EDUCATION - GENERAL

1977 - 1978
MONDAY, 20 JUNE 1977

(1) How many (a) Coloured pupils, (b) Coloured students at teacher training institutions, (c) Coloured students at universities and (d) other Coloured students were granted (i) non-repayable and (ii) loan bursaries by the Administration of Coloured Affairs and his Department, respectively, in 1976;

(2) what was the total sum awarded in (a) non-repayable and (b) loan bursaries in that year;

(3) what was the number of teaching posts (a) filled and (b) not filled at the latest date for which figures are available?

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

<table>
<thead>
<tr>
<th>Department of Coloured, Rehoboth and Nama Relations</th>
<th>Department of Administration of Coloured Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) (a) None</td>
<td>None</td>
</tr>
<tr>
<td>(b) (i) 2 706</td>
<td>156</td>
</tr>
<tr>
<td>(c) (i) 78</td>
<td>50</td>
</tr>
<tr>
<td>(d) (i) None</td>
<td>None</td>
</tr>
</tbody>
</table>

Bursaries granted to Coloured pupils/Coloured students

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

(a) R994 417.
(b) Nill.

(3) (a) 24 726.
(b) 32.
Free books/writing materials for Coloured pupils

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

(1) What amounts were spent in each of the past four financial years on the provision of free books and writing materials for Coloured pupils from Sub-Std. A to Std. 10 in the Republic and South West Africa, respectively.

(2) What is the estimated amount required to provide free books and writing materials for such pupils for each of the next three financial years.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

<table>
<thead>
<tr>
<th>Year</th>
<th>Republic</th>
<th>South West Africa</th>
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</thead>
<tbody>
<tr>
<td>1973-'74</td>
<td>R1 389 873</td>
<td>R163 934</td>
</tr>
<tr>
<td>1974-'75</td>
<td>R3 314 628</td>
<td>R194 722</td>
</tr>
<tr>
<td>1975-'76</td>
<td>R3 503 876</td>
<td>R228 115</td>
</tr>
<tr>
<td>1976-'77</td>
<td>R4 141 702*</td>
<td>R222 000</td>
</tr>
</tbody>
</table>

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

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

1994, Dr. A. L. BORAINE asked the Minister of Bantu Education:

(1) How many bursaries were awarded by his Department to (a) school pupils and (b) students taking technical or vocational courses during the latest year for which figures are available;

(2) what was the total amount awarded in (a) non-repayable and (b) loan bursaries;

(3) in respect of what year are the figures given.

The MINISTER OF BANTU EDUCATION:

(1) (a) 581.
      (b) 1,405.

(2) (a) R174 180.
      (b) None.

(3) 1976.
Schools in Soweto

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

(1) Whether funds have been provided in the budget of schools in Soweto during 1977/78; if so, what is the amount of the funds?

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

(3) How many (a) primary and (b) junior secondary schools will be built in Soweto, (c) when will they be completed and (d) how many pupils will each of these schools accommodate?

The Minister of Bantu Education replied:

(1) Yes, R522,890.

(2) No.

(3) (a) 1

(4) (b) 3

(5) Within 8 to 10 weeks if circumstances permit.

(c) Primary school: 500
   Junior secondary schools: 1,920.
Bursaries for Indian school pupils

1095. Mr. R. E. ENTHOVEN `T HOOT asked the Minister of Indian Affairs:

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

The MINISTER OF INDIAN AFFAIRS:

(a) (i) 106 Boarding allowances.
   (ii) 9 456 Travelling allowances.

(b) (i) R13 617.
    (ii) R161 924.

(c) 1976.
Bursaries for Coloureds

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

(1) How many bursaries were awarded by his Department and by the Administration of Coloured Affairs to (a) school pupils, (b) students at teacher training institutions, (c) university students, (d) students taking technical or vocational courses and (e) other students in the Republic during the latest year for which figures are available;

(2) what was the total amount awarded in (a) non-repayable and (b) loan bursaries;

(3) in respect of what year are the figures given.

The Minister of Coloured, Rehoboth and Nama Relations:

(1) (a) None.
    (b) 2 143.
    (c) 629.
    (d) 5.
    (e) None.

(2) (a) R944 156.
    (b) Nil.

(3) 1977.
Schools in Bantu townships in Cape Penin-
sula

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

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

| The MINISTER OF BANTU EDUCATION: |
|-------------------------------|---------------------|
| (i)                           | (a) (b)             |
| (ii)                          | 3  none             |
Training of Indians as nursery school teachers

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

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

The MINISTER OF INDIAN AFFAIRS:

No. (a), (b) and (c) fall away.
Schools in townships for Indians in Cape Peninsula

1160. Mr. G. W. MILLS asked the Minister of Indian Affairs whether in how many townships for Indians in the Cape Peninsula (a) there are there (b) there are (i) high schools, (ii) primary schools and (iii) community centres.

The MINISTER OF INDIAN AFFAIRS answered:

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

(i) No primary school.
(ii) No community centre.

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

(i) One primary school.
(ii) No community centre.
1161. Mr. G. W. MILES asked the Minister of Coloured, Rehoboth and Nama Relations:

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

The MINISTER OF COLOURED, REHOBOOTH AND NAMA RELATIONS:

Education and Welfare Services for Coloured persons in the Republic are matters which have been delegated to the Executive of the Coloured Persons Representative Council. I have, however, ascertained that the reply to the question is as follows:

(a) (i) 21,
(ii) 23,
(iii) 19.

(b) (i) 2,
(ii) None,
(iii) 4.
RIYADH — Saudi Arabia and the United Arab Emirates have decided to increase their oil prices by 5 percent to bring their prices into line with other OPEC members, the Saudi Press Agency announced yesterday.

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

The increase was effective from last Friday, the agency said.

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

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

Nine OPEC members announced last Wednesday in Vienna, site of the OPEC headquarters, that they would drop the second increase following suggestions from the UAE and Saudi Arabia, that they would equalise on 10 percent if other OPEC States held the line there. — (Bapa/Reuters.)
Blacks ‘resent’ race policies

Mercury Reporter

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

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

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

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

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

Integration in education could start at postgraduate level with “little or no disturbance.”

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

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

Long enough

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

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

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

“But integrated schools and universities will not permit him to use his power, but will, and do, generate hostility, not peaceful situations,” Professor Bonnoll said.
Black seminary to reopen

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

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

The Black Priests' Solidarity group had hoped to have the seminary entirely staffed by Blacks. Yesterday president Father Lebamosang Schidl said "Father Barrette is okay, Blackness is not a question of pigmentation but of ideology."

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

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

He hoped all the Seminarians would return when St. Paul's reopens with new staff.
Transvaal to spend R4m on schools

Staff Reporter

THE Transvaal Provincial Administration yesterday accepted tenders for building projects worth R3-million in the province.

Nearly R4-million of the total amount is for schools — some R340,000 of it for four nursery schools.

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

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

Other big sums voted include R811,245 for the new Panorama Primary School at Roodepoort, R483,300 for a modernisation programme for the Pietersburg Regional Library, R469,804 for the new Suurbekom primary school and R368,804 for the new Laerskool Harmonie, Brakpan.
Make use of idle schools, call by MEC

Mercury Reporter

PIETERMARITZBURG — A proposal to make more use of school buildings which stand idle for more than 50 percent of each year was made yesterday by Mr. Roger Whiteley MEC.

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

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

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

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

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

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

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

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

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

Sunday Times Reporter

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

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

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

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

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

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

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

"A number of firms are disappointed in the quality of graduates they employ."
MEC's NO TO ZULU

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

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

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

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

The Transvaal will introduce the languages at senior primary level.
SRC plea for blacks

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

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

A letter to the rector, Prof E. J. Marais, was since drafted in which he was notified of the decision and asked to put the matter before the university council. — SAPA.
What makes these faces stand out in a crowd?

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

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

By JILL SHIRES

The odds are 8 to 1 that if anyone is pushed around at St John's College, it's the girls.

Because St John's College, Johannesburg, one of South Africa's most exclusive boys' private schools, has only five girl pupils among its 430 boys.

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

The monastic atmosphere of St John's has steadily changed since 1972, when for the first time in 24 years a girl student, Barbara Schneider, was admitted for post-matriculation studies for Cambridge A-level exams.

St John's is the only school in the Transvaal that provides sixth-form facilities.

And the girls brighten up the scene in their "clvies". The wearing of slacks is permitted but denim jeans are taboo.

Completing a post-matriculation course doesn't allow the girls much time for extra-mural activities, but Carol-Anne and Louie both play squash.

Eva and Jane come from Botswana. Karen is a Zambian. The three are boarding at Roedean, a private girls' school near St John's.

On the boys' side, one pupil remarked: "The girls this year were not quite as pretty as last year's batch of six."

Then he added: "They all have nice personalities."
Mercury's lessons resume

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

In tomorrow's Mercury Standard 9 Science follows on from where we left off last term. On Wednesday, as usual, there will be Matric Maths; on Thursday it's Standard 10 Science and on Friday there's the popular Junior Maths.

And on Monday August 1, there will be lesson 17 of Let's Speak Zulu. The third Let's Speak Zulu tape is now available.
Let Blacks teach us Zulu

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

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

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

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

productive activities can be carried out ....

It has subsequently become the time of seasonal migration, when many seek employment to the South in the cultivation of tree crops, or in the mines, or in the growing ports along the coast. (5,p.111)

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

Science Correspondent

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

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

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

Other successful Natal pupils include Christopher James Leslie-Smith and Christopher John Sutton, of Alexander High School, Pietermaritzburg.

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

Stanger High School made the grade with Clive Martin while Durban was represented by Gavin Thain Smith and Jonathan Peter Taylor of Durban High School, along with Johannes Appelo of Hoërskool Port Natal, Congella.
Why books not given to charity

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

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

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

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

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

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

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

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

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

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

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

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

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

In-service training courses for school librarians are being held all over the Cape Province at the moment. One will start in East London early in August. — DDR.
Are you concerned about your child's weak marks in Maths?

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

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

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

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

Staff Reporter
TWENTY student teachers at Tshabane Teacher Training College, in Bophuthatswana, were refused re-admittance at the school after taking part in a Soweto commemorative service at the school on June 16.

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

Four of the students said they were given 30 minutes to leave the school premises on June 17, seven students were arrested by the Security Police, but were released on June 21.

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

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

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

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

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

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

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

The college has about 500 students.
THE Department of Bantu Education said yesterday that it was possible that the number of pupils who had enrolled at the 40 "new" State schools had barely exceeded 100.

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

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

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

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


Thomas Modise Secondary School had four registrations, the Mole adds Junior Secondary School had 49 and Soshana-Novomeni Secondary School two registrations.

Three pupils had enrolled at Modise High School, nine at the Orlando West High School and six at Orlando High School.

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

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

Meanwhile in the Pretoria township of Albertonville and Sebokeng, two schools were the target of stone throwers as the other two which were affected by the similar incidents on Wednesday resumed normal classes yesterday morning.

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

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

Mathabatho and Mboweni Higher Primary Schools, which were reopened on Thursday morning, had normal classes yesterday. But there was again a total boycott of classes at Holmey High School yesterday. At Dr. C. F. P. Bekker Secondary School teachers were held in three classrooms for the first three and two pupils who turned up.
No peace in the schools

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

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

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

The pupils and their teachers are rejecting not only the appalling quality of Bantu Education, but the very system itself.

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

The white-African per capita State spending gap in education has widened steadily. In 1953, the State spent R128 on each white and R17 on each African scholar. In 1975, the figures were R644 and R42 — a widening from 7.5 to 1 to 15 to 1.

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

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

And Bantu Education Minister M C Botha has said that his department...
“cherishes the same goals as any education department; that its duty is to make the most of the potential of the children entrusted to its care”.

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

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

“The way to improve Bantu Education is chiefly by improving teacher training. There’s no need to scrap the system”, but this is precisely what the pupils and teachers deny. They point to issues like mother-tongue instruction in junior classes (itself originally imposed against the parents’ will). They add that denying them English-medium instruction until later on in their careers is a deliberate attempt to bar their progress. English is not only an international language, it’s the gateway to success in the white world, they say.

Too many drop-outs

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

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

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

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

“The result is that even those Africans who do make it through the system are disadvantaged when compared to whites with the same qualifications”.

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

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

When they say they want an equal system, they don’t necessarily mean they want the same syllabus or the same matrix. Indeed, they reject much of what whites are taught as “cultural imperialism”: “We’re told that only whites have contributed to SA history, that literature has only been created by whites”, says one.

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

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

The big issue

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

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

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

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

Squeezing them in... little room at the desks

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

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

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

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

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

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

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

Financial Mail August 5 1977
Towards protectionism

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

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

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

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

In its forecast published last month, the OECD foresaw world industrial growth slipping back to 4% at annual rates in the first half of next year, compared with 4.5% in the final six months of this. Again it pleaded for German, Japan, Holland and Switzerland to follow the US example and adopt more growth-oriented policies.

More recently, the Commission of the European Common Market in Brussels lowered to 3.5% its forecasts for likely economic growth in its nine member countries during the coming 12 months. As a result, European unemployment is expected to continue edging up, while continuing reduction is likely in the US.

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

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

The prospect now could be for a flatter trend in commodity prices during the remainder of this year, and into 1978. The fact that inflation is still rising suggests much of the blame lies with governments trying to maintain employment, along with growing worker resistance to wage restraints. This, certainly, has been the case in Britain.

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

Prices still rising

Even in Germany, inflation has been edging up towards 4.7% and unemployment is still rising. In the US, the jobless may be coming down, but the rate of inflation is turning out closer to 7% than the 5% the Carter Administration forecast a few months ago.

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

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

But such action seems certain to be limited. In the meantime, the talk in Europe and the US is increasingly of protectionism to preserve jobs. Such trade restrictions are being directed not against other major industrial countries, but chiefly against Third World producers, including Brazil and Australia, whose exports of steel are being found particularly troublesome. Despite brave words about free trade, the trend of government action today is firmly in the opposite direction.

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

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

How far he dares go in putting the dollar before the recovery, with Democrats controlling both the White House and Congress, promises to be one of Washington's more interesting economic sagas in the closing months of the year.
The Black People's Convention yesterday issued a blueprint for the education system it wants to see in the South Africa of the future.

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

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

- Education should be an instrument for national unity;
- Education should be geared towards raising the cultural, social, economic and intellectual level of all citizens;
- The general content of education should be geared towards the promotion of self-reliance, a high level of critical awareness, understanding of the community and its problems and a sense of positive identity;
- Education should be geared towards the destruction of all racist, tribal and sectional notions.

A key hope behind the drafting of the blueprint is that the proposed system will replace Bantu Education.
Soweto schools to go on holiday

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

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

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

Mr T W Khumalo, principal of Orlando High, said today the step taken by the Minister was unexpected. He said it appeared to be a logical outlet under present circumstances.

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

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

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

High-pitched screams mingled with the noise of shattering glass as more than 30 panes were destroyed and stones rained into the hall among the people.

Students go on rampage in hall

Pretoria Bureau

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

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

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

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

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

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

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

MPs’ REACTION

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

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

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

POLICE PRESENCE

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

A man was shot dead in Soweto yesterday during a confrontation between students and police and Jabulani. Police had been called to the area after complaints of cars being stoned.
We quit, say 600 teachers

BY DIAGO SEGOZA

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

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

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

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

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

Only about 2000 out of 27 000 pupils had registered yesterday when the 40 "new" State schools reopened yesterday.

Last night the teachers issued a statement in which they said that in view of the fact that all black people in organisation had condemned Bantu education, and that the takeover of secondary schools by the State had been done in an "arrogant and unacceptable manner, we:

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

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

More than 2000 schoolchildren had so far registered at the 40 "new" State schools in Soweto, the Regional Director of Bantu Education for the townships, Mr Jaap Strydom, said yesterday.

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

A "Mail" reporter confirmed the low attendance when the schools reopened yesterday. The total enrolment at the 12 schools he visited was 272.

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

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

See Page 2
Police raid meeting of Soweto teachers

Staff Reporter

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

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

About four more policemen entered the hall, and discussions were held up for about five minutes while the chairman, Mr L M Mathabatha, principal of Morris Isaacson, explained that the meeting was discussing the schools issue.

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

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

STAFF REPORTERS

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

At the same time, he said the deadline for parents to enrol their children at Soweto's 40 State schools had been extended to next Wednesday. So far, only 2000 of Soweto's 27,000 high school pupils have enrolled.

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

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

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

The secretary for Bantu Education, Mr G J Rouseau, said he could not comment until official resignations had been received. "All we know at this stage is what we have read in the Press," he said.

"There seems to be little the Bantu Education Department can do about the situation in Soweto because it is a social and professional problem. It is out and out political."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

See Page 3 and Page 10 for editorial comment.
Soweto heads for talks

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

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

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

By JOHN MOJAPERO

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

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

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

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

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

"The most that any principal may demand of his pupils is that they should come to school neatly, and as far as possible, well clad. Under no circumstances may a pupil who cannot meet the special demands of the school be discriminated against."

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

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

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

Politics

Eglin flies to Israel
D-day for Soweto pupils

Staff Reporters

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

The State has taken over control of the 40 schools, and Government officials said yesterday that 3,000 pupils had re-enrolled. Principals questioned by the Rand Daily Mail doubted that this figure was correct.

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

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

Meadowlands Senior Secondary School, where there were scenes of stonethrowings by the highest number of re-enrolled pupils — 87 per cent, was an exception.

At 22 post-primary schools visited by the Mail yesterday, pupils were continuing their stay away.

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

But at the Thembisa-Lilakazi Higher Primary School, more than a third of the pupils turned up.

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

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

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

Staff Reporters

Post-primary pupils are ignoring the Government deadline to register at the new state-controlled schools in Soweto, a survey of the leading schools yesterday revealed. The original registration deadline was September 1. After poor response, the Minister of Bantu Administration and Development and Bantu Education, Mr M. C. Botha, extended the deadline until tomorrow.

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

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

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

Mr Rousseau said after the closed meeting:

"There was a misconception that the Government took control to be able to take punitive measures against teachers."

This had been claimed by a newspaper, he said. "I explained that the takeover was to safeguard teachers and that conditions of service for teachers in community and state schools were the same.

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

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

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

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

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

FOOTNOTE: Jahavu High School, outside Alice, was closed yesterday, reports Sapa. This is the second time in a month the school has been closed because of unrest among pupils.
8. Traité sur le francisca.

'You know we love you Harold,' his mother said, 'and I want to tell you for your own good how matters stand. Your father does not want you to have to suffer for freedom. He thinks you should be allowed to drive the car, we are only too pleased. We want you to enjoy yourself. You are going to have to settle down to work, Harold. Your father doesn't care what you start in, but you've got to make a start at something.'
Go back

to RDM
22/3/71
school
—SSRC

Staff Reporter

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

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

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

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

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

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

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

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

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

"There were no diagrams of petrol bombs and booby traps," he said.
Thousands ignore school deadline

By HELEN ZIJEK

MOST of Soweto’s 27,000 high school pupils will spend the rest of the year out of school.

This became clear yesterday as the deadline for registration of Soweto’s 20 senior secondary schools passed without any indication that more than 200 students had enrolled.

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

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

Seven hundred Soweto teachers and 70 principals met yesterday to decide whether or not to resign. A principal who did not wish to be named said the teachers were almost equally divided on the issue.

At the University of the North (Turkpoort) almost all the 1,600 students walked off the campus yesterday, two days after being readmitted after the closure of the university over a student lecture boycott.

