who have left have shown that their first love is not teaching."

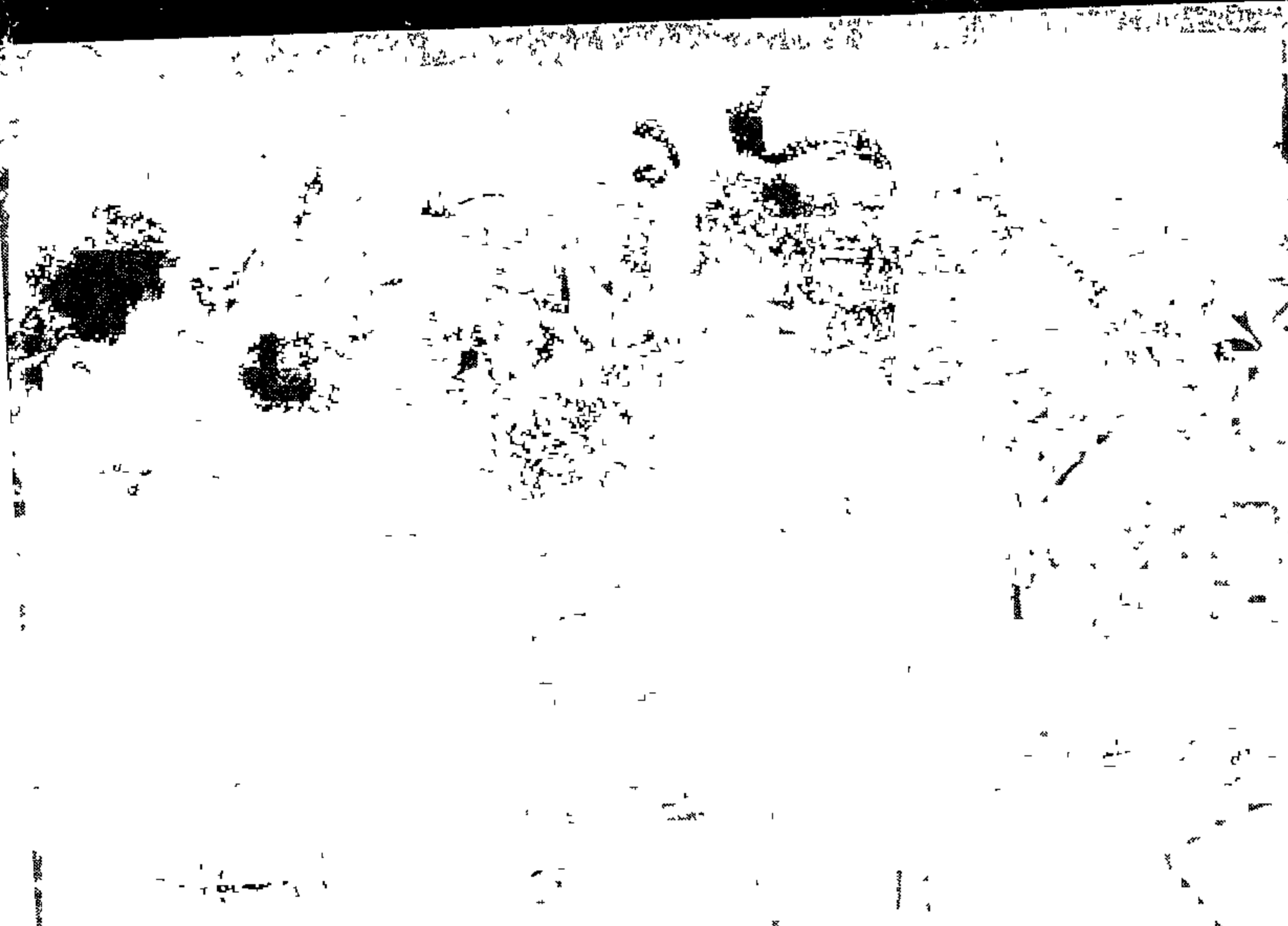
"The closing of the wage gap by 10 percent in 1978, the creation of posts for departmental heads and the introduction of a hundred percent housing loan scheme are all factors which would make the dedicated teacher think twice before forsaking the profession," he said.

Mr Molope said there are no black teachers with degrees who receive the same salaries as their white counterparts.

23/12/79

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# ...OR THIS—AGAIN?



1976 — A violent reaction against the education provided by the Pretoria Government.

THE Department of Education has a number of plans for next year, according to the Secretary Mr G J Rousseau.

They include:

- The upgrading of primary education as a preparatory step for the introduction of compulsory education.
- The further lowering of the pupil/teacher ratio from present 45 to 17.
- The increased supply of departmental text books at all levels.
- In-service training of teachers.
- The further expansion of adult education.
- The erection of additional schools and upgrading of existing schools.
- The opening of the new R34-million technikon at Mabopane East and the introduction of secretarial and commercial courses in the first phase of the post-matriculation level.
- The opening of a new senior secondary school with hostels at Mabopane East.
- The introduction of health services in schools in collaboration with the Department of Health.
- An investigation into the upgrading of the primary teachers course will be completed in 1980 and will lead to new revised and differentiated syllabuses.
- For various reasons, such as the early release of results of full-time candidates, availability of accommodation, examiners and the tremendous growth in numbers

## And this is what the Department has in mind for 1980

of both full-time and private candidates (120 000 standard 10 in 1979 as against 75 000 in 1978), examinations for private candidates will be offered in May/June as from 1981.

● School committees will, as from 1980, advertise vacant posts at community schools and will also submit their recommendations regarding the filling of such posts to the Department.

● While the 100 per cent housing loan scheme is now available for teachers, the matter of subsidy on such loans is at present receiving attention. An improved pension scheme for teachers is also being looked into.