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

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

In general, South African blacks seem to prefer English to Afrikaans, although they speak both languages equally well. However, the ability to do so in Afrikaans is less than in English. This difference is slight in the case of blacks, and understanding English is easier than speaking English.

The fact is that many blacks prefer English to Afrikaans. The higher the school level, the more popular English is as a medium of instruction. This is true of blacks as well as whites. English is also the language of the black population, which makes it easier to understand.

The popularity of Afrikaans as a school subject is contrary to this trend. Afrikaans students also decline with the progression of higher and tertiary education. A lower percentage of students prefer Afrikaans as their first language, which is reflected in the lower percentage of Afrikaans students who completed secondary school. However, the decline in the popularity of Afrikaans as a school subject is not evident among the younger population, who prefer English.

The overall ability of blacks to speak, understand, write, read, and listen in English is higher than in Afrikaans. This is partly due to the fact that English is taught as a second language in schools. Afrikaans is taught as a first language, and therefore, it is easier for blacks to learn. However, the ability to speak, understand, write, read, and listen in English is higher than in Afrikaans.

SA agrees on bilingualism

Both Afrikaans and English speakers agree that South Africa agrees on bilingualism. It is important to note that bilingualism is not just a matter of speaking more than one language. It is also a matter of understanding, reading, and writing in both languages. This is important for blacks, who are more likely to be bilingual than whites.

One of the most important findings is that the bilingual policy of the country is not only necessary for the daily business of South Africa, but it is strongly supported by almost all the people interviewed. Afrikaans speakers also support the bilingual policy of the country, which is reflected in the high percentage of Afrikaans speakers who support the bilingual policy.

On the other hand, the only group that does not support the bilingual policy is the English-speaking group. However, the English-speaking group is a small minority, and the bilingual policy is supported by almost all the people interviewed.

In summary, the bilingual policy is supported by almost all the people interviewed, and it is an important aspect of South Africa's language policy. It is important to note that the bilingual policy is not just a matter of speaking more than one language. It is also a matter of understanding, reading, and writing in both languages.

The sample of 800 African language speakers is from a wide range of backgrounds, including both urban and rural areas. The bilingual policy is supported by almost all the people interviewed, and it is an important aspect of South Africa's language policy.
325 Soweto teachers will resign today

By MIKE LOUW

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

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

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

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

Members of the committee are Mr. Curtis Ndoro, chairman, Mr. Fanyana Mazibuko, secretary, Mr. Nathan J.K. Molepo, Mr. Lucas Ngakane, Mr. Clarice Mokoti and Mr. Searamé Lekgetho.

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

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

Staff Reporter

As the black schools boycott yesterday spread to Port Elizabeth, 88 Soweto teachers formally resigned.

In Port Elizabeth, 88 people were arrested after thousands of black pupils boycotted every township school, apparently in protest against Bantu Education.

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

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

No serious incidents were reported.

The 88 pupils who were arrested appeared in two trials in special courts in New Brighton township. In one trial 53 pupils were acquitted of attending an illegal gathering.

In the other trial 15 were convicted of marching. The five boys were each sentenced to six cuts with a light cane. Sentence on the 10 girls was postponed for five years.

In Soweto, nearly half of all teachers in the 40 high and secondary schools have resigned. The 88 include 10 prominent principals and teachers from 28 schools.

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

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

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

More resignations are expected to be handed in on Thursday.

In other developments yesterday:

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

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

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

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

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

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

- The rector of the University of the North (Turbo Loop) Prof William Kware said yesterday the 1,500 students boycotting lectures at the university will not be allowed to write end-of-year exams if the boycott continues.
SOVenga. About 1,000 students of the University of the North (Turffloop) have been expelled, a spokesman for the students said yesterday.

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

The expulsion comes after a boycott of lectures since September 12. The 245 University of Fort Hare students arrested at a memorial service for Steve Biko on September 15 were yesterday found guilty in the Aliens Magistrate's Court of contravening the Riotous Assemblies Act.

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

Meanwhile, students are not attending lectures. Attendance has been low since the arrests. — Sapa.
Botha urged to scrap Bantu education

Staff Reporters

WITH the total paralysis of Soweto's 40 secondary schools, the Soweto Residents' Committee has called on the Government to repeal the Bantu Education Act. So far 351 resignations of teachers at the schools have been received by the Government — including 121 from headmasters and about 27,000 pupils are boycotting the schools.

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

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

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

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

The memorandum also warns that the schools unrest has political undertones. Meanwhile, Sapa reports from Peddle that all 80 pupils of the Nathaniel Pamla High School have been boycotting classes since last Friday according to the acting secretary for education in the Gisela, Mr J. van Niekerk.

Sporadic incidents of unrest were also reported yesterday.

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

At Dinbaza, near King William's Town, young blacks threw stones at a heavy-delivery vehicle and shattered the windows. Later, 200 blacks who gathered on the national road outside the township were dispersed by police using batons and birdshot. Police arrested 30 blacks.

Matter of fact

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

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

Staff Reporters

The Minister of Bantu Education, Mr. M.C. Botha, last night announced that his department was taking immediate action against some of the 391 teachers who resigned from 40 Soweto schools taken over by the State this month.

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

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

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

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

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

Four other teachers, all from Morris Isaacs High where Mr. Mazibuko was deputy principal, have been given notices that their services have been summarily terminated.

They are Mr. D. Zweni, Mr. T. Khubeka, Mr. E.S. Mankga and Mr. J.M. Masti.

Mr. Mankga said the Department of Bantu Education was trying to disrupt and disorganise teachers who had decided to resign. Mr. Mazibuko yesterday told about 1,000 students at the University of the Witwatersrand that the crisis in black education would not diminish until the demands of the black community were met.

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

He said the two had handed in about 300 renounced notices of resignations with a sworn statement accepting them to be genuine and signed by the listed teachers. The resignations were received by two circuit inspectors.

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

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

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

Soweto, Mr. Chips
Turfloop students not expelled — official

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

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

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

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

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

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

He said many students reported for lectures yesterday morning.

"About 90% of the 1190 students who returned to the universities on September 19 and signed declarations, have been given permission to sit for their examinations."

In other developments yesterday:
- A gang of youths burst into the Seventh Day Adventist Primary School in New Brighton near Port Elizabeth and forced the pupils to leave at knifepoint, said the principal.
- The mob also stole a brewery lorry. Two classrooms of a higher primary school in the township were destroyed by fire.
- A further 209 Fort Hare students — including 202 women — appeared in the Alice Magistrate’s Court on charges of contravening the Racial Assemblies Act during a prohibited memorial service for Mr Steve Biko.
- They were found guilty and sentence was postponed for a year.
- Black teachers in Port Elizabeth hope to meet next week to discuss the boycott of schools by pupils. The boycott, against Bantu Education, began on Tuesday.
- The Ciskei Government would see to it that law and order was restored in Diniaba township near King William’s Town, the Chief Minister of the Ciskei, Chief Lensix Sebe, said. — Sapa.

Soweto's Mr Chips — Page 13
AN URGENT CONFERENCE to discuss educational changes in South Africa, including the scrapping of nursery schools and the traditional secondary school system, has been called for by Mr Chris Hurley, headmaster of the Thomas More school at Kloof.

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

Dr Hosking is Director of Education for Natal.

"I believe Dr Hosking has a great deal of support from educationists for reforming our present schools system," said Mr Hurley.

"If parents, teachers, industrialists and all those concerned with education could get together, I think we could formulate really radical changes."

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

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

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

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

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

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

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

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

"Vocational guidance counsellors need more support."

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SCRAP THESE SCHOOLS!

'Talks needed now to make radical changes'

Mr Chris Hurley
Who says Afrikaners are more bilingual?

Marais Malan, Science Editor

A professor at the Rand Afrikaans University, from a study he is doing, has the impression that the popular belief that Afrikaners are more bilingual than their English-speaking compatriots is not valid.

In fact, it seems that the number of people with no more than an acceptable command of the second language, as well as those who are fully or almost fully bilingual, is very much the same for the two groups.

At the same time there are many English speakers who are unilingual or have only a rudimentary knowledge of Afrikaans; and there are many more Afrikaners who speak English well without being fully bilingual.

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

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

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

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

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

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

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

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

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

"Take pronunciation: it is correct to say "ek kom nie", "ek sit op die stoel" and "ek gaan met die geselskap". But an Afrikaner would most probably say "komnie" for "komnie", "oppie" for "op die" and "mddie" for "meisie". And he says "honne" for "bonde" and "honnert" for "honderd".

Fill-in words

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

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

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

An assessment may look something like this: pronunciation 3.5, (correctness 4, facility 3); vocabulary 3 (correctness 3, facility 3); syntax 3 (correctness 4, facility 2); fluency 3. Profile rating:
Difficulties of providing free education

It is not easy to provide free education for everyone. There are many obstacles that need to be overcome. One of the main challenges is the cost of education. It is expensive to provide schools and classrooms, as well as to pay teachers and staff. Additionally, there are often limited resources and funding available for educational programs.

Another issue is the lack of access to education. In some areas, there may not be enough schools or classrooms available for all students. This can be particularly problematic in rural or remote areas where transportation can be difficult.

Furthermore, there is often a lack of qualified teachers. Finding qualified teachers who are willing to work in low-income or rural areas can be a challenge.

Finally, there are often cultural and social barriers to education. Some families may not value education as highly as others, or may have limited access to educational resources.

Despite these challenges, there are many organizations and individuals working to provide free education to all. By working together, we can overcome these obstacles and ensure that every child has the opportunity to receive a good education.
35 schools shut after pupils riot

Staff Reporter

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

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

In the unrest two people are believed to have died.

Thousands of rand's worth of damage was caused to buildings.

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

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

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

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

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

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

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

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

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

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

Also at Alice 212 girl students from the University of Fort Hare have been found guilty of charges under the Riotous Assemblies Act. Sentence has been postponed for a year.

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

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

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

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

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

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

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

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

Other arrests are expected, say Vaal Triangle police.
FCI EXCO
Long faces

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

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

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

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

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

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

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

As part of its contribution towards getting Pretoria to bolster confidence, the FCI is putting the finishing touches to a crisp 30 point “action programme”. The idea — initiated by the Natal Chamber — is to state in 30 short, unambiguous sentences industry’s views on how to get the economy moving again.

The first draft has been prepared by NCI director Roland Freukes and it’s hoped to have the final version ready by the end of the year. The programme will include proposals on labour, the balance of payments and various political issues which rub businessmen up the wrong way.
104 black teachers want their jobs back

Staff Reporter

THE Regional Director of Bantu Education in the Transvaal, Mr Jaap Strydom said yesterday 104 of the 500 teachers who recently resigned at Soweto's 49 State schools had withdrawn their resignations.

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

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

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

In the "Venda" homeland, 407 teachers have been going to school every day although the classrooms in the 35 post-primary schools are empty.
Sybrand backs the practical matric course

Pretoria Bureau

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

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

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

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

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

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

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

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

He said parents and pupils had a duty not to simply choose the easy way.
Principal in student boycott appeal to minister

On Wednesday in an attempt to get the Government to reverse its decision to phase out African students from the university's medical school from next year.

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

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

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

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

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

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

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

According to Mr. J. W. White, deputy director of the Johannesburg region of the department of Bantu Education, the total number of Soweto’s higher primary school pupils is 35,000.

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

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

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

Several police vehicles arrived on the scene later and some were seen driving into the Spioenkop Primary School and the Baneng Lower Primary School. Children lingering at school fled at the sight of the police.
Coloured schooling problem

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

Mr Simon Mentor, chairman of the liaison amalgamated school committees on the East Rand, said the problem was "a serious one that needed urgent attention." The children were not in school because they had no birth certificates. This in turn was due to their parents' being without identity documents.

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

ILLITERATE

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

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

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

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

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

"We have set up two points where parents of these children should come for help, but the response has been extremely poor," Mr Mentor said.
Grade 0: waste of time or a head start for school?

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

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

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

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

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

"We do not recognise Grade 0," said a spokesperson from the TED. "We believe children should be introduced gradually, via nursery schools, from the freedom of home to the formality of school."

"We don't like the formalised approach of Grade 0," he pointed out that some children didn't even need nursery schools, "they can get the necessary background at home."

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

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

"Pre-school education is not allowed to teach reading and ... questioned the educational value of Grade 0."

"It's growing in popularity because parents always want their children to be a jump ahead. In fact, depending on their individual abilities, those who didn't do Grade 0 soon catch up with those who did," she said.

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

The heads of nursery schools I spoke to complained that private schools, opening up Grade 0 classes were diminishing their numbers. "At nursery school, the child is prepared for life, not for Grade 1," said the head of a school who has done Grade 0 for 10 years, "... if they are not competition with nursery schools and the Grade 0's, they know their teachers have made friends, they are more self-confident, happier."

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

Most heads of schools said they found a great difference between the nursery schools and the Grade 0's. The neatness of nursery schools and the Grade 0's. They insist they are not competition with nursery schools and would not turn away children because they had not done Grade 0 at those schools.

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

"... heads of the nursery schools complain of vanishing classes
Too many pupils take easy road

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

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

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

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

END OF ROAD

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

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

These pupils lived in a "fool's paradise," said Dr Kriel, because they may find their practical Standard 10 "totally meaningless in terms of their potential and their plans — and all for the sake of being able to say they have passed their matric."
AMENDMENT OF THE REGULATIONS REGARDING SCHOOL COMMITTEES AND SCHOOL BOARDS FOR COMMUNITY SCHOOLS

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

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

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

2. Regulation 1 is hereby amended by—

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

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

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

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

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

"PART IIIA

SCHOOL MANAGEMENTS

Constitution of school managements

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

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

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

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

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

Term of office and vacancies

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

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

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

Duties, powers, privileges and functions of a school management

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

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

Amendment Slip 81 of Part H1

Kwalifikasies vir lidmaatskap van 'n skoolbestuur

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

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

Amptermyn en vakatures

56C. (1) Behoudens die bepaling van regulasie 3 beklee 'n lid van 'n skoolbestuur sy amp vir 'n termyn van twee jaar teny hy of vir die verstrekking van dié termyn sy bedanking skriflik by die Sekretaris indien of sy amp of 'n ander rede ontruim.

(2) 'n Toevallike vakature in 'n skoolbestuur wat veroorsaak word deur die dood van, of die ontruiming van sy amp deur 'n lid, kan deur die Sekretaris gevul word vir die onderbreking van dié amp termyn.

(3) Wanneer die beheer oor en bestuur van een of meer gemeenskaplike skool aan 'n skoolraad toevertrou is, word die amp termyn van die lede van sodoende skoolraad op die samegestelde skoolraad aan 'n skoolraad toevertrou.

Plichte, bevoegdhede, voorregte en werksaamhede van 'n skoolbestuur

56D. (1) Sekkies van 'n skoolbestuur bestaan, is by beklee met al die bevoegdhede en voorregte van 'n skoolraad en verryt hy in plaas van 'n skoolraad al die plichte en werkzaamhede van 'n skoolraad ten opsight van die gemeenskaplike kool of gemeenskaplike waarvan die beheer en bestuur aan hom toevertrou is.

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

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

Wysigingsstrakje 81 van Deel IIJ
Lack of business and consumer confidence has replaced the balance of payments as the major barrier to economic recovery. This was made clear this week by Gerhard de Kock, the Finance Minister's economic adviser, in a speech to the SA Foreign Trade Organisation in Johannesburg.

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

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

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

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

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

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

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

In short, the deflationary influences have neutralised the expansionary ones.

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

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

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

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

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

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

Financial Mail October 28 1977
Racial discrimination among some pupils at one of South Africa's top private schools comes under fire in a recent issue of the school's own newspaper.

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

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

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

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

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

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

SEX-BARRIER

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

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

Magazine hits school racism
Call for phasing out of bantu education

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. Dlamini, 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:

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

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

3. 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 in December 6.
black schools system

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

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

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

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

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

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

A generally restrictive policy stance was maintained and new measures applied during the past year included the raising of Bank rate from 8.5 to 9 per cent in July 1976, the introduction of a temporary import deposit scheme in August 1976, which was terminated at the end of January 1977, the freezing of bank credit ceilings from 1 April to the end of August 1977, and the introduction of a conservative Budget for 1977/78 with the major objectives of reducing the rate of increase in government expenditure and diminishing the reliance on bank credit for the financing of the Exchequer deficit. The year under review also saw the establishment of the so-called “Lifeboat” fund with the Corporation to provide assistance to the smaller banks. This scheme proved successful and was terminated on 1 September 1977 after it had served its purpose.

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

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

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

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

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

The restrictive monetary and fiscal policy has already shown encouraging results in reducing domestic expenditure, in bringing down the rate of increase in domestic credit extension as well as in the money supply, and in converting the large deficit on the current account of the balance of payments into a surplus. However, the capital account of the balance of payments still shows a deficit and the rate of inflation remains unacceptably high. Regarding the latter, it is gratifying to note that the rate of increase in consumer prices, taken at a seasonally adjusted annual rate, declined from 13.3 per cent in the first quarter of 1977 to 11.8 per cent in the second and 10.2 per cent in the third quarter.

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

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

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

Package in the pipeline

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

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

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

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

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

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

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

But as both the Building Industry Federation of SA and the Economic Advisory Council have stressed, that is of the essence. The longer the delay the greater the chance of — in Horwood's words — "overkill."
BUSINESS CONFIDENCE
Durban sees light

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

Participants were 35 retailers with 196 outlets employing 9349 people, and 13 hotels with 3666 employees.

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

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

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

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

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

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

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

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

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

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

In Bophuthatswana, two secondary schools were shut because of “unrest”; in QwaQwa, there were reports of pupil attacks on a school inspector and headmaster; and in Pietersburg, five secondary schools were closed. All East Rand post primaries were being boycotted.

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

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

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

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

Bantu Education’s shortfalls have frequently been chronicled (eg FM August 5 1977): State per capita spending is a mere fifteenth of what it is for white; average pupil/teacher ratios are 50/1; teachers are poorly qualified (most of Soweto’s 5 000 teachers do not have matrices); dropout rates are critically high.

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

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

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

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

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

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

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

Strydom claims many of the criticisms of Bantu Education are based on misunderstanding and ignorance. For instance, white per capita figures are actually lower than those usually quoted because of spending on large numbers of non-teaching personnel, he says. And in fact 2 600 of his teachers are enrolled in adult classes to obtain matric. However, he does admit to lower pay scales for black teachers, although "government has committed itself to closing the gap. It must accept responsibility for the equal education of all its children."

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

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

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

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

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

Mercury Reporter

PIETERMARITZBURG

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

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

The other two were Councillors Rusty Gilson and Peter Harwood.

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

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

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

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

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

She said she had “no idea” whether the council could nominate Professor Nyembezi.
Blast: Blaze destroys school building

Staff Reporters

ONE OF THE buildings at the Jan van Riebeeck Primary School was destroyed by fire last night. The fire broke out after a big explosion.

The section of the school that was destroyed was the school's original building, which was built in 1926.

A senior police spokesman on the scene confirmed that the cause of the explosion was undetermined. He said that the fire had spread to the centre of the building.

The first person to arrive at the school was Mr. P.J. Jansen, a member of the fire department. He said that the fire had been under control when he arrived and that it had not caused any damage.

Firefighters were assisted by a number of other workers who were inside the school at the time of the explosion. They were all safe and accounted for.

The fire department was调动 more than 20 firefighters and 5 fire engines to the scene. They were joined by the police and the Red Cross.

The school is situated in the heart of the city and is one of the oldest schools in the area. It was established in 1856 and has a long history of educating the children of the city.

The school's principal, Mr. P.J. Jansen, said that the school was being investigated and that all necessary steps were being taken to ensure that the school could reopen as soon as possible.

A large crowd of people gathered at the school to watch the fire. Some of them were crying and others were angry. They were all demanding that the school be rebuilt as quickly as possible.

The school is one of the oldest in the city and is a symbol of the city's rich history. It is located in a residential area and is considered to be a landmark of the city.

The fire caused a great deal of damage to the school and its contents. It is estimated that the cost of rebuilding the school will be in the millions of Rand.

The school's principal, Mr. P.J. Jansen, said that the school would be closed for at least a week to allow for the investigation and the clean-up. He said that the school would be reopened as soon as possible.

The school is a symbol of the city's rich history and is a symbol of the city's resilience. It is a symbol of the city's determination to overcome any obstacle.

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Pupils asked about
Black sex habits

BLACK and White parents at a mixed convent school in Pretoria expressed shock and disgust this week at a questionnaire pupils from Standard Six to Nine were asked to complete and which they claim included questions such as:

- "Do you think Blacks are sex maniacs?"
- "Do you think Blacks are sex maniacs?"
- "Do you think Black people are more expert at dancing andlovemaking?"
- "Would you marry a man with thick lips, crinkly hair and wide nostrils?"
- "Would you marry a man with thick lips, crinkly hair and wide nostrils?"
- "If you had Black in the school, do you think it would lower the standard?"

The questionnaire was distributed by Dr Johan Nieuwoudt of the social psychology department of the University of South Africa. He told me this week the research was part of student Mr Johan Mynhardt's doctoral thesis on ethnic attitudes.

He refused to let the Sunday Express see the questionnaire as this was "unethical before the thesis is complete."

"It would be unhealthy to quote items out of context in the Press," he added.

"Parents have overreacted to out-of-context and distorted reports by pupils."

The Transekiean Ambassador, Professor M Njisa, who is a social psychologist with a five-year-old son at the school, was shocked to hear of the questionnaire. "It is disgusting and inflammatory," he said.

"I have never come across anything like it."

Equally shocked was the wife of the Malawi Charge de Affaires, Mrs M J Nyirenda, whose daughter is in Grade One at the school. "It is definitely not suitable material — I am amazed," she said.

Pupils, who include a Standard 7 Indian girl, claim they were asked in the questionnaire to indicate whether they were slightly opposed, moderately opposed or fully opposed to various ideas, for example "marrying a man with thin lips, crinkly hair and wide nostrils."

And to mark with a cross whether they believed English- and Afrikaans-speaking Whites, Indians, Coloureds, Portuguese, Jews, Chinese and Blacks were clean, dirty, loyal, disloyal, beautiful, ugly, honest, dishonest, friendly, unfriendly, reliable, unreliable, and to indicate whether they believed in or were in favour of pornography, legal abortion, racial segregation, church law, divine law, Bible truth.

A Standard Nine pupil, who does not wish to be named, said she and her classmates were indignant and upset by the questions.

Another Standard Nine pupil said the questions were interspersed with "irrelevant ones", to disguise what she believed was an obvious and stupid attempt to assess pupils' political inclinations.

"One, for example, was 'what is your opinion of straitjackets?'," she said.

"We were asked about sex, religion, age, date of birth, racial attitudes, father's occupation, income, highest qualification and political party — everything but our names which would be easy to find out."

The girl's father said parents should have been allowed to scrutinise the questionnaire first.

Other parents agreed that the questionnaire was "dangerous and damaging."

The Mother Superior refused to comment on the matter, and referred the Sunday Express to Dr Johan Nieuwoudt, who said:

"They were confidential, psychological tests."

We had the necessary authority to do the research and distribute the questionnaire."

He refused to divulge the name of the authority, adding:

"As soon as we have completed the study, a full report on the findings will be made available. It is standard practice not to comment on research before it is complete."

He added that only nine of the 440 items in the questionnaire were "indirectly related to sex."

Dr Nieuwoudt refused to let me speak to Mr Mynhardt, the student on whose behalf he had distributed the questionnaire.

"We agreed that I would handle any Press queries, and that details of the questionnaire should not be divulged. This is standard practice during preparation of a thesis. The findings will be made known later."

 Asked if the contents of the questionnaire would be disclosed along with the findings, Dr Nieuwoudt replied:

"That will not be possible. They are copyright."

 Asked how the contents could be copyrighted if they were contained in standard textbooks, Dr Nieuwoudt refused to continue the conversation.

The questionnaires already have been circulated in Cape Town, Port Elizabeth and Durban schools, and have been returned to Dr Nieuwoudt.
Teachers

angry over sackings

Own Correspondent

DURBAN — Insecurity "threatens the entire teaching profession" following the Indian Council executive committee decision to discharge three senior Transvaal Indian teachers.

This was said today by Mr. D. Nair, secretary of the SA Indian Teachers' Association.

The teachers dismissed are Mr. V. Lingum, principal of the Ladium High School, Mr. Rama Jeram, deputy principal, and Mr. Ebrahim Dawood, vice-principal.

They were dismissed by the Indian Council executive committee after the Director of Indian Education, Mr. Gabriel Krug, submitted reports to the committee.

The teachers will apparently receive substantial payouts.

Mr. Nair said the association was gravely concerned.

They were discharged without, to our knowledge, any inquiry, is unprecedented in the experience of Indian teaching personnel, under provincial or state control," he said.

"The matter has been placed in the hands of our legal representatives."
De-schooling call at Nusas meeting

Mercury Reporter

PIETERMARITZBURG — A de-schooling system for African children would have to be found in South Africa as it would cost R1.6 billion a year to equalize Black and White educational standards within three years, Mr. Paddy Kearney, co-organiser of Diakonia, said here yesterday.

The boycott of classes by Soweto students provided the opportunity for "the most enlightened educational system in the world," he told the congress of the National Union of South African Students.

The "people's college" educational supplement of the now-banned World newspaper had been the finest example of a de-schooling system.

The 24-page supplement had reached 1,000,000 people weekly showing that it was possible for a de-schooling system to work.

Since the banning of the World no real successful alternatives to the rejected Bantu-education system had been found.

A survey had shown that most children were spending their time playing soccer in the streets.

Mr. Kearney said there may have been a link between the banning of the World and the fact that the people's college had proved a viable alternative to Bantu Education.

Mr. Kearney advocated the de-schooling philosophy of the internationally-renowned educationist Ivan Illich.

Illich, he said, rejected schools because they cramped the natural learning instincts of the child and were more concerned with teaching the child his proper place in the social ladder.

Schools reached the point where they became counter-productive and in America it was so bad that some children were suing departments of education because after 12 years at school they still could not read or write properly.

Mr. Kearney said the African tribal system provided an inspiration for a de-schooling system.

There were no schools and learning was conducted by all members of the community out in the real world.
Rhodes launches Xhosa texts

GRAHAMSTOWN — A series of books designed to make creative writing in Xhosa easily available to Xhosa- readers has been launched by the Institute of Social and Economic Research and the Department of African Languages at Rhodes University.

The first of the texts is Inkululeko Uzimele-Geqe eTranskayi, a 38-page poem about the Independence of Transkei by D. L. Yali-Manisi.

The second, Egwali, by W. P. Ndibongo of Mqanduli in Transkei will appear before the end of the year.

Four more texts are in preparation. They will be edited by Mr Sydney Zotwana an African languages graduate who is the newly-appointed research officer at the institute. Mr Zotwana also prepared Egwali for publication.

Most of the texts in the series would not otherwise be published, according to the institute's director, Prof J. Opland. Commercial publishers were wary of producing books in Xhosa unless they were sure of reasonable sales which usually meant prescription as school textbooks.

"The series has been launched to serve the interests of Xhosa culture and literature," he said.

Texts to follow Egwali next year are Isite Somzi by Nelliya Mbutuma, a collection of poems on Rhodes University by S. M. Burns-Namashe, Ingqu by Yali-Manisi, Izibingo Nenibono by Mbutuma, and Malungu'Uhlanga by Ndibongo.

Mbutuma, one of the great Xhosa praise-poets, is largely unknown except to those who have heard him. The new series will bring part of his literary output housed in manuscript in Rhodes University's Cory Library for Historical Research to a wider audience.

Malungu'Uhlanga, a 100-page manuscript by the 83 year-old Ndibongo, deals with the death of Xhosa customs and traditions which the author describes with intimate knowledge.

"The collection and preservation of this sort of material is extremely important," Prof Opland said. "Works like these ought to be available to Xhosa-speakers." — DDC.
Education by order

DURBAN. — Compulsory education for Indian children between seven and 15 begins on New Year's day. Mr J Reddy, chairman of the South African Indian Council's executive committee says the committee has approved compulsory education for children attending schools controlled by the Department of Indian Affairs.

It will run from the beginning of the year when they reach seven to the end of the year when they reach 15. — Sapa.
African dropout rate high — study

Industrial Reporter

THE majority of black people living legally in the Peninsula are confined to menial positions because of legislation, labour agreements, and employer attitudes, according to a study by the Urban Problems Research Unit at the University of Cape Town.

The study, "A profile of African employment in the Cape Peninsula" also found that the general level of education reached by blacks was very low. The quality of education was far lower than that offered to whites.

There was an average of 59 pupils to a classroom and a pupil-teacher ratio of 46:1 compared with a ratio of about 30:1 in white schools.

These were official figures and they underestimated the number of black pupils because principals did not declare the presence of illegal children.

The dropout rate was extremely high. Less than two percent of pupils who began school in 1963 matriculated in 1975.

The study found the scope of black employment in the Peninsula was greatly restricted by many interlinking factors from numerous regulatory acts, to closed shop agreements, to the "attitudes of many employers".

"The result is that the large majority of Africans are confined to the position of a labourer or domestic servant."
Indians to have 'forced' schooling

Indians have welcomed the introduction of compulsory schooling for children between seven and 15 from January 1, 1979.

A proclamation enforcing compulsory education is soon to be published. The Indian council decided at the weekend on this step.

The proclamation will include a penalty clause and make provision for the appointment of officers to combat truancy.

An Indian council executive member, Mr. Joe Carrim, said a school a month was being built to prepare for expected shortages.

In 1979, compulsory schooling was introduced for children who entered Class 1 in that year and thereafter.

Two Lenasia high school principals said the appointment of truancy officers will curb the negligible, but irritating truancy problem in the township’s four high schools.
Church schools to keep blacks

The Argus Religious Affairs Correspondent

NO black or coloured pupils admitted during 1976 or 1977 to church schools in South Africa will be evicted in the new year.

Negotiations between the churches and the Government on opening church schools to all races will continue next year.

It was learnt from church circles today that this is the effect of what was termed an 'interim agreement' between churches and the Cabinet.

In terms of the agreement, no existing pupils of colour already enrolled at church schools will be refused admission when schools reopen next month.

At the same time, churches will be required to submit all new applications for the enrolment of coloured and black pupils, with reasons for their admission, to the provincial authorities for approval.

One of the major points of the 'interim agreement' was that none of the parties concerned — the Cabinet, provincial authorities or the churches — would make any public statements on the issue pending further negotiations.

Archbishop Denis E Hurley of Durban who heads the Roman Catholic Schools' Committee of the South African Catholic Bishops' Conference, for example, declined to comment today on the reports.

No joint move

"All I can say is that negotiations are proceeding with Dr P G J Koornhof (Minister of National Education)," Archbishop Hurley said.

There had been no joint approach by the churches concerned to the Government, although there had been 'consultations' between the Roman Catholic, Anglican and Methodist Churches, he added.

These three churches have all taken decisions at a national level that their schools should be open to all races and that there should be negotiation with the Government to achieve this.

Last year Dr Koornhof said in a statement that Government and provincial authorities and the Anglican Church would give further joint consideration to the question of the legal and practical implications of admission of pupils of all races to Anglican private schools.

In October, Archbishop Burnett told the Cape Town Diocesan Synod of the Anglican Church that there was a continuing call on the Government to make up its mind on the issue, and disclosed that he had been in 'frequent communication' with Dr Koornhof.

A motion calling for the unilateral opening of all Anglican schools was dropped on the Archbishop's plea not to seek confrontation with the Government on the issue.
Soweto teachers disappointed by Botha meeting

Soweto educationists and civic members came away empty-handed from yesterday's "summit" with the Minister of Bantu Education, Mr M C Botha.

The African Teachers' Association of South Africa (Atasa) and the Soweto Residents' Committee called for the scrapping of the Department of Bantu Education but the Minister told them the department had no intention of abolishing itself.

FEW CHANGES

Mr R L Peteni, president of Atasa, said no vital changes in the Bantu Education system were achieved.

He said his members were disappointed, but Atasa would continue to fight constitutionally for change.

In response to Atasa's demand that black education be free and compulsory, Mr Botha said the possibility was being investigated on a geographic basis.

Atasa's secretary-general, Mr H H Dlammenzo, said Mr Botha had told them the department recognised the disparities in per capita expenditure for white and black children. The reported figures are R40 for a black child and R900 for a white child.

The department was spending an average of R8-million annually to improve the teacher-pupil ratio in black schools.

Mr Botha said the opening of white universities to blacks was not possible because an influx of blacks to white universities would seriously affect the existence of the country's few black universities, according to Atasa.
How long can we foist this system on them?

MORE than four million black children should be going to school in South Africa and Transkei this year -- if conditions in African education were remotely normal.

But conditions are not normal. On the contrary, the massive upheaval in black education which began when Soweto children rebelled in mid-1976, ostensibly against the use of Afrikaans as teaching medium, remains unsettled.

So nobody knows how many African children will go to school this year, or under what conditions.

The retiring Minister of Bantu Education, Mr M.C. Botha, met a delegation of the 22,000-member African Teachers Association to discuss the situation this week.

Most people would call it a crisis. But Mr Botha does not agree. He thinks there is too much emphasis on the abnormal, not enough on the normal.

"You people regard Soweto as the centre of the earth," he says. "You forget that while Soweto children were boycotting their schools and exams there were thousands of other black children attending school and writing exams all over the country."

The facts, so far as anybody knows them, speak differently. In Soweto last year, 27,000 pupils boycotted secondary schools. And not many of them seem to be registering this year.

But the Secretary of Bantu Education, Mr G.J. Rouxseu, estimates that 300,000 children boycotted schools for varying periods last year. Some stayed away for only a few days, others for several months.

What is disputed is the extent to which Soweto sets the pace for the rest of the country. African spokesmen say that what happens in Soweto today happens elsewhere tomorrow. Some white educationists agree that the problem has escalated steadily since it began in Soweto in June, 1976. Others are sceptical.

"It is true," says Mr Rouxseu, "that some children stayed away out of sympathy with Soweto children, or because they believed they had grievances against the Department. But many stayed away for personal reasons such as dissatisfaction with a teacher or the way the principal was running the school."

"What is beyond dispute, though, is that the boycott began in Soweto and spread widely to other schools, both urban and rural."

In Bophutha-Tswana, two secondary schools were closed because of "unrest". In Pieterburg, five were shut. On the East Rand post-primary schools were boycotted. In Pretoria there were boycotts at no fewer than 33 secondary and primary schools in Atteridgeville.

In Port Elizabeth, it was almost as bad as Soweto. All 90,000 children at primary and secondary schools stayed away. In September they marched with placards criticising Bantu Education, and 68 of them were arrested.

Very poor

Even distant Bantustans were not immune. In Venda, in the Northern Transvaal, 397 schools were shut and 100,000 pupils sent home. In the Ciskei, pupils boycotted schools but returned after Chief Minister Lemno Sebe appealed to "reason".

Even so, nearby Uitenhage had an almost total boycott of higher primary and secondary schools, and in King William's Town attendance was down to seven per cent at one stage.

At Cradock and Grahamstown students were officially described as "very poor" but in the Cape Peninsula, on the other hand, it fluctuated between 80 and 90 per cent.

In Natal, where the Zulu cultural organisation, Inkatha, took the view that boycotting schools was not the way to redress grievances, all was mainly well, and in Transkei 600,000 children attended school throughout the year.

Whether this state of affairs is properly called a "crisis", or whether it deserves some other label, educationists interviewed on the subject are agreed that the root cause is the system of Bantu Education introduced by Dr H.P. Verwoerd 24 years ago.

The Bantu Education Act of 1954 took African education from the control of the provincial authorities and handed it to the Minister of Native Affairs, as he was then called. The recommendation of the Eiselein Commission that African languages should be the medium of instruction in all primary schools, and that Afrikaans education should be "suitable to the "needs and condition", was put into effect.

Government spokesmen acknowledge that the result was inferior education. But Dr K.B. Harteboer, who retired a month ago as Director of Planning of Bantu Education, told me Bantu Education was, indeed, inferior and that this was the real cause of discontent.

He pointed out that a black child spent 11 hours a day at school and was exposed to a language unsuitable for his needs. Even the majority of white children were, in fact, in a worse position and, in any case, the education they received was better than that of the blacks.

A final word from the Secretary of Bantu Education: "You asked me for a reason. I cannot find one.

"The figures tell their own story. This year and last year both showed that our educational system has failed to obtain the object of education, which is the development of the individual."

By Heather Mc Gee
THE OTHER SIDE OF THE COIN

IN THIS mood of the era - the time of the Civil Rights Act of 1964 - it all seems so clear-cut and benign and fair-minded.

America was not only making amends for two centuries of putting down blacks and keeping women out of the mainstream of society; she was setting an example for the world.

But new thoughtful Americans are slowly coming to the view that half a generation of tampering with society may very well require another half a generation's efforts to unravel.

A few months ago the feeling - wishful thinking perhaps - among concerned Americans was that the famous Bakke case, which had reached the marked halls of the United States Supreme Court, would "solve everything."

Alan Bakke, a 27-year-old ex-Marine, claimed he had been denied the opportunity to enter medical school simply because his skin was white. The University of California, on the other side, was entitled to reserve 16 out of 100 available medical school places each year for less-qualified blacks and other minority candidates. The dispute seemed the classic sort of question one could settle once and for all.

But when the Bakke case turned out, it was only the first of many and each one raises its own moral, judicial and practical questions.

Where should our sympathy fall, for example, in the case of a woman's life "victim" like Dr James Cramer whose case is trilling Mr Bakke's to the Supreme Court? Dr Cramer had earned his doctorate in sociology and was a junior member of the faculty of Virginia Commonwealth University when two good jobs opened up in his department.

Both went to women who had lower qualifications and less experience.

The spurred male tended that he had been discriminated against on the basis of sex and brought an action against the university.

In defence was that it was only following Federal government orders to hire more women and members of racial minorities.

Which law?

The first legal round went to Dr Cramer but the university appealed against that judgment.

The idea is appealing against the other day that the Federal Government's order required him by law to consider sex when making faculty appointments, and now a Federal judge has prohibited him from doing so.

"We have no desire to break anybody's law," he says, "we can't see what the law is."

Similarly, the Federal Equal Employment Watchdogs say that Government contractors who do not carry out "affirmative action" programmes to help women and blacks - meaning programmes to undo the effects of discrimination assumed to have been inflicted in the past - risk losing their contacts.

But if they do enact such programmes, they might be liable to damages claims by white males that could run into the hundreds of millions of dollars.

Although the issue has yet to reach the Supreme Court, Chief Justice Warren Burger has spoken favourably about the idea that white males might be paid compensation for damage inflicted by affirmative action programmes.

What next? It may be the insurance industry's turn. Since women live longer than men, and could take more out of the kitty, some egalitarians are arguing that it is a form of discrimination to make male and female employees pay equal amounts into the company pension fund.

About? Not at all, the Supreme Court has already agreed to consider such a case.

What's equal about a man dying before a woman?

The Government itself can get into this tory-turdy. In the first such case, the Equal Employment Opportunity Commission has gone to court on behalf of a number of that notorious oppressive majority, white males. It is suing on behalf of a young Denver man, Joel Kawai, who has tried unsuccessfully to get a job as a telephone operator.

If we want to label things, we might call this post-Section Stage 2. But parts of the country are already entering Stage 1a, potentially seven out of Pennsylvania, for instance, while civil service employees argue that affirmative action programmes have already achieved their goals and blacks now occupy many key management jobs.

Managers

The white complaint is that these black managers have been discriminating against long-service white employees and preventing them from getting promotions.

In other words, they're getting his consequence as the black managers didn't get equal treatment from fellow blacks.

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Taken over

"Until their education ceased to be a branch of the Bantu Administration Department and is taken over by the National Education Department, they are not going to get it."

Conceding that it would raise a number of problems to put African education under (national) control, Dr. Harthorne says: "At least the emphasis will be on education rather than on Bantu Administration."

The system is condemned in equally sweeping terms by Mr H H Dlamini, secretary-general of the African Teachers Association. He says that to talk, as the Minister and his officials do, of identical syllabuses for black and white is to add to "solar hairs."

"It is not the differences in the syllabuses, which are indeed slight, that matter," he says. "It is the very fact of a separate system structure - the teaching facilities, teachers' training, the money spent per head, and the general administration."

Mr. Franz Auerbach, secretary of the South African Federation of Teachers Association, says simply: "Not enough money is being spent on black education."

Equal

"Nobody expects the Government to spend the same amount overnight on black education as on white, but I think the ratio should be more equitable, and there should be a promise that in a certain number of years the amount will be equal."

Mr Auerbach says Afrikaner education is no longer to be improved.

"It must become more like white education, especially in the quality of facilities provided. Until this happens, most Africans will not believe that the State is serious in providing better education for African children."

Mr Rousseau, putting the official view, says there is no purpose in combining black education with white, black and white, in one national structure. "As both education systems are the same, what is the purpose?"

But are they the same? The facts barely bear out that claim, quite apart from the disparate amounts spent on black and white. In some areas there is only one teacher to 80 or even 100 pupils, although Mr Rousseau rightly points out that the ratio is improving and in urban areas has been reduced to 42 pupils per teacher.

But some rural areas still have double sessions in which teachers must take one set of children in the morning, another in the afternoon.

The new Director of Planning, Mr. P. M. Giese, says: "I am striving to give black pupils a better deal and I hope they, in turn, will do the same for me by attending school and getting stuck into work."

He adds that double ses-
More than a million going back to their books

INSIDE

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Mr Willem Theron, Director of Education for the Administration of Coloured Affairs.

COLOURED MATRIC FIGURES DOUBLE

DURING the last four years the number of matriculation candidates in schools run by the Administration of Coloured Affairs has doubled. Last year (1977), there were 5 648 pupils in Standard 10, compared with 2 820 in 1973.

Mr Willem Theron, Director of Education of the Administration of Coloured Affairs, said the big increase emphasised the immediate beneficial impact of the system of differentiated education as well as reflecting the growing importance attached to higher education among coloured people.

Theron said: “By offering pupils subjects they are interested in and on a grade suited to their abilities, they have been encouraged to make the most of their potential.”

The big increase in enrolments in secondary schools is very largely due to the new system, but it also reflects an increasing awareness of the value of higher education — which is continued on page 2.

Apart from widening the range of subjects which can be studied for the matriculation examination and university entrance, differentiated education has also led to a much greater emphasis being placed in all schools for all races on psychological testing and vocational guidance.

This in turn has led to greater provision being made for the highly intelligent or gifted child, and for the child with learning disabilities.

For this supplement, officials and teaching staff of all the educational departments, the Administration of Coloured Affairs, the Bantu Education Department, Indian Education and the Cape Education Department, as well as other educationists, have been interviewed.

The facts and opinions contained in this many-side ranging articles will be of interest to all students, teachers, parents and others concerned with education.
Continued from page 1.

Outdoor studies

Mr Meyer emphasised that careful guidance by school psychologists, in cooperation with the school psychologists, is necessary to give this guidance. One period a week is devoted to group guidance for each class in Std 5 to Std 10. Certain number of periods are also set aside for personal interviews and guidance teacher’s timetable.

This guidance, which is part of the school psychological services, starts in the primary schools and continues right through to helping pupils and their parents in deciding on future careers and with applying for admissions to university, colleges and other institutions for further study.

The psychological testing service is complementary to the guidance service. The attitude, scholastic intelligence and other tests used are standardised for the Administration of Educational Affairs (which is the administrative body of the Coloured Persons' Representative Council) and administered on a national basis in all types of schools as well as in colleges and other educational institutions. It includes the Provincial Council for Advanced education.

Describing it as a many-faceted education department, Mr Meyer said that this department is one of the most important and valuable for the whole school. They have gone to great lengths to ensure that the pupils and their parents are given the best possible education, and that they achieve their potential in every possible way, allowing them to make informed decisions in the future.

Mr Meyer also stressed the importance of outdoor studies, stating that they are not only valuable for the pupils' development, but also help to keep them engaged and interested in their future careers.

While education is always valuable for its own sake, it is of utmost importance to keep in view the interests of the pupils and their future careers. By choosing the right subjects and providing guidance on future occupations, the school can help pupils prepare for a fulfilling future.

This is also true for the parents, who need to be involved in the decision-making process. By keeping open lines of communication, parents and pupils can work together to ensure that the pupil's interests and future careers are taken into account.

Mr Meyer also noted the importance of keeping an open mind on whether pupils can be provided with special facilities for gifted and very intelligent children. While he does not believe that these children need to be taken out of the normal school environment, he also believes that they should be given the opportunity to shine.

Our children, he said, are often the ones who are experiencing difficulties with the standard grade, teachers must try to find out the reason for their poor performance.

Mr Meyer, who is an enthusiastic supporter of the practical Std 8 and Std 10 courses for children, who genuine cannot cope with the conventional school education, said that he was still very much in favour of this project in spite of the controversy raised about the practical courses in the Transvaal.

In the Cape, only 188 pupils were entered for the practical Std 10 examinations this year, Mr Meyer said. The Department of Education is not prepared to make any comment on this certificate, with or without matriculation exemption.

But they have gained a maturity and a confidence which they would not have had if they had left school earlier. Even though their jobs are not so demanding, they will be better at their work. We aim to educate for life, as well as laying foundations for future careers.
Exciting outdoor emphasis

THE need for schools to give a lead in awakening a concern for nature conservation, the relevance of the practical Std 8 and 10 courses and the far-reaching benefits of differentiated education were highlighted by Mr P S Meyer, Director of the Cape Education Department, in an interview with The Argus.

He said he was very impressed with the progress being made in outdoor education in the south-western Cape through the School in the Wilds and the Classroom on Wheels projects. His department was now investigating various ways through which these programmes could be extended to other parts of the Cape.

Both projects were started mainly as holiday programmes a few years ago by private enterprise but since the beginning of last year they have been assisted by the Cape Education Department through the secondment of two qualified teachers to each of the organisations. Children are taken on four- to five-day courses during the school term either to the permanent School in the Wilds at Villiersdorp or on a coach tour through the Classroom on Wheels programme.

Schoolteachers employed by the Cape Education Department are permanently attached to both projects. The schools sending children on these courses also send their own teachers - to ensure that there is a continuous follow-up in the classroom and through other school activities and outings.

Mr Meyer said that geography and the sciences lend themselves particularly well to outdoor education, but other subjects, including mathematics and literature, could be given new meaning by this type of teaching method.

He said: "In our modern world many urban children know so little about nature. Outdoor education opens up a whole new world to them. Through these programmes knowledge gained in the classroom takes on new relevance and the children gain a new insight into the real value of the natural world and the need for nature conservation. During these courses children are given an opportunity to be alone with nature so that they can

Continued on page 2.
Tamil and Hindi are now offered as matriculation subjects in Indian schools. Arabic is also offered. Cape Indian schools also offer training in woodwork, metalwork and technical drawing.

THREE NEW SCHOOLS FOR INDIANS PLANNED FOR CAPE

The Argus Correspondent

DURBAN. — Two more primary schools and another high school for Indian children are planned in Rylands, Cape Town. These will be in addition to the existing high school and primary school at Rylands and the primary school at Cревenby.

A new primary school will be opened for Indian children in Port Elizabeth this year, and two high schools and a further primary school have been planned.

In East London a high school and a primary school will be opened this year. A higher primary school has been planned for Kimberley. Schools are also being planned for Mafeking.

Mr F C Hawkins, deputy director of Indian Education, said the department will continue with its expansion programme where there is a concentration of Indians. He said Indian children in the Cape will not be forced to attend exclusive Indian schools.

Full compulsory education is expected to be introduced in January next year. There is a form of compulsory education at present. Children can be admitted to class one if they turn six years old before June 30 in that particular year. They must then continue through to Standard 7 when they are 14 or 15.

Mr Hawkins said differentiated education had had a great impact in Indian schools because children were being given the opportunity to develop to their full potential by selecting subjects of their choice.

In order to cater for the special interests of the Indian community, the department has introduced Tamil and Hindi as matriculation subjects. Arabic is also offered. Zulu and other

A NEEDLEWORK class at the M L Sullari Technical College in Durban. This college provides a wide range of technical and vocational training.

Practical Standard 8 was introduced last year and the practical Matriculation is expected to follow in 1979. The practical courses are being offered as background training that will lead to job opportunities.

The teaching of technical subjects is at the moment restricted to four schools in Natal, but schools such as Rylands can teach woodwork, metalwork and technical drawing. The technical schools offer training in various trades including welding, motor mechanics, engineering, carpentry and various jobs in the hotel and catering industry.

The department has found that 80 per cent of Indian children prefer to take up commercial subjects because of job opportunities. Most students prefer to take up accounting, commercial mathematics, business economics and other similar subjects.

Art and music are gradually becoming popular subjects in many schools. Music is soon to be offered as a Senior Certificate subject.

Mr Hawkins said the department caters for the needs of the community it serves. The department will be prepared to meet the requests of the Indian community.
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Art and music are gradually becoming popular subjects in many schools. Music is soon to be offered as a Senior Certificate subject.

Mr. Hawkins said the department caters for the needs of the community it serves. The department will be prepared to meet the requests of the Indian community.
Soek geld vir Soweto

UTRECHT — Die Neder-landse Komitee vir Steun aan Soweto-onderwysers wil hê alle onderwysers in die land moet een dag se salaris afstaan aan hul kol- legas in Soweto.

Die komitee se voorsitter, mnr. F. P. Feddema, het op 'n perskonferensie in Den Haag gesê hulle wil R150 000 probeer insamel. Hy wou nie sê hoe dit versprei sal word nie omdat dit geheim moet bly.

Mnr. Feddema sê ook die komitee wil die swart-on- derykers steun in hul poging om 'n nuwe onderwysstelsel in te voer.
Net díé salt swart onderwys deur die núé geld by...
Facilities for educational needs of gifted children

186. Mr. N. B. WOOD asked the Minister of Coloured Relations:

(1) Whether any facilities which provide for the educational needs of the gifted child are available in Coloured schools in the Republic; if so, what facilities;

(2) whether any organizations offering educational facilities for the gifted child are recognized and/or subsidized by his Department; if so, what organizations;

(3) whether any specialist courses providing for the education of the gifted child are available for teachers trained at universities and education colleges falling under his Department; if so, (a) what courses and (b) what is the duration of such courses; if not,

(4) whether any such courses are planned; if so, when are they to be introduced; if not, why not.

The MINISTER OF COLOURED RELATIONS:

Education for Coloured persons in the Republic is a matter falling under the control of the Coloured Persons Representative Council and administered countrywide by its Executive. I have, however, ascertained that the answers to the question are as follows:

(1) Yes. The system of differentiated education which is applicable to schools of the Administration of Coloured Affairs also caters for the gifted child.

(2) No.

(3) No.

(4) No. The training courses for teachers have been reviewed and adapted to make provision for the requirements of differentiated education.
For oral reply:

Black children enrolled in schools

*1. Dr. A. L. BORAIN asked the Minister of Education and Training:

What percentage of Black children of the age group 7 to 15 years, was enrolled in schools in 1977.

The percentage is estimated at approximately 72.
Great strides in black education—Treurnicht

KING WILLIAM'S TOWN — It was remarkable how black education had advanced in the present decade, the Deputy Minister of Education, Dr A. P. Treurnicht, said in an address at a promotion function at Dimbaza last night.

Since 1974, the enrolment of pupils had increased by over 200 percent in primary schools, he said. However, post primary school enrolment had remained almost constant at about 150,000 as against the 470,000 now in secondary schools.

At the end of 1970, only 1,188 pupils passed Std 8, and only 176 passed their senior certificate. By the end of 1973, 2,127 pupils had passed their finals in Std 8, with 549 passing senior certificate. The percentage increase was thus 180 percent in Std 8, rising to 375 percent in senior certificate.

During 1970, R47 million was spent on education for blacks in both primary and secondary schools, but this increased by about 400 percent to R220 million in 1976.

Most significant of all, however, was the increase in expenditure for industrial training.

In 1973, it was decided to spend R3.2 million on 16 new industrial training centres, eight of which were to go to densely populated black areas, and the other eight to in-service training of blacks in commerce, industry and agriculture.

He added that since the original 16 in-service training centres were started in 1974, about 300 in-service centres were now in operation. — DDR.

Dr Treurnicht (left) discusses points with the Chief Commissioner General, Mr Engelbrecht, and Chief Minister Sebe in King William's Town yesterday.
Township trauma

While an apparent calm has descended on other black townships, Port Elizabeth's New Brighton is still seething.

At least eight people are reported to have died from police bullets since Christmas, and tension in the township, high ever since the death of Steve Biko, remains explosive. Six people, attending four separate funerals in PE townships were wounded by police fire over the first weekend of the new year. During the Christmas season 100 white policeman from the Transvaal were reportedly brought in to help keep order.

Last week police visited township funeral parlours and requested that all funerals of riot victims take place during the week, rather than over the weekend, to avoid large mourning crowds and the possibility of further disturbance.

The Commissioner of Police last week ordered an investigation into allegations that riot police opened fire on innocent blacks attending a funeral over the weekend. A white policeman was killed recently while patrolling a black funeral when he apparently shot himself accidentally, though black witnesses claim that he died when he got in the line of fire.

All 39 000 primary and secondary school pupils boycotted their end-of-year examinations last year. Primary school attendance this week fluctuated around an average of 40%, while secondary school attendance was officially described as "virtually nil."

At a meeting held in mid-December between parents and the regional director of Bantu Education for the Cape, the parents said that they supported their children and would not force them to enter school until Bantu Education is abolished or they received a written undertaking from the department that fundamental changes would be made.

The New Brighton situation is complicated by the absence of an officially recognised voice for the black community. The Joint Bantu Advisory Board collapsed in November when, for the third time, a quorum could not be obtained. This followed calls in early September after Biko’s death by the Port Elizabeth Students’ Representative Council (SRC) for a total schools boycott and the resignation of board members.

Community leaders have been afraid to come forward and state their views on the crisis for fear of police harassment. They point to the arrest in October of Dan Qeqe, a prominent local black businessman, and member of the now-defunct advisory board, who was arrested after a députation to the local Bantu Affairs Administration Board protesting against the proposed community councils. Qeqe was released without being charged after spending 59 days in detention.

Police action does indeed appear to be at least a contributing factor to continuing black bitterness and resentment, and the resultant flare-ups of violence.

The schools boycott escalated to stonethrowing and arson only after the arrest in October last year of 474 male pupils — one of them only 10 years old. Two weeks after the boycott began, about a thousand pupils met in St Stephens church hall in New Brighton to discuss terminating the strike. While the meeting was in progress police surrounded the hall and threw teargas cannisters through the windows before entering the hall and arresting the older male students.

A test case was made of 12 of the arrested, who were first charged with attending an illegal gathering and, later, public violence.

Despite police claims of being greeted outside the hall by a stonethrowing, freedom-song chanting crowd that gave black power salutes and hurled petrol bombs, it was established during the trial that the children had been inside the hall until attacked with teargas. The 12 were found not guilty on both charges and the charges against the other 462 were dropped.

Another key event in the present phase of unrest was the arrest last year of the executive committee of an organization which held a fund-raising concert for the defence of the children. They were tried on a charge of inciting public violence, but five of the six state witnesses were discovered to have perjured themselves at the trial.

One of the witnesses, Mzikazi Nobhandula, said in court that he made his statement to the police about the concert during interrogation and that he had been hit with a hosepipe and threatened with jail under Section 6 of the Terrorism Act if he did not talk. He died in North End jail on December 20, according to the police from natural causes, probably asthma. A local attorney said in court that he had seen Nobhandula the previous day and that he had appeared to be in perfect health.

Officials of the police and security police are reluctant to be quoted, but they reportedly do not hold out much hope of peace in the townships in the near future.

As the FM went to press, the SRC had called a student meeting to discuss the crisis, the first since the St Stephens meeting. Without better understanding on the part of the police, and the abolition of Bantu Education, it is difficult to see the restoration of calm to New Brighton.
BACK-BENCHER NAMED IN CABINET

Cruywagen takes charge of African education

Dr. W. L. Vosloo

ORMANDE POLLOK
Political Correspondent

CAPE TOWN — The Prime Minister, Mr. John Vorster, acted last night to improve Black education — the spark which ignited the countrywide unrest and violence — by creating a new department in a pre-parliamentary Cabinet shuffle.

The reshuffle will bring in two new ministers, a new deputy and two changes in portfolio.

Mr. Vorster has brought Mr. Willem Cruywagen, formerly Deputy Minister of Bantu Affairs, into the Cabinet as head of the new Department of Education and Training and called Dr. Connie Mulder in to head the rest of what used to be the vast domain of Mr. M. C. Botha who retires on Monday.

Mr. F. W. de Klerk, the young MP for Vereeniging and son of former Vorster Cabinet minister and President of the Senate, Senator Jan de Klerk, will rise from the back benches to the Cabinet at the end of March to succeed Senator Johan van der Spuy who is to retire as Minister of Posts and Telecommunications.

Dr. Willie Vosloo, MP for Brentwood, was a complete surprise nomination as a Deputy Minister under Dr. Mulder, who is to rename his department.

Dr. Mulder will retain the Information portfolio, which rebuts speculation that this department would be combined with the Department of Foreign Affairs.

However, he hands over Interior to Mr. Alwyn Schlebusch who retains his previous portfolios of Public Works and Immigration.

Dr. Andries Treurnicht, who has been unpopular as deputy Minister of Bantu Education, has been overlooked for promotion to full status which could be regarded as a reduction in his responsibilities.

He is unlikely to have as much control over education matters as he did under Mr. Botha.

A feature of the reshuffle has been the naming of the new Department of Education and Training to exclude the reference to "Bantu" and it is thought possible that it will also be omitted when Dr. Mulder renames his department.

Mr. Vorster told Press

men last night that splitting the departments "will make it possible to give more concentrated attention to the education and training of the Bantu and to bring about improvements."

The new department will renew the system of education and introduce various improvements which will be announced later,” said Mr. Vorster.

He added later that he believed that education was "so important" that it should be taken over by a separate minister and a deputy.

After praising Mr. Botha for years of hard work in the Cabinet, he said that he had asked Senator van der Spuy to stay on until he had delivered the Post Office Budget in March.

He believed that Deputy Minister Dr. Vosloo was greatly "sympathetic" and it had been necessary to appoint someone with experience in town councils and the administration of Black townships.

Dr. Vosloo had been a councillor in Boksburg and had taken a great deal of interest in Bantu administration.

Dr. Vosloo and his wife had also done voluntary medical work in Malawi.

Observers here believe that Dr. Mulder's appointment will lead to a more flexible approach in Black affairs and Dr. Treurnicht's non-promotion will be welcomed.

The real effect of the Cabinet reshuffle will be seen only when the new Department of Education and Training makes known what improvements and changes it has in mind and what moves Dr. Mulder
schools re-open next week look very slim.

At the weekend Bantu Education was once again emphatically rejected by hundreds of students and a sprinkling of their parents at the St Francis of Assisi Anglican church. Called by the Soweto Action Committee and the Black Priests’ Solidarity Group, the meeting affirmed the students’ boycott of Bantu Education on the Reef, the eastern Cape and other parts of the country.

Nor is the mere replacement of M C Botha by Willem Cruywagen as Minister of Education and Training likely to impress anyone in Soweto.

The boycott will have the sympathy of many black teachers. One teacher said at the meeting: “I don’t see us going back to school when they open next week. I don’t see us collaborating or co-operating with a system that makes us ‘boys’.”

Minutes after the meeting ended, armed police were in the vicinity of the church. There have also been allegations in the past week that police have been beating children who were not at school (lower primary schools opened last week).

The recent unsuccessful meeting between the African Teachers’ Association of South Africa (Atasa) and Michiel Botha has only added to the simmering anger. Atasa secretary-general Hamilton Dlamlenze has said the schools crisis will grow worse “because nothing has been done to correct the present situation.”
Admittance of Bantu pupils to Coloured schools

16. Mr. J. G. SWIEGERS asked the Minister of Coloured Relations:

(1) Whether it is Government policy to admit Bantu pupils to (a) secondary and (b) primary schools for Coloureds; if so,

(2) whether any conditions are laid down for such admittance; if so, what are the conditions;

(3) whether Bantu pupils were admitted to secondary and primary schools in Uitenhage and Port Elizabeth this year; if so, what steps have been taken or are contemplated in this regard?

The Minister of Coloured Relations:

(1) (a) No.

(b) Yes—under certain circumstances.

(2) Yes—the circumstances are:

No Bantu pupil will be admitted to a school for Coloureds if he resides within 8 km (5 miles) of a school for his own group. Applications by Principals of Schools for the admission of Bantu pupils who reside further than the above-mentioned distance from a school for their own race must be submitted on the prescribed form via the school committee and/or manager to the Inspector of Education for immediate transmission via the Regional Representative to the Administration of Coloured Affairs. It must be stated on the form whether accommodation for Bantu pupils is available. Additional accommodation and/or staff will not be provided on behalf of Bantu pupils without the permission of the Administration of Coloured Affairs and no Coloured pupil may be refused admission in order to accommodate a Bantu pupil.

(3) The power for the admission of pupils to schools for Coloureds has been delegated to the Member of the Executive of the Coloured Persons Representative Council for Education. I am not aware of the admission of Bantu pupils to secondary and primary schools in Uitenhage and Port Elizabeth but will have the matter investigated further.
Dr. A. L. BORAIN asked the Minister of Education and Training:

(a) What percentage of and (b) how many Bantu pupils were enrolled in the Republic in each standard from sub-standard A to Form V as at 31 March 1977?

The MINISTER OF EDUCATION AND TRAINING:

<table>
<thead>
<tr>
<th>Standard</th>
<th>(a)</th>
<th>(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-standard A</td>
<td>20.2</td>
<td>701 550</td>
</tr>
<tr>
<td>Sub-standard B</td>
<td>15.8</td>
<td>549 495</td>
</tr>
<tr>
<td>Std. 1</td>
<td>14.6</td>
<td>506 635</td>
</tr>
<tr>
<td>Std. 2</td>
<td>11.2</td>
<td>390 127</td>
</tr>
<tr>
<td>Std. 3</td>
<td>9.9</td>
<td>342 266</td>
</tr>
<tr>
<td>Std. 4</td>
<td>7.9</td>
<td>272 307</td>
</tr>
<tr>
<td>Std. 5</td>
<td>7.1</td>
<td>245 750</td>
</tr>
<tr>
<td>Form I</td>
<td>5.9</td>
<td>203 613</td>
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<td>4.4</td>
<td>151 967</td>
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<tr>
<td>Form III</td>
<td>2.0</td>
<td>71 699</td>
</tr>
<tr>
<td>Form IV</td>
<td>0.7</td>
<td>22 798</td>
</tr>
<tr>
<td>Form V</td>
<td>0.3</td>
<td>11 245</td>
</tr>
</tbody>
</table>

Total: 100.00 3 469 432

Statistics as on the first Tuesday of March, 1977.
Compulsory education for Black children

Dr. A. L. BORAIN asked the Minister of Education and Training:

What progress has been made to date in the introduction of compulsory education for Black children.

The MINISTER OF EDUCATION AND TRAINING:

The introduction of compulsory education is receiving continuous attention by the Department. The programme towards achieving this goal includes the following:

(i) The supply of free textbooks. Approximately R3 million will be spent on this during the financial year 1977-78 against R1.1 million during the previous year.

(ii) The phasing out of double sessions by the appointment of additional teachers.

(iii) The systematic reduction of the pupils per teacher ratio. This ratio has decreased from 1.53 in 1974; 1.50 in 1976 to 1.48 in 1977.

(iv) The introduction of compulsory attendance. Parents who bring their children to school for enrolment in Sub-standard A must sign an undertaking to keep their children in school for a minimum period of four years or until they have passed Standard 2.

(v) The training of teachers has been accelerated. Several new teachers' training institutions have been erected or are in process of construction.

The introduction of compulsory education on a regional basis is at present being investigated.
VERPLIGTE SKOOLBESOEK

Die Uitvoerende Komitee van die Suid-Afrikaanse Indiëerraad verklaar hierby kragtens artikel 23 (1) van die Wet op Onderwys vir Indiërs, 1965 (Wet 61 van 1965), geleë met artikel 10A (4) van die Wet op die Suid-Afrikaanse Indiëerraad, 1968 (Wet 31 van 1968), en Goewermentskennisgewing 7 van 2 Januarie 1976, dat gereelde besoek aan ’n staats- of staatsondersteunde skool vir Indiërs in die Republiek van Suid-Afrika met ingang van 1 Januarie 1979 verpligend is vir elke Indiërkind, vanaf die begin van die jaar waarin sodanige kind die ouderdom van sewe jaar bereik tot aan die einde van die jaar waarin sodanige kind die ouderdom van 15 jaar bereik.

Goewermentskennisgewing R. 63 van 12 Januarie 1973 word hierby met ingang van 1 Januarie 1979 ingetrek.

J. N. REDDY, Voorsitter, Uitvoerende Komitee.
Admission of pupils of all race groups to church schools

(1) Dr. A. L. BORAPATI asked the Minister of National Education:

(1) Whether representations were made to him during 1977 in regard to the admission of pupils of all race groups to church schools; if so, (a) by whom and (b) when;

(2) whether his decision has been conveyed to the parties who made the

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1. For oral reply:

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(1) Yes,

(a) various church denominations and individuals;

(b) in the course of 1977; and

(2) yes, that the matter is receiving attention since it is a complicated one with important implications. Up to now good co-operation has been received from all parties concerned.

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8. Nimmer in span: skeerders daggaanne

9. Hoe lank het u al die werk gedaan?

10. Hoe het u geleer om dit te doen?

11. Het u al ooit ander werk gedaan?

Indien wel, kort besonderhede van vorige werk:

<table>
<thead>
<tr>
<th>Plek</th>
<th>Tydperk</th>
<th>Soort werk</th>
<th>Weeklikse loon</th>
<th>Rede waarom u die werk verlaat het</th>
</tr>
</thead>
</table>

12. Het u al ooit daaraan gedink om ander werk te doen?

Indien wel, waarom verander u nie van werk nie?

13. Vir watter deel van die jaar doen u hierdie werk?

14. Hoeveel plase besoek u elke jaar?
Facilities for educational needs of gifted children

184. Mr. N. B. WOOD asked the Minister of Indian Affairs:

(1) Whether any facilities which provide for the educational needs of the gifted child are available in schools under the control of his Department; if so, what facilities;

(2) whether any organizations offering educational facilities for the gifted child are recognized and/or subsidized by his Department; if so, what organizations;

(3) whether any specialist courses providing for the education of the gifted child are available for teachers trained at universities and education colleges falling under his Department; if so, (a) what courses and (b) what is the duration of such courses; if not,

(4) whether any such courses are planned; if so, when are they to be introduced; if not, why not.

The MINISTER OF INDIAN AFFAIRS:

(1) Yes, those indicated in (4) hereunder.

(2) No.

(3) No. (a) and (b) Fall away.

(4) No. The needs of the gifted child were duly considered in the planning of the new system of differentiated education and the necessary provision exists within the framework of this system.

Aantal skape

rol

Aantal permanente werkers : mans vroue
Aantal toevalle werkers : " "
Aantal kontrakarbeiders :

Afstand van naaste dorp (kilometers)
Crash programme for black education

Dramatic rise in budget likely

THE Government has launched a crash programme to upgrade black education in South Africa, says the Secretary for Education and Training, Mr G J Rousseau.

The figures speak for themselves.

From a paltry £15 million in 1965, expenditure rose to a still unimpressive R37 million in 1972-73.

But the total amount earmarked for black education in South Africa and the homelands — including Transkei — during the current financial year was a huge R290 million.

And it is likely that the budget for black education could show a further dramatic increase for the 1978-79 financial year, at a time when budgetary cuts are generally being trimmed because of the poor economic climate.

Interviewed in his Cape Town office, Mr Rousseau countered criticism that the Government was still dragging its feet over black education by pointing to the figures.

Committed

And he said: 'We are sincerely committed to all-round improvements. But there is a lot to do, and we are aiming for far more than just cosmetic changes.

One of the main areas of criticism has been the failure to provide free textbooks for black schoolchildren.

The position at the moment is that free books are provided for all standards, are promised by next year.

So far, all secondary pupils are supplied with free textbooks, while the supply of free books falls off gradually towards the lower standards in primary schools, where the demand is greatest.

Potential

It is estimated that 88 percent of the potential primary school population is actually enrolled while the figure drops to 14 percent for secondary schools.

Again, Mr Rousseau points to the amounts being spent in this area as proof of the Government's sincerity in tackling the problem.

In 1964-1965, R30 000 was spent on providing textbooks for all black schoolchildren in South Africa. This year, the amount budgeted only for schools outside the homelands was about R3.5 million.

But critics say that black education was neglected for so long that the increased sums being spent now amount to too little, too late.

Certainly, the gap between black education and white education appears vast, and virtually unbridgeable. At the current level of expenditure about R30 is spent on each black pupil, according to Mr Rousseau.

Subsidy

White pupils, by contrast, each enjoy the princely annual subsidy of R644.

One estimate is that it will cost at least R300 000-million to over come this disparity.

Dr Ken Harrihorne, retired director of education planning in the Department of Bantu Education, has summed up the problem by saying: 'In the end it comes back to the brass tacks of money. And it's no use dodging the issue. Whatever you talk about, you are going to need money to do it.'

Free books

Mr Rousseau agrees that money is an important issue but adds that a supply of unlimited amounts of money will not in itself boost the quality of black education.

For example, there are people who insist that we should introduce compulsory education for blacks, and we realise that we must move in this direction but it would be foolish to simply pass the necessary legislation without ensuring that we have the infrastructure necessary to cope with it.

Mr Rousseau listed the following points in order of priority:

- The provision of free textbooks for all students.
- The provision of free stationery where necessary.
- An improvement in the pupil-teacher ratio.
- An improvement in teachers' qualifications.
- The provision of more classrooms.

In addition, it would be impossible to introduce compulsory education on a nationwide basis. It would have to be 'phased in' as various regions reached the necessary level. This would mean in practice that urban areas such as Cape Town and Johannesburg would probably see the introduction of compulsory education before it came to the plateau.

Big task

"Finally, we cannot consider the introduction of compulsory education until we have the support of all parents," Mr Rousseau said. "This means that they will also have to be educated — which in itself will be a big task."

Obviously, the situation is not going to be improved overnight by the waving of a magic wand.

But Mr Rousseau, emphasised that he and his officials were sincerely committed to providing the best educational system possible for blacks.

"This is my life," he said.

"I have given everything I could to black education and I am happy with what I have achieved so far. This department has come a long way. There is no reason why we should not be able to meet the challenges that lie ahead."
Bursaries for Coloureds

158. Mr. T. ARONSON asked the Minister of Coloured Relations:

(1) How many (a) Coloured pupils, (b) Coloured students at teacher training institutions, (c) Coloured students at universities and (d) other Coloured students were granted (i) non-repayable and (ii) loan bursaries by the Administration of Coloured Affairs in 1977;

(2) what was the total sum awarded in (a) non-repayable and (b) loan bursaries in that year;

(3) what was the number of teaching posts (a) filled and (b) not filled at the latest date for which figures are available.

The MINISTER OF COLOURED RELATIONS:

Education for Coloured Persons in the Republic is a matter falling under the control of the Coloured Persons Representative Council and administered countrywide by its Executive. I have, however, ascertained that the answers to the question are as follows:

(1) (a) (i) None.
   (ii) None.
(b) (i) 2 936.
   (ii) None.
(c) (i) 95.
   (ii) None.
(d) (i) None.
   (ii) None.

(2) (a) R912 341.
   (b) None.

(3) (a) 24 517.
   (b) 37.
Coloured pupils enrolled in each standard

224. Dr. F. VAN Z. SLABBERT asked the
Minister of Coloured Relations:

(a) How many Coloured pupils were and
(b) what percentage of Coloured pupils was
enrolled in the Republic in each standard
from sub-standard A to Std. X as at 31
March 1977.

The MINISTER OF COLOURED RELATIONS:

Education for Coloured Persons in the
Republic is a matter falling under the
control of the Coloured Person’s Representa-
tive Council and administered country-
wide by its Executive. I have, however,
ascertained that the answers to the question
are as follows in so far as the Administra-
tion of Coloured Affairs is concerned:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Aantal</th>
<th>Gehou (a)</th>
<th>Gehou (b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub Std. A</td>
<td>114 334</td>
<td>46.9</td>
<td></td>
</tr>
<tr>
<td>Sub Std. B</td>
<td>98 114</td>
<td>44.5</td>
<td></td>
</tr>
<tr>
<td>Standard I</td>
<td>93 263</td>
<td>13.7</td>
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<tr>
<td>Standard II</td>
<td>80 540</td>
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</tr>
<tr>
<td>Standard III</td>
<td>72 057</td>
<td>10.7</td>
<td></td>
</tr>
<tr>
<td>Standard IV</td>
<td>69 935</td>
<td>10.2</td>
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</tr>
<tr>
<td>Standard V</td>
<td>51 783</td>
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<td></td>
</tr>
<tr>
<td>Standard VI</td>
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<td>6.0</td>
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</tr>
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<td>Standard VII</td>
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<tr>
<td>Standard VIII</td>
<td>17 438</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>Standard IX</td>
<td>10 538</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>Standard X</td>
<td>5 648</td>
<td>0.9</td>
<td></td>
</tr>
</tbody>
</table>

(f) Klerk: artikels verskaf deur boer (jaarliks)

Koste aan boer:

(g) Bonus (jaarliks)

(h) Geskenke (jaarliks: artikels)

Koste aan boer:

(i) Ontspanningsgeriewe verskaf:

Koste aan boer (jaarliks):

(j) Gesondheidsdienste:

Jaarlikse koste aan boer van: doktersrekening betaal medisyne vervoer na en van geriewe ander

(j) Totale mediese koste

(k) Pensioenbydrae deur boer (jaarliks)

(l) Versekeringsbydrae deur boer (jaarliks)
14. Waar slaap plaa werk?

15. Kry hulle werk?
hulle op u plaas

Wat is die waarde aan u van die betalings?

16. Gaan u dieselfde span aansluitende jaar gebruik? Waarom/Waarom nie?

17. Is daar op die oomblik 'n tekort aan skeerders?

18. Dink u so 'n tekort sal in die toekoms ontwikkel? Indien wel, waarom?

Hoe gaan u hierdie tekort teenwerk?
### Per capita Expenditure on White schoolchildren

300. Mr. J. F. MARAIS asked the Minister of Statistics:

What was the per capita expenditure on White schoolchildren in (a) the Republic and (b) each of the provinces in the financial year 1976-'77.

The MINISTER OF STATISTICS:

<table>
<thead>
<tr>
<th>Province</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Republic</td>
<td>R654</td>
</tr>
<tr>
<td>Cape</td>
<td>R739</td>
</tr>
<tr>
<td>Natal</td>
<td>R788</td>
</tr>
<tr>
<td>Transvaal</td>
<td>R558</td>
</tr>
<tr>
<td>Orange Free State</td>
<td>R809</td>
</tr>
</tbody>
</table>

Contact details:

- General wartime
- Work with the Boer
- Van Plessis district
- School name:
- Non-op school
- Vote to vote
- Woosakker
- Geetag
- Ouderdom
- Verwaanskap aan werker
- Name (Geeters name)

We refer more sorry.

Antal aatmatchies, geesteslede of pleia of geene anders vir Werkgebousonderbede.
Teachers in Department of Education and Training

235. Dr. A. L. BORAIN asked the Minister of Education and Training:

(1) How many teachers were (a) employed and (b) subsidized by his Department in 1975, 1976 and 1977?

(2) What was the total amount paid in (a) salaries and (b) subsidies during each of these years.

The MINISTER OF EDUCATION AND TRAINING:

<table>
<thead>
<tr>
<th>Year</th>
<th>1975</th>
<th>1976</th>
<th>1977</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>650</td>
<td>735</td>
<td>762</td>
</tr>
<tr>
<td></td>
<td>24 164</td>
<td>26 402</td>
<td>27 529</td>
</tr>
</tbody>
</table>

Preliminary figures

1. Wage

2. Maat

3. Bespreek u ooit die school met u werkgever?

and the site of the farm, other factors play an important role. It would obviously be pointless to offer a high cash wage to a farm worker and not provide a house for the worker and his family. It would also be of little consequence to offer a worker a high cash wage and a house on a remote farm where nearby facilities for buying provisions are not available.

Therefore the farmer on a remote farm cannot compete in the labour market by means of wages only. Other factors which give rise to more responsibilities must also be taken into consideration.

5. FACTORS IN THE LABOUR SITUATION ON THE FARM

5.1 ATTITUDE

Under 1

The farmer's personal interest in the needs and problems of his workers and their families and his assistance in this respect promote a feeling of security and trust.

A sense of his importance and responsibility in the farming undertaking must be promoted in the worker, so that he will associate himself with the undertaking and be proud of mutual achievements.

A sympathetic approach and attitude are very important and this is shown by the manner in which instructions are explained; appreciation for tasks well-performed, friendliness, interest shown in needs and problems and advice and assistance rendered. Interest, advice, guidance, encouragement, etc., all serve to foster a sound and understanding disposition and a happy community on the farm.
Coloured school-children/Coloured schools

238. Mr. T. ARONSON asked the Minister of Coloured Relations—

(1) What is the total number of Coloured school-children in the Republic at present?

(2) Whether there is a backlog of Coloured schools in the Republic; if so, (a) what is the backlog, (b) what is the estimated cost of eliminating the backlog and (c) when is it expected to be eliminated.

The MINISTER OF COLOURED RELATIONS—

Education for Coloured Persons in the Republic is a matter falling under the control of the Coloured Persons Representative Council and administered countrywide by its Executive. I have, however, ascertained that the answers to the questions are as follows:

(1) 660,920 as on 14 December 1977.

(2) Yes.

(a) 2,389 classrooms as on 15 February 1978.

(b) R2,000,000.

(c) The date on which the backlog will be eliminated cannot be determined at this stage because it depends on how funds can be made available.
New salary scales for teachers

14: Dr. F. VAN Z. SLABBERT asked the Minister of the Interior:

Whether the new salary scales for teachers make provision for narrowing the gap in scales for White teachers and Coloured and Indian teachers; if so, what provision; if not, why not.

The MINISTER OF THE INTERIOR:

Yes. The average ratio of the salary scales for Coloured and Indian teachers in relation to that of White teachers was improved from 79.1% on 1 July 1974 to 85.1% on 1 January 1978.
Coloured/White teachers in schools for Coloured pupils

276. Dr. F. VAN Z. SLABBERT asked the Minister of Coloured Relations:

How many Coloured and White teachers, respectively, were employed in schools for Coloured pupils in the Republic in 1976 and 1977, respectively.

The MINISTER OF COLOURED RELATIONS:

1976

<table>
<thead>
<tr>
<th>Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Coloured teachers</td>
<td>24,805</td>
</tr>
<tr>
<td>White teachers</td>
<td>994</td>
</tr>
</tbody>
</table>

1977

<table>
<thead>
<tr>
<th>Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Coloured teachers</td>
<td>25,467</td>
</tr>
<tr>
<td>White teachers</td>
<td>1,054</td>
</tr>
</tbody>
</table>
Coloured teachers

242. Mr. T. ARONSON asked the Minister of Coloured Relations:

(1) How many Coloured teachers in the Republic and South West Africa, respectively, at the latest date for which figures are available, (a) were professionally qualified and had (i) a university degree, (ii) a matriculation or equivalent certificate, (iii) a junior or equivalent certificate and (iv) other qualifications, (b) had no professional qualifications but had (i) a university degree, (ii) a matriculation or equivalent certificate and (iii) technical or other vocational qualifications and (c) had no professional qualifications, had not obtained the matriculation level and held no technical or other vocational qualifications;

(2) what was the total number of Coloured teachers employed in each territory as at that date.

<table>
<thead>
<tr>
<th>The MINISTER OF COLOURED RELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Republic South</td>
</tr>
<tr>
<td>(1) (a) (i)</td>
</tr>
<tr>
<td>(ii)</td>
</tr>
<tr>
<td>(iii)</td>
</tr>
<tr>
<td>(iv)</td>
</tr>
<tr>
<td>(b) (i)</td>
</tr>
<tr>
<td>(ii)</td>
</tr>
<tr>
<td>(iii)</td>
</tr>
<tr>
<td>(c)</td>
</tr>
<tr>
<td>(2)</td>
</tr>
</tbody>
</table>
Pupil/teacher ratio in Coloured schools

278. Dr. F. VAN Z. SLABBERT asked the Minister of Coloured Relations:

What was the average pupil/teacher ratio in Coloured (a) high and (b) primary schools in the Republic in 1977.

The MINISTER OF COLOURED RELATIONS:

Education for Coloured persons is a matter falling under the control of Coloured Persons Representative Council and administered country-wide by its Executive. I have, however, ascertained that the answers to the question are as follows:

(a) High schools—24:1.
(b) Primary schools—31:1.
The MINISTER OF EDUCATION AND TRAINING:

(1) Yes.

Class readers
All required class readers are supplied in the vernacular and both official languages to all the classes from Substandard A to Standard 5. Two reader series are provided in each language.

Textbooks
- Standards 1 and 2
- Mathematics
- Standard 3
- English
- Afrikaans
- Bantu Languages (9)
- Social Studies
- Mathematics (1976)

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 4</td>
<td>English</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>Bantu languages (1976)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Religious Instruction (1976)</td>
<td>General Science</td>
</tr>
<tr>
<td>Hygiene (1976)</td>
<td>Standard 5</td>
</tr>
<tr>
<td>English</td>
<td>Afrikaans</td>
</tr>
<tr>
<td>Bantu Languages</td>
<td>General Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Religious Instruction</td>
<td>Agricultural Science (1976)</td>
</tr>
<tr>
<td>Standard 6</td>
<td>English</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>Bantu Languages</td>
</tr>
<tr>
<td>General Science</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Agricultural Science</td>
<td>Woodwork</td>
</tr>
<tr>
<td>Workcraft</td>
<td>Arithmetic (1976)</td>
</tr>
<tr>
<td>Religious Instruction</td>
<td>Typewriting</td>
</tr>
<tr>
<td>Domestic Science (1976)</td>
<td>Economics</td>
</tr>
<tr>
<td>Biblical Studies (1976)</td>
<td>Art</td>
</tr>
<tr>
<td>Latin (1976)</td>
<td>Standards 9 and 10</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>Bantu Languages</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Physics</td>
<td>Agricultural Science</td>
</tr>
<tr>
<td>Geography</td>
<td>Domestic Science</td>
</tr>
<tr>
<td>Geography</td>
<td>Biblical Studies</td>
</tr>
<tr>
<td>Typewriting</td>
<td>Art</td>
</tr>
<tr>
<td>Biology</td>
<td>History</td>
</tr>
<tr>
<td>Geography</td>
<td>Arithmetic</td>
</tr>
<tr>
<td>Business Economics</td>
<td>Economics</td>
</tr>
<tr>
<td>Needlework and Clothing</td>
<td>Economics</td>
</tr>
<tr>
<td>Standard 7</td>
<td>R*</td>
</tr>
<tr>
<td>English</td>
<td>603 300</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>Textbooks</td>
</tr>
<tr>
<td>Bantu Languages</td>
<td>3 000 000</td>
</tr>
<tr>
<td>General Science</td>
<td>Library books</td>
</tr>
<tr>
<td>Social Studies</td>
<td>20 000</td>
</tr>
<tr>
<td>Agricultural Science</td>
<td>Bibles</td>
</tr>
<tr>
<td>Arithmetic (1976)</td>
<td>38 500</td>
</tr>
<tr>
<td>Typewriting (1976)</td>
<td>Furniture</td>
</tr>
<tr>
<td>Religious Instruction (1976)</td>
<td>1 107 300</td>
</tr>
<tr>
<td>Domestic Science (1976)</td>
<td>Teaching aids</td>
</tr>
<tr>
<td>Biblical Studies (1976)</td>
<td>78 400</td>
</tr>
<tr>
<td>Latin (1976)</td>
<td>Radio's and audio-visual aids</td>
</tr>
<tr>
<td></td>
<td>3 900</td>
</tr>
<tr>
<td></td>
<td>Science equipment</td>
</tr>
<tr>
<td></td>
<td>23 800</td>
</tr>
<tr>
<td></td>
<td>Equipment for practical subjects</td>
</tr>
<tr>
<td></td>
<td>168 800</td>
</tr>
<tr>
<td></td>
<td>Gardening equipment</td>
</tr>
<tr>
<td></td>
<td>12 500</td>
</tr>
<tr>
<td></td>
<td>Equipment for technical</td>
</tr>
<tr>
<td></td>
<td>124 200</td>
</tr>
<tr>
<td></td>
<td>and industrial centres</td>
</tr>
</tbody>
</table>

5 180 700

*Preliminary figures for 1977-78 financial year.
Higher school examinations for Black pupils

231. Dr. A. L. BORAINNE asked the Minister of Education and Training:

(1) How many Black pupils in White areas in the Republic (a) entered and (b) passed the Standard V, Junior Certificate and matriculation or equivalent examination, respectively, (i) at the end of 1976, (ii) in the first quarter of 1977 and (iii) at the end of 1977;

(2) how many of those who passed the matriculation or equivalent examination at each of these times, qualified for university entrance.

The MINISTER OF EDUCATION AND TRAINING:

<table>
<thead>
<tr>
<th></th>
<th>(i)</th>
<th>(ii)</th>
<th>(iii)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) (a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 5</td>
<td>75324</td>
<td>16302</td>
<td>76001</td>
</tr>
<tr>
<td>Junior Certificate</td>
<td>13318</td>
<td>4848</td>
<td>17372</td>
</tr>
<tr>
<td>Matriculation or equivalent</td>
<td>1753</td>
<td>810</td>
<td>1615</td>
</tr>
<tr>
<td>(b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 5</td>
<td>57330</td>
<td>14716</td>
<td>61429</td>
</tr>
<tr>
<td>Junior Certificate</td>
<td>7722</td>
<td>3216</td>
<td>9220</td>
</tr>
<tr>
<td>Matriculation or equivalent</td>
<td>1505</td>
<td>725</td>
<td>1107</td>
</tr>
<tr>
<td>(2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>501</td>
<td>295</td>
<td>435</td>
</tr>
</tbody>
</table>
Pupil/teacher ratio in Black schools

250. Dr. A. L. BORAIINE asked the Minister of Education and Training:

What was the average pupil/teacher ratio in each class from Std. A to Form V in Black schools in 1957, 1967 and 1977, respectively.

The MINISTER OF EDUCATION AND TRAINING:

As one teacher is in many cases responsible for more than one standard, the pupil/teacher ratio in each class is not available.
Amount spent on free books/stationery

297. Mr. J. F. MARAIS asked the Minister of Statistics:

What amount was spent in the financial year 1976-77 by each provincial administration on the provision of free books and stationery in terms of section 2(1)(e) of the National Education Policy Act.

The MINISTER OF STATISTICS:

<table>
<thead>
<tr>
<th>Province</th>
<th>Amount (R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natal</td>
<td>1 585 000</td>
</tr>
<tr>
<td>OFS</td>
<td>841 000</td>
</tr>
<tr>
<td>Transvaal</td>
<td>3 808 000</td>
</tr>
<tr>
<td>Cape</td>
<td>2 580 000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8 814 000</td>
</tr>
</tbody>
</table>

The information for the Cape excludes stationery as this information is not available.

Anders en vir:

(a) Name (eerste naam alleenlik)
(b) Verwantskap as:
(c) Ouderdom
(d) Geslag
(e) Woonplek
(f) Skooljare volt:
(g) Nou op skool?
(h) Skool (naam, soort, distrik en afstand van plaas)
(i) Werk wat vir boer gedoen word (b.v. gedurende skool vakansies)
(j) Jaarlikse tydperk gewerk (dae of weke)
(k) Jaarlikse betaling: kontant

ander
Expenditure on education

299. Mr. J. F. MARAIS asked the Minister of Statistics:

(1) What was the total expenditure from (a) Revenue and (b) Loan Account in respect of education for the financial year 1976–77;

(2) what amount was spent from (a) Revenue and (b) Loan Account by (i) the Department of National Education, (ii) the Department of Coloured, Rehoboth and Nama Relations, (iii) the Department of Indian Affairs, (iv) the Department of Bantu Education, (v) other State Departments and (vi) each of the provinces.

The MINISTER OF STATISTICS:

(1) R1 239,0 million.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount (R Million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of National Education</td>
<td>229,5</td>
</tr>
<tr>
<td>Department of Coloured, Rehoboth and Nama Relations</td>
<td>132,8</td>
</tr>
<tr>
<td>Department of Indian Affairs</td>
<td>55,9</td>
</tr>
<tr>
<td>Department of Bantu Education</td>
<td>90,7</td>
</tr>
<tr>
<td>Other Government Departments, S.A. Bantu Trust and Homeland Governments</td>
<td>143,2</td>
</tr>
</tbody>
</table>

The Loan and Revenue Accounts have been consolidated into the State Revenue Account as from 1 April 1976, (a) and (b) are therefore not separately available.

Totale mediese koste
Pensioenbydrae deur boer (jaarliks)
Versekeringsbydrae deur boer (jaarliks)
28. Mr. N. B. WOOD asked the Minister of Statistics:

(i) What was the gross national product for the latest year for which figures are available;

(ii) what was the (a) percentage and (b) amount allocated to (i) health in the Republic and the homelands, respectively, and (ii) social welfare services;

(iii) what was the (a) percentage and (b) amount allocated to (i) education and (ii) housing in respect of each race group.

The MINISTER OF STATISTICS:

(1) R27 729 million for the calendar year 1976 and estimated at R28 668 million for the 12 months ended 31 March 1977.

<table>
<thead>
<tr>
<th>(a) Percentage of Gross National Product</th>
<th>(b) Amount R Million</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Health:</td>
<td></td>
</tr>
<tr>
<td>Republic</td>
<td>2.61</td>
</tr>
<tr>
<td>Homelands</td>
<td>0.30</td>
</tr>
<tr>
<td>(ii) Social welfare services</td>
<td>1.51</td>
</tr>
<tr>
<td>(3) (i) Education:</td>
<td></td>
</tr>
<tr>
<td>Whites</td>
<td>2.88</td>
</tr>
<tr>
<td>Coloureds</td>
<td>0.53</td>
</tr>
<tr>
<td>Asians</td>
<td>0.22</td>
</tr>
<tr>
<td>Bantu</td>
<td>0.70</td>
</tr>
<tr>
<td>(ii) Housing:</td>
<td></td>
</tr>
<tr>
<td>Whites, Coloureds and Asians</td>
<td>0.69</td>
</tr>
<tr>
<td>Bantu</td>
<td>0.54</td>
</tr>
</tbody>
</table>

In the case of (3)(ii) separate figures in respect of Whites, Coloureds and Asians are not available. Transkei is excluded.
ditions of Lesotho, particularly considering the education level, it's not bad. There are so

\[ \text{5 MARCH 1978} \]

\[ 406 \]

\text{Capital expenditure on schools for Indian pupils}

\text{He asked the Minister of Public Works:}

\text{What was the capital expenditure during the financial year 1976-77 on schools for Indian pupils in the Republic.}

\text{The MINISTER OF PUBLIC WORKS:}

\text{Rs 803 276.}

\text{Pellets were not proper fish pellets; they're produced for ducks. They dissolve in the water after 1 minute. So we might find it pays to produce our own pellets.}

\text{The villagers scrape the bottom of the pond to see if there's food still there. If the fish don't eat food it can be for various reasons. Here in Lesotho it could be because of a cold day in the middle of summer or else lack of oxygen.}

\text{This is a feeding table for the automatic feeder:}

\begin{center}
\text{FEEDING TABLE FOR AUTOMATIC FEEDER}
\end{center}

\begin{center}
\text{ABOVE 16°C.}
\end{center}

\begin{center}
\text{GRAM PER FISH}
\end{center}

\begin{center}
\text{FISH PER HA} \quad \begin{array}{cccccccc}
2000-6000 & 4000-6000 & 6000-8000 & 8000-12000 & 12000-15000 & 15000-20000 & 20000-30000 \\
\hline
\text{AVERAGE WEIGHT} & \text{GRAIN} & \text{GRAIN} & \text{GRAIN} & \text{GRAIN} & \text{GRAIN} & \text{GRAIN} & \text{GRAIN} \\
\hline
20-50 & 0 & 1 & 1 & 1 & 1 & 1 & 1 \\
50-100 & 0 & 1 & 2 & 2 & 2 & 2 & 2 \\
100-200 & 1 & 4 & 4 & 4 & 4 & 4 & 4 \\
200-300 & 2 & 5 & 6 & 7 & 6 & 6 & 6 \\
300-400 & 4 & 7 & 8 & 8 & 8 & 8 & 8 \\
400-500 & 8 & 9 & 8 & 10 & 8 & 6 & 7 \\
500-600 & 8 & 9 & 12 & 12 & 9 & 8 & 8 \\
600-700 & 9 & 9 & 12 & 12 & 9 & 8 & 8 \\
700-800 & 9 & 9 & 12 & 12 & 9 & 8 & 8 \\
800-900 & 9 & 9 & 12 & 12 & 9 & 8 & 8 \\
900-1000 & 10 & 11 & 12 & 12 & 11 & 9 & 9 \\
\end{array}
\end{center}
to catch the eggs. We also tried using a concrete pond.

We tried using bricks but abandoned it due to lack of space.

**Oxygenation**

You notice that the water turns green from each dam to the next one. This is because you get a disease called "green water". I've tried to solve it for the simple reason that I want to get the fish. I've tried to do this with a cofferdam. I've installed one of these pipes to the outlet of the dam so that the oxygen goes out off them, running through the pipe to the outlet and causing a problem in that if it gets into the water, it will kill the fish throughout. We've done it for a number of times and each time it comes out of the pipe, it's a 50-50 chance. 

**Draining**

**EDA:** Do you ever drain your pond?

**Me:** Sometimes. Sometimes we try to get rid of the water by using a pump. It's a pity to let fish die in the pond.

**Growing season**

We can keep our carp all through the year. We don't actually get feed for them. Our feed rate is 5% of the weight of the fish, about 0.5% just to keep them at a good condition.

**Ducks**

To begin with we raised ducks that would help to fertilize the pond. For reasons, the major problem was that they were not successful for a number of reasons, the major being that the ducks died. We had to keep about 900 ducks, all at different ages. Well, they just about cleared the water of waste. We don't want to get geese because they graze the grass.

**Mealies as feed**

We feed this fish on mealies.

**EDA:** Don't you get very fatty fish if you use mealies?

**Me:** Well this is what the people like. Local Africans can't afford to pay for imported fish.
More schools in Natal teach Zulu 'to bridge gap'

THE number of Natal schools teaching Zulu has increased and, although it may be taken as a matriculation subject, it is not yet compulsory, Mr. Ray Haslam, MEC for education, said yesterday.

There were 115 primary schools teaching the language in Standards IV and V this year compared with 60 last year.

The figures for the high schools for 1978 were not yet available but in 1977 there were 12 pupils in Standard X, 10 in Standard IX, eight in Standard VIII, 256 in Standard VII and 861 in Standard VI learning Zulu.

Course

Ninety teachers had taken the one-week course in 1977 and 87 had already done so in the first three months of this year.

"Zulu may be taken as a matric subject at the standard but not yet the advanced level," said Mr. Haslam.

There was no shortage of teachers because they were not teaching formal grammar but only conversational Zulu: "It is an attempt to bridge the communication gap."

Packages

Asked whether the Natal Education Department was considering making Zulu compulsory Mr. Haslam said: "We have the differential system of education and pupils already have quite a large number of different 'packages', from which to choose.

"There are many things that have to be taken into account when you make a subject compulsory.

"However I think the number of schools where it is available is excellent in the short time since its introduction in 1974, and the number will grow," he said.
Aan boere wat in skool betrokke is:

1. Wanneer is die skool geroep om by die plaas, wat het die grootste invloed in die plaas, soos:
   (i) die Bantoe/Kleur inspekteur;
   (ii) Ander boere wat geënt is op die plaas;
   (iii) Boere wat geënt is op die plaas en by die plaas werk;
   (iv) die plaas argeleerder;
   (v) Landbou-unie;
   (vi) ander: spesifieke klompe.

2. Dit is belangrik dat julle die stigting van die plaas skool, die kommissiere van julle reëls, en bovendien betrokke is in die besluitings van die plaas skool saam met die plaas argeleerder. Die plaas argeleerder moet jou help om die plaas probleme te oplos.

3. Indien julle probleme of ongenoemde afsonderlike vrae het, roep julle die plaas argeleerder om help.

4. Wie het jullies gehelp met bovemelde probleme?

5. Wie is aangestel as bestuurder van die plaas skool, of is julle self bestuurder daarvan?

6. Hoe is die toelaas van die Departement (Bantoe-onderwys of Kleurlingsake) die boukoste van die skool ten volle bedek?

7. Wie het die onderwyser aangestel?

8. Kom julle goed klaar met die (i) bestuurder, (ii) onderwyser, (iii) distriksinspekteur? Indien nie, meld jullies in watter opsig?

9. Is julle tevreden met die leerplan of beoog julle enige verandering in hierdie opsig? (B.v. meer tegniiese of sekere landbouvakkie.)
Teachers/pupils in Indian schools

417. Mr. R. A. F. SWART asked the Minister of Indian Affairs:

(1) How many teachers were employed in Indian (a) primary and (b) secondary and high schools in the last quarter of 1977;

(2) How many pupils were enrolled in (a) primary and (b) secondary and high schools in that period.

The MINISTER OF INDIAN AFFAIRS:

(1) (a) 4 745.
   (b) 2 411.

(2) (a) 141 893.
   (b) 53 089. As at 1 March 1977.
Finance
The Fisheries Section is financed mainly by the British. Also Israel is helping to some extent. The situation is similar in Israel in that the fish are the same (cichlids) but methods are different. You can't appear to Transkei, for example, or to Lesotho.

Social acceptability
The people here were told no tins, maybe, and some told the people to eat fresh. Men are quite a bony fish.

EDA: Carp is the main species here. Do you have any other species? Trout in the river, and we have also introduced some other species during the past 2 years. We have tried barbel (clarias) and mudfish (Labeo). The results were not very promising. The growth rate was very low. Also there is the problem of spawning. Catfish don't spawn under artificial conditions unless you inject them.

Carp trout rotation
In winter here the temperature is too low for carp. They don't actually die, but they don't grow. We thought of using the fish ponds for trout during winter.

EDA: What size trout would you put in?
Well, when we put them in they must be of such a size (50g) that after the winter they'll be big enough to sell. We would have to sell them at about 250 grams.

We tried this idea under experimental conditions. We had a problem of high mortality with the trout. We're not sure of the cause but we know from our experience with carp that there are a lot of birds here which feed on fish. Also, there is the condition of the water because trout need clear water. The water here is quite muddy.

EDA: Probably because of soil erosion?
Possibly. We add gypsum to precipitate the mud. It helps.
Indian pupils

420. Mr. R. A. F. SWART asked the Minister of Indian Affairs:

(a) How many and (b) what percentage of Indian pupils were enrolled in the Republic in each class and standard as at 31 March 1977.

The MINISTER OF INDIAN AFFAIRS:

<table>
<thead>
<tr>
<th>Class/Standard</th>
<th>(a) Pupils</th>
<th>(b) Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class (i)</td>
<td>22,412</td>
<td>11.48</td>
</tr>
<tr>
<td>Class (ii)</td>
<td>21,749</td>
<td>11.14</td>
</tr>
<tr>
<td>Std 1</td>
<td>20,357</td>
<td>10.43</td>
</tr>
<tr>
<td>Std 2</td>
<td>20,136</td>
<td>10.31</td>
</tr>
<tr>
<td>Std 3</td>
<td>20,507</td>
<td>10.50</td>
</tr>
<tr>
<td>Std 4</td>
<td>19,037</td>
<td>9.75</td>
</tr>
<tr>
<td>Std 5</td>
<td>16,742</td>
<td>8.57</td>
</tr>
<tr>
<td>Std 6</td>
<td>15,366</td>
<td>7.87</td>
</tr>
<tr>
<td>Std 7</td>
<td>13,503</td>
<td>6.92</td>
</tr>
<tr>
<td>Std 8</td>
<td>12,834</td>
<td>6.37</td>
</tr>
<tr>
<td>Std 9</td>
<td>6,469</td>
<td>3.31</td>
</tr>
<tr>
<td>Std 10</td>
<td>4,980</td>
<td>2.55</td>
</tr>
<tr>
<td>Adjustment class</td>
<td>1,155</td>
<td>0.59</td>
</tr>
<tr>
<td>Unclassified (Special Schools)</td>
<td>20</td>
<td>0.01</td>
</tr>
<tr>
<td>Total</td>
<td>195,267</td>
<td></td>
</tr>
</tbody>
</table>
Schools in Zweletemba location, Western Cape.

Mr. P. A. PYPER asked the Minister of Education and Training:

Whether there is a shortage of accommodation in the primary and secondary schools of the Zweletemba location, Western Cape; if so, (a) when and (b) where will additional accommodation be provided?

The DEPUTY MINISTER OF EDUCATION AND TRAINING:

Yes.

(a) At the request of the community, secondary classes were introduced as a temporary measure at the primary school. This necessitated the introduction of the platoon system. As soon as the Bantu Affairs Administration Board South Western Cape, who is responsible for the erection of school buildings in the Zweletemba residential area, obtained a loan for the erection of a secondary school.

(b) Site No. S.3 in Zweletemba.
DR PIET KOORNHOF, church leaders and provincial authorities are trying to find a formula to enable 300 black, Indian and coloured children to stay on at 
formally whites-only private schools. Even though this is 
against the law.

The schools are among the best in the 
country, and until this week the Minister 
of National Education's 'mix it' decision 
was one of South Africa's best kept but 
widely known secrets.

Everybody was in on it. Newspapers, 
Government officials, the four provincial 
administrators and church authorities. 

Dr Koornhof managed to sway 
everybody to secrecy. Then the story 
broke in the London Observer.

Now, everyone involved wants the 
children to stay in class, even though 
their presence flouts five Acts of Parliament and three provincial 
ordinances.

To make matters even 
more difficult, they hope the formula 
will enable them to keep the children 
at school and allow new ad-
misions in the future without having to 
change the law.

Juggling

At the end of last year, 
the Cabinet decided that 
children of black children 
could be admitted to private 
schools with the 
approval of the adminis-
trators of the three prov-
einces involved.

Most of the 300 children 
are in the Cape, closely 
followed by the Transvaal 
where parents of white 
children in some schools 
have objected to their 
children sharing facilities with 
blacks.

Some of these parents 
have taken their children 
out of private schools and 
put them in Government 
schools, some reports say.

Because of this, the 
delicate juggling 
continues.

It was hoped that the 
issue would be 
resolved in February, but the 
first school term has 
ended without any policy 
decision being announced.

The Acts causing the 
tangle are the National 
Education Policy Act, the 
Act of 1918 and the 
education Acts for 
Indians, coloureds and 
Africans.

There is no all-em-
bracing Act, control 
educational throughout 
would be stipulated 
some policy guidelines.

Control of schools is 
up to the provincial 
ministers, who, 
Prime Minister appoint.

Dr Koornhof and the 
Minister have 
agreed that changing 
has not been 
but have 
agreed to the 
children's education.

The circumstances 
under which children 
can be admitted to 
private schools are still being 
considered. Parents have 
been encouraged for their 
views on the issue.

The only black parents 
over whom there is 
argument are 
children. For 

diplomats and South 
African black diplomats 
whose children have been 
checked and 
those entitled to send their 
children to private schools.

Transvaal Admini-
strator Mr Sybrand 
von Wildenbergh has 
given permission only to 
two children to attend 
private schools since 
the issue was resolved last March.

Threat

Mr Koornhof claims he was 
unaware of any directive 
by Dr Koornhof to admit 
black children under certain 
circumstances after 
last year's Cabinet 
decision.

Mr van Nierkerk has asked 
the private schools to 
provide him with details 
of enrolments since last March.

"When we have received 
that information we will 
consider what is to be done," he said.

He said he has made 
arrangements with all 
negotiators not to turn the 
children away from these 
schools.

"We cannot 
their being there 
but we have 
not to take 
any action. You don't act 
against children because 
the situation has 
changed."

Last year, when the 
issue first came to a head, 
Mr van Nierkerk threatened 
to re-register all 
private schools admitting 
black children.

This was tantamount to 
forcing them to close 
because it would be impossible 
for them to operate if they 
were not registered.

A delegation of church 
men met Dr Koornhof 
in Cape Town last year 
and it was decided to 
freeze admissions and 
public discussion on the 

While not willing to 
discuss the issue in detail, 
the FEP spokesman on 
education, Dr Alex Dorrain, said 
the move was a "positive 
step and it's going very 
well in the Cape.

Rights

"One hopes very much 
that no one, whether he 
be an administrator, director 
of education, Cabinet 
Minister or Member of Parliament, will stand 
in the way of what is ob-
viously the right thing to 
happen."

He added private 
schools "should have the 
necessary right to admit 
schoolers of whatever colour 
provided that their 
motive is education."
Gemengde skole:
Kabinet besluit

Van Ons Politieke Beriggewes

DIE Kabinet het besluit private kerkskole kan in bepaalde gevalle en in oorlog met provinsiale overhede nie-blankes opneem, het min. Piet Koornhof, Minister van Nasionale Opvoeding, gisteraand in 'n eksklusiewe onderhou met RAPPORT bekend gemaak.

Dit kom aan die einde van 'n week van intensiewe gis-
singe oor die amptelike Rege-
ringsstandpunt ten opsigte van
gemengde skole.

Min. Koornhof se verklar-
ing luid: "Die Kabinet het
besluit op asonderlike skole,
maar ten opsigte van private
kerkskole kan in gepaste ge-
valle uitsonderings gemaak
word, in oorlog met prov-
siale overhede en die
betrokke skole.

"Omdat onderhandelinge
in verband met die implemen-
tering van hierdie besluit nog
die bedoeling van elke bevol-
kingsgroep se kinders na nie
onderskole skole gaan, sal nie
vormerder word nie.

Dit is net by hoogste uitson-
derings en streng volgens
meriete van anderskleurige
tot privatskole toegelaat
word. Kinders van swart amb-
bassadeurs is 'n reeds
bekende voorbeeld van wat
voor deelgeneemtes is gelede
bedoel word.

Dr. Koornhof se uitgangs-
punt is nog altyd dat hierdie
aanleidingheid uitsers delikaat
is en met die grootste sorg
gehandteer moet word – veral
waar kinders in die gedrang
is.

In Regeringskrings is gesê
dat lompe en oorhaastige op-
tredes in hierdie geval dien
die land meer venny van oorspr
af op die hals sal haal as
die Biko-voorval.

'n Aantal

Dit het bekend geword dat
daar vanjaar weer 'n aantal
anderskleurige leerlinge by
witskole in die skool is.

Waar daar in Kaapland
vanjaar soos in ander
anderskleurige leerlinge,
oor die meriete van elke geval
nie benodiging verteen is om
aan, sal privatskole skool deu-
steer, is alle aansoeke in
Transvaal of die, hand-expl.

In Transvaal is daar egter
bevind dat nogtans nie-
anderskleurige leerlinge by
privatskole met die ingang
van die jaar ingeskryf is.

In hooe Regeringskrings is
dit die week beklemtoon dat
daar geen rede tot kommer

*VERVOLG VAN BL. 1.*
INTRODUCTION

The origins of fish culture was practiced in ancient times and remains the largest culture is as much in which they are evidence that fish was being cultured 5,000 years ago. Today China is the world, and carp is the paddy fields as the paddy fields were-put-forth on the basis of what was almost Galilee.

Aquaculture in its many forms has spread across the world and is assuming an ever-increasing importance. Sea fisheries production has already passed its peak and will slowly decline because of the destruction of natural food chains by exploitation and pollution. The world's food production has been unable to keep pace with the population increase, especially in developing nations. There is therefore a need to increase food production by all possible means, firstly by stimulating existing means of production, and secondly by introducing new sources of food.

Fish Farming, although still in its infancy in most Third World countries, has an important part to play as an integrated element of the rural economy.

FAO figures show that protein from foods of animal origin is dangerously lacking in the everyday diet of much of the population of Africa. This can cause ill-health, poor growth and susceptibility to disease. Fish culture is one of the best ways of increasing the supply of protein. Fish meat contains as much as 60% high quality protein on a dry basis, and Fish converts raw food into protein at a far more rapid rate than most land based animals.

It is interesting to consider some of the factors that enable fish to grow so rapidly. The fact that they are cold blooded means that they do not have to use up energy in maintaining body heat. This energy can be used for growth. Fish live in a medium more or less the same density as their bodies, and therefore do not require a heavy bone structure to support themselves against the force of gravity. The ratio of flesh to...
Finance
The Fisheries Section helping to some extent fish are the same differ. You can't apply to Lesotho.

Social acceptability
The people here were tins, maybe, and some to eat fresh. Make sure it is fresh. Men is quite a bony fish.

EDA: Carp is the main. Trout in the river during the past fish (Laboe) rate was very high. fish don't spawn them.

Total expenditure from State Revenue Account on Indian education 423. Mr. R. A. E. SWART asked the Minister of Indian Affairs:
What was the total expenditure from the State Revenue Account on education for Indians in the Republic during the financial year 1976-77.

The MINISTER OF INDIAN AFFAIRS:
R47 234 034.

International sporting associations
472. Mr. D. J. DALLING asked the Minister of Sport and Recreation:
Of what international sporting associa-

The MINISTER OF SPORT AND RECREATION:
The Aero Club of South Africa
South African Masters Athletic Union
Basketball Federation of South Africa
South African Billiards and Snooker Association
South African Baseball Federation
South African National Archery Association
South African Surfers Association
South African Croquet Association
South African Ladies Golf Union
South African Golf Union
South African Amateur Gymnastic Union
South African Target Shooting Association
South African Light Tackle Boat Anglers Association
South African Rock and Surf Angling Association
South African Skiing Angling Association
Game Fish Association of South Africa
South African Freshwater Anglers Union
South African Boxing Association
South African Hockey Union
South African Power Boat Association
South African Waterski Association
South African Life Saving Association
South African Amateur Body Building Union
South African Model Boat Association
South African Veteran and Vintage Association
A.A. Motorsport Control
The South African Women’s Squash Rackets Association
The Squash Rackets Association of South Africa
South African Underwater Union
South African Sport Association for Paraplegics and other Physically Disabled
South African Badminton Union
Polocrosse Association of South Africa
South African Amateur Rowing Union
The National Association for Blind Bowlers
South African Women’s Bowling Association
South African Bowling Association
South African Roller Skating Association

EDA: Probably because of soil erosion?
Possibly. We add gypsum to precipitate the mud. It helps.
Two cheers

African education gets more money this year. It needs it. Real per capita spending on black pupils has grown by R1,13 in the last quarter of a century

Finance Minister Owen Horwood's extra R26.5m for African education is a welcome aspect of his 1978/79 budget. But it is still a far from adequate sum.

Also encouraging is Education and Training Minister Cruywagen's announcement last week that the Bantu Education Act of 1953 is to be replaced by new legislation. However, if African education is to be put on a sound and acceptable footing, the new legislation is going to have to bring some radical changes. The budget increase will boost spending from last year's R117.4m to R143.9m, a rise of more than 20%. The effective rise in last year's budget, after allowing for transfers from other departmental votes, was 32%.

But spending on African education continues to lag far behind that on white education (R824m in 1976-77). Per capita spending on African pupils was R57 last year, according to the Department of Education and Training, as against R42 the previous year. White pupils each had R634 spent on them — nearly 12 times as much.

In 1953, per capita expenditure was R17.08 for Africans and R128 for whites. When inflation over the past 25 years is taken into account, per capita spending on African schoolchildren has grown to no more than R18.21 at 1953 prices — a real increase of a paltry R1.13. The present white per capita expenditure, on the other hand, is worth R209 in 1953 terms.

Says Gerhard Engelbrecht of the Department of Education and Training: "Per capita expenditure on Africans probably isn't really comparable to that spent on whites because the African figure does not include capital expenditure."

The people bear the burden

But that, surely, is precisely the point. The State builds schools for whites, but when it comes to Africans, it generally finances only certain senior secondary schools, such as the two it will build in Soweto this year.

The Bantu Affairs Administration Boards carry the burden of building most other schools. But they receive only loans — not outright grants — from Pretoria, with the result that township residents themselves have to find the money for capital spending. In the Vaal Triangle townships, for example, each household has to pay R1 — over and above house and site rentals — towards the costs of building schools. In the Wrgb townships the levy is 38c.

Charities like The Star's "Teach" fund have come to the rescue in some townships. But Soweto alone still has a shortage of 40 schools. And a glaring racial discrepancy remains: white schools are built at taxpayers' expense, but black children have to rely on their parents and on charity for school buildings.

Most of the money budgeted for bracket, earning no more than R100 a month. If a teacher earns only R100 a month, even after many years of service, even a 58% gain hardly makes a difference."

Engelbrecht argues that black teachers earn less than their white counterparts because they are less well qualified. "This has an influence on the figure for per school expenditure on Africans," he tells the FM. But, of course, is yet another result of the inadequacy of spending on education and the State's failure to train enough teachers. Only about 16% of African teachers have actually matriculated. R3.6m of the budget will go on teacher training.

Another recipient of an increase from the budget is spending on text books — a step towards free compulsory education. The increase here is from R2.5m to R3m. Senior secondary schools will get all their textbooks free, although pupils will still have to buy their own literature networks. Also free are textbooks for about 80% of the subjects taught at junior secondary level, while the lower standards get textbooks in only a few subjects.

"We start providing free books from the higher levels first because senior textbooks are far more expensive," says Engelbrecht. And Joubert Rousseau, Secretary for Education and Training, hopes to provide free textbooks for the rest of the primary school subjects this year.

Evaton school . . . the parents have to pay

schools (R85m) will go on teachers' salaries, with part specially earmarked for the phasing out of the double session system through the creation of new teaching posts. (Under double sessions — which last year affected 913 000 pupils — one teacher takes two classes, one in the morning and the other in the afternoon.) The changes in salaries announced recently by Cruywagen will narrow the salary gap between black and white teachers: Africans will now earn an average of 67% of the pay of their white counterparts, as against 58% in 1974. Actual salaries of African teachers are to rise by between 25% and 58%. And because the key scale is now identical for all population groups — viz increments are the same for comparable qualifications — the gap cannot widen again, according to the department.

Low salaries are of course one of the major reasons for the severe shortage of African teachers. The department refuses to disclose salary scales. But Thamsanqa Kambule, the prominent Soweto educator, points out that "the vast majority of teachers fall in the lowest income bracket, earning no more than R100 a month. If a teacher earns only R100 a month, even after many years of service, even a 58% gain hardly makes a difference."

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Three year establishment programme

During the first year of operation the Fisheries Section does all the stocking and sampling rate of feeding is supplied. During the fingerlings, the fertiliser

We sell the fish at a price that they are sold live/weight. Each charge of the daily, general control.

Fisheries Committee

In each village the choosen act is to sell the fisheries

<table>
<thead>
<tr>
<th>Proven by the Department. This implied that the platoon system was introduced as requested.</th>
<th>Affairs Administration Board will erect the secondary school as soon as their application for a loan has been approved.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower primary school</td>
<td>1219</td>
</tr>
<tr>
<td>Higher primary school</td>
<td>727</td>
</tr>
<tr>
<td>Junior secondary school</td>
<td>401</td>
</tr>
</tbody>
</table>

At times reluctant to pay the Fisheries Section for its technical advice.

Involvement of the villagers

The villagers have to do the work themselves. We used to send the staff from here quite far, up to 90km, to do the sampling. Now most villages (but not all) are doing the sampling themselves. This is a good thing not only because it saves money but also because it increases the villagers' involvement in the fish farming.

Ideally, the villages will be taking full responsibility for the fish ponds after 3 years. But that is not likely to happen since people don't have the education to work out things like stocking rates, feeding rates, etc. We hope to get to that stage eventually but it will require a lot of training.
Admission of Black pupils to private schools

15. Dr. A. L. BORAIN asked the Minister of National Education:

(1) Whether he has held discussions since March 1977 with provincial Administrators on the admission of Black pupils to private schools; if so,

(2) whether any decision was reached on the policy to be adopted; if so, what was the decision;

(3) whether this decision was unannounced if not (a) which Administrators opposed the decision and (b) on what grounds.

The MINISTER OF NATIONAL EDUCATION:

(1) Yes;

(2) yes, exceptional cases have, on merit,
3. NOTES ON VARIOUS

*14. Dr. A. L. BORAINNE asked the Minister of National Education: "

Whether any directive was conveyed to provincial Administrators during 1977 in regard to the admission of non-White pupils to private schools; if so, (a) when and (b) what was the purport of the directive.

4. PROPOSED DEVELOPMENT

Fis

Gra

APRIL 1978

EDA Aquaculture project

†The MINISTER OF NATIONAL EDUCATION:

Yes;

(a) December 1977;

(b) Exceptional cases have, on merit, been admitted to private church schools by the churches during past years. The Government decided in December 1977, however, that the policy is and stays: "separate schools, but in respect of private church schools exceptions can, in exceptional cases of merit, be made in consultation with provincial authorities and the schools concerned"

Dr. A. L. BORAINNE: Mr. Speaker, arising out of the hon. the Minister’s reply, could he please tell us what the response in the various provinces concerned was to that directive?

The MINISTER: Mr. Speaker, the hon. member may table that question. Part of the reply will be given in my answer to the next question.
Emdeni's message

WHATEVER crises have developed around Soweto's schools—and thankfully, that situation at last seems to be returning to normality—one of the township's prime needs remains education. Better education: education which will help equip more young blacks for the better South Africa which will surely emerge from today's turmoil.

Hence the continuing need for efforts like The Star's TEACH campaign, which to date has collected nearly R1.7-million from readers for building schools in Soweto. That Soweto appreciates such efforts is beyond question. One incidental pointer is that the 48 TEACH schools were scarcely touched during all the township arson. It is more testimony, perhaps, that the fund is fulfilling the secondary object with which it set out six years ago—not only to build schools but to build bridges across the racial gulf.

The three-school Emdeni complex opened in Soweto last week is one more solid symbol of this bridge-building. The R230 000 cost was raised in conjunction with the Johannesburg College of Education and a co-ordinating committee working with big business; trust funds and generous individuals. Their effort is an investment in human potential and interracial goodwill. As the black principal of a TEACH school remarked last year: "If you do not build schools you will end up building prisons."
Tony Spencer-Smith

TWO LECTURERS in the University of Cape Town Medical School's Department of Physiology and Medical Biochemistry claim that in one examination system in use at the school, a student who hands in a blank answer sheet obtains a mark which puts him in the top 20 percent of the class.

Their bombshell statement is made in the first issue of a new university publication, Methonix and has already evoked strong controversy.

Methonix is put out by UCT's new Teaching Methods Unit, established to help improve the quality of teaching and learning.

Authors Charles Melzer and Dr Johan Koeslag say that in another system in use at the medical school, a student who answers the right answers to the more difficult questions can still get three times as many marks for those questions as a student who answers the easy questions.

Dr. Koeslag and Mr. Charles Melzer with their bombshell exam expose

It's the look

Or how to tackle a test without understanding it...

In an interview this week, they told the Star that new examination methods designed to help students succeed were being piloted at the university, and they used the paper as an example.

In fact, the dangers were widespread, they said.

"We have looked at these exams from a scientific standpoint," said Dr. Koeslag. "Many people use their practical experience in coming to terms with us."

"It is very difficult to change people's ingrained attitudes," he added. "We wonder whether people are really listening to us, although some attempts have been made to rectify the sort of situations we are pointing out."

Mistakes

"Everyone, there is a lot of room for improvement. If someone who has no knowledge of the subject prepped, who knows what the examiners want, can even get more marks."

"If someone who knows how the particular exam system operates, who is basically ignorant of the subject, could work out a strategy to cope with an MCQ paper, working without any actual knowledge."

They explained that examiners can get in trouble if MCQ papers were not correctly designed. They said: "It's a difficult and demanding one, you can get a situation where a student who is not competent in the subject, because he hasn't studied the material, can still do well."

They say the matter is not remedied by insisting that students have to answer at least 10 percent of the questions.

They say that a student who knows how the particular exam system operates and who is basically ignorant of the subject, could work out a strategy to cope with an MCQ paper.

Depending on the system, the advantage could lie in marking the questions which he doesn't know as all true: making random guesses or leaving them blank.

"After all," said Mr. Melzer, "if a student has nothing to lose, he may as well go for the system rather than the right answer."

In addition, they say, an alert student can often come close to pinpointing the right answer just by using a little logic and without having any actual knowledge.

They put it through a test right without any knowledge at all. It was not always the case at the medical school.
Call for visits by white pupils to black schools

The regional director for education and training in Johannesburg, Mr Jasp Strydom, wants white schoolchildren to visit black schools in Soweto.

In an interview yesterday with SABC-TV at a South African Bureau of Racial Affairs (Sabra) congress in Potchefstroom, Mr Strydom said that, to improve understanding between whites and blacks, it was important that such visits should be made. Then the white children could see what facilities were available to black children and what their environments were like.

He also said that, as all black children learned English and Afrikaans, it was time white children began learning at least one black language.

In another interview, the chief director of the Western Transvaal Administration Board, Dr P. J. Riekert, said one of the ideas behind community councils was that they should train people who might go to their homelands and use their newly-acquired knowledge to develop their own countries.
Sisters must go to school, learn Sotho—TED

The Director of Education has informed the parents of two girls, suspended from school for refusing to learn North-Sotho, that they must attend school and learn the language.

The Healey sisters, Marjory (12) and Elizabeth (10), of Bronkhorstspruit, were suspended from the Cullinan Primary School last month when their parents refused to allow them to take part in the compulsory conversational North-Sotho lessons.

Last year instead of North-Sotho the girls took extra Afrikaans. But this year when the acting principal of the school insisted they attend North-Sotho classes they were kept out of school on the days the subject was taught.

LETTER

In a letter from the Director of Transvaal Education: Professor J H Jooste, Mrs Anne Healey, the girls’ mother, was informed that her children must attend school when schools reopen on April 23.

They would be re-admitted to the Cullinan Primary School, or any other public school, if they complied with the regulations. Specifically:

- they must attend school regularly;
- they must adhere to the instructions of the principal, acting principal and teachers;
- they must participate in all components of the curriculum.

The letter said Mrs Healey would understand that the habitual refusal to comply with regulations endangered the maintenance of proper standards of moral conduct, discipline and social well-being, which could not be allowed.

The Healeys’ lawyer, Mr Mike de Neecker, said that if the department did not allow the girls to continue studying privately the matter would probably go to court.
programme introduced in 1976 by the then Department of Bantu Education thus appears to be gathering momentum.

The programme's first priority is to upgrade underqualified teachers (only 16% of African teachers have actually matriculated). So severe has been the shortage of teachers that the department for many years accepted teachers with as little qualification as Standard Six plus three years' teacher training. Even today, Standard Eight plus two years' teacher training is acceptable qualifications.

According to the department — now renamed Education and Training — 266 teachers were studying for their Standard Eight certificates during 1976, while more than 2,300 were busy with matric. The need to upgrade teachers' qualifications is thus urgent.

Other aims of the programme are to provide literacy training, and education for adults who never completed their schooling. Courses include primary as well as Standard Eight and matric-level subjects.

The programme is specifically geared for urban adults. Preparatory arithmetic, for example, is approached through problems on bus fares, income tax, and the like, while the reading of newspapers is part of the communication course.

Twenty state-run main centres have been set up throughout the country, supplemented by 52 "satellite" centres. This year the department hopes to increase the number of main centres to 35. According to Philip Engelbrecht, the department's chief adult education planner, almost 3,000 adults enrolled for courses last year.

Classes are usually held in the afternoons and early evenings in ordinary school buildings. Electricity charges are met by school fees, but other costs are borne by the department itself. Engelbrecht says that funds are adequate: R1.4m has been budgeted for adult education this year.

Teachers' pay remains relatively low, however. The department employs a full-time principal at each main centre on the normal salary paid to school principals. Other teachers get R2.80 an hour at primary school level, and R3.80 at high school level.

Philip Mcunu, supervising teacher of the adult education centre at Soweto's Mncube school, says that the teachers are not dissatisfied. "They do it as a labour of love," he tells the FM.

The 865 teachers employed by the department in the adult programme are generally drawn from day schools, although some come from industry. Mcunu himself, who supervises 400 pupils at night, works as a clerk by day.

The department has actually been able to reduce the fees paid by pupils at the centres: current charges are R1 a year for literacy and preparatory courses, and R4 for the higher courses.

To call the programme adult education is sometimes a misnomer, however. Many children of school going age attend the night classes. More than 80% of the night pupils at Mncube fall into this category.

There is ample scope for broadening the scheme, especially in hostels. Hostel dwellers sometimes find it difficult to get to the centres. At Denver, part of a hostel has therefore been converted into 14 classrooms.

ADULT EDUCATION

Better late than never

It's never too late to learn, particularly when you were deprived of education during childhood. The adult education
INDIANS EDUCATION ACT, 1965
(ACT 61 OF 1965)
CORRECTION NOTICE

The following correction should be made to the English text of the regulation published in Government Notice R. 275 of 17 February 1978:

For the expression "R. 275" where it appears in the last line, substitute the expression "R. 276".

WET OP ONDERWYS VIR INDIERS, 1965
(WET 61 VAN 1965)
VERBETERINGSKENNISGEWING

Die volgende verbetering moet in die Afrikaanse te van die regulasie gepubliseer in Goewermentskennisgewi R. 275 van 17 Februarie 1978, aangebring word:

Vervang die uitdrukking "R. 275" deur die uitdrukki "R. 276" waar dit in die voorlaaste reël voorkom.
REGULATIONS RELATING TO THE GRANTING OF FINANCIAL OR OTHER MATERIAL ASSISTANCE TO PUPILS AND STUDENTS

Compulsory education for Indians from 1979

Political Staff

HOUSE OF ASSEMBLY.— Compulsory education for Indians on the same basis as for whites will be introduced on January 1, the Minister of Indian Affairs, Mr Mārais Steyn, said last night.

He gave no further details of the move which, he said, was being made at the request of the Indian Council.

Mr Steyn also made two further important announcements — that the Indian housing backlog will be wiped out in five years with a special cash injection and that registration for Indian elections had succeeded spectacularly in spite of boycott manoeuvres by a section of the community.

He said that when the first registration drive ended last year 68.4 percent of eligible voters had been signed up. This figure had increased to 74.8 percent on a supplementary registration which was continuing.
Education Act, 1953 (Act, 47 of 1953), further amended the regulations published under Government Notice R. 218, dated 21 February 1964, as follows:

1. Regulation 8 (5) is hereby amended by the substitution for the words "six rand (R6)" in the third line of the words "ten rand (R10)".

2. Regulation 9 is hereby amended by—
   (a) the insertion of the following subregulation after subregulation (6):

   "(6A) Subject to the approval of the school committee, the treasurer may keep a petty cash account not exceeding ten rand (R10) according to an imprest system, and replenishment of petty cash shall be on demand per cheque and transactions shall be duly entered in the petty cash book:"; and
   (b) the substitution for subregulation (7) of the following subregulation:

   "(7) In addition the provisions of subregulations (4), (6), (8), (9) and (10) of regulation 8 shall also be observed by school committees in so far as those provisions refer to the administration of school funds.".

Amendment Slip 83 of Part II]
Anxiety over 250 bursaries from Polaroid

Staff Reporter

MORE THAN 250 black students could be seriously affected next year if Polaroid decides against renewing its yearly education grant of R43 000; the director of the SA Institute of Race Relations, Dr Fred van Wyk, said yesterday.

Dr Van Wyk said that the institute, which administers the grant, was worried that the giant American film and camera manufacturer might be considering such a move "as we have had no replies to communications on this subject from them, and because in November last year to terminate its relationship with its South African distributor, Frank and Hirsch."

Dr Van Wyk said that as far as students now in their final years of high school were concerned, alternative means of financing bursaries could be planned. It was funds for the more than 250 bursary-holding students now in the middle of post-matriculation studies "the people in the pipeline" - that he was worried about. Their studies would be seriously jeopardized if the money is not forthcoming next year.

Last night Polaroid's director of community relations, Mr Robert Palmer, said from the corporation's headquarters in Cambridge, Massachusetts, that he would not "presume to guess about what is going to happen in 1979."

"We gave 1978's grant at the end of last year," Mr Palmer said, "and next year's grant will be reviewed in November - which is the month in which we make our annual review of all our commitments. That's all I can say to you."

Withdrawal

Polaroid's decision to allocate money for the education of South Africa's black population groups was announced in 1971. In November last year the company announced that it would withdraw from this country following allegations that its South African distributor, Frank and Hirsch, sold film and equipment to the SA Defence Force and Bamu reference酒吧.

The chairman of the institute's educational trust in the Western Cape, Professor H Pollak, said that between 25 and 30 coloured bursary holders now at universities and at the Peninsula College for Advanced Technical Education would be affected if the money is not allocated and if money cannot be raised elsewhere.

"If we don't get the money we'll probably be able to issue a maximum of ten bursaries only next year," Professor Pollak said.

"What I'm doing now," she continues, "is trying to work out what we'll be able to manage without the money. I'mexplaining our appeals to all possible groups of people and other sources to break this news. We'll have to cut our programmes to our fifth present size."

Mrs Helen Nair, one of the winners of the Polaroid bursary, said last night that she hoped the grant would be continued next year: "It's doing excellent work. We'll have to wait and see what happens in November," she said.
The shortcomings of black education are well known. But there are also welcome signs of progress.

The name has changed. A new, younger minister has moved in. The budget has gone up by a fifth. And the old legislation is to be rewritten. At last, African education is beginning to make the long journey from the cold.

Tabled in Parliament this week, the 1977 report of what is now the Department of Education and Training (DET) says that good progress has been made in moving towards compulsory education for Africans. Secretary for Education and Training, Gideon Rousseau tells the *FM* that the idea is to start on an area-by-area basis, depending on local circumstances. His minister, Willem Cruywagen, has mentioned Port Elizabeth as a likely starting-point.

Among the conditions to be taken into account are sufficiency of classrooms and teachers, and whether most of the eligible children in each area are already at school. According to Rousseau, DET’s regional directors have been instructed to investigate the situation in each area. He adds: “We need the cooperation of parents to introduce compulsory education. This is very important. We do not anticipate any resistance, though in some areas, where parental discipline has broken down, there may be problems.”

Rousseau points out that the requirement introduced last year that parents who enter their children in schools sign an undertaking to keep them there for at least four years was aimed at “educating parents.” At the time, the African Teachers’ Association of SA (Atasa) commented that the stress should not be on compulsion, but on the “responsibility of educational authorities to provide schools, adequately trained teachers, books and other school requisites.”

Free text-books

Agrees Rousseau: “Free education must come in at the same time as compulsory education.” He envisages that by the end of the year all black pupils will be getting all their school text-books free. DET’s next step would be to provide set-books free. “This is a very expensive venture, since a set-book might be prescribed for only one year.” Rousseau estimates the cost at an extra R1m a year. Stationery is not provided by DET. “We have not touched this yet,” says Rousseau. “We still have to investigate actual needs in each class.”

Along with its moves to phase in compulsory education, DET is lowering the school starting-age of Africans from seven to six (which is the age at which whites start school). Here, too, DET is acting step by step. This year, the starting age is six-and-three-quarters; next year it will be six-and-a-half, dropping to six in 1981. In fact, says Rousseau, pupils in some areas have been admitted to Sub-standard A below the regulation age. But “as long as they can be accommodated,” DET turns a blind eye.

When the then Department of Bantu Education took over from the mission schools in 1955, it inherited a huge education backlog. Less than half the African children of schoolgoing age were at school. The proportion is now approaching three-quarters. DET has thus come halfway towards universal education.

It has, indeed, now reached the stage where practically all black children at least start school. The problem is keeping them there. Progress has, however, been made, since what Rousseau calls “the secondary education explosion” began in 1967. In the 10 years since then, he tells the *FM*, secondary enrolment has grown...
Hike tax to aid black schools

Staff Reporter

A RHODES UNIVERSITY lecturer, Dr. James Mulder, has urged increased taxation to eliminate inequalities in educational standards.

Dr. Mulder outlined his proposals in the current edition of the Black Star magazine, South.

"Keeping black and white educational standards equal would contribute towards social change in the country," he said.

"We can mount a campaign to bring the various political parties to adopt a policy of increased taxation and to earmark the money for the improvement of black educational facilities and standards.

Black education could not improve unless the educational standards of black teachers were improved.

"Far too many of them have not matriculated and very few of them have received a university education," Dr. Mulder said.

"I therefore want to suggest that we not only tax ourselves in the way I have suggested but that we use this money to employ and to raise the educational standards of the black teachers."
English course for teachers

GRAHAMSTOWN -- The Government and the 1820 Settlers National Monument Foundation will cooperate to mount a training course for black teachers of English.

The course will be held at the monument from July 4-7.

The project was initiated by the monument foundation with the support and co-operation of the Department for Education and Training (formerly Bantu Education) and the Ciskei Department of Education.

The intention is to provide a refresher course for senior black English teachers throughout the Cape and the Ciskei. Emphasis has been placed on the 1979 prescribed works for the National Senior Certificate.

Lectures will stress the methods available to the teacher in projecting the information to the students.

The role and use of modern teaching methods, particularly tape recorders and films, will form an integral part of the programme. Lectures will be supplemented with demonstrations in which problems likely to be encountered in the classroom will be exposed and discussed.

Delegates will attend two lectures at the international conference. The Road Ahead, which is running concurrently with their course. These lectures are concerned with black education, and education in a plural society, and feature two overseas experts in comparative education.

Evening entertainment for the delegates will be provided by some of the large variety of presentations offered by the Sharp Festival of the Arts also running in that week. Of particular interest is the one-man show by Leslie French, the famous British actor, who will be presenting excerpts from Shakespearean plays.

The Secretary for the Department of Education and Training, Mr. Rossouw, recently visited the monument.
The traditional education system (ours and most Western countries') must take its share of the blame for the violence which has become commonplace in modern industrial society.

The most disturbing aspect of this violence is that it is not limited to groups who are economically deprived, or frustrated by social factors such as racial prejudice or the suppression of minority groups.

Britain is a good example: state welfare has virtually eliminated poverty, but violence has become a major social problem. Studies are being carried out in an attempt to find out what motivates the soccer 'fans' whose violence has become a national problem. Time magazine recently quoted Oxford Psychologist Peter Marsh's view that the soccer hooligans' violence is "a cathartic release from the drabness of weekday working-class life."

People who resort to violence to release tension obviously lack the maturity to be able to fill their leisure with meaningful creative activity. The little education they have had leaves them empty of the "higher" human qualities.

In this country we are also committed to modern industrial society. Our education system shows few signs of preparing the young for life in such a society.

Our children are fed on a diet of knowledge which is limited almost entirely to finite factual material; even literature in the final school years is mostly "done" for examination purposes. In short, we are producing people, the vast majority of whom are prone to violence because they are either bored and apathetic, or cynical after the flame of enthusiasm, wonder, joy and reverence extinguished in them.

Is an effective human education possible?

The greatest obstacle to introducing a new approach into a large state-controlled system is the resistance to change inherent in all bureaucracies.

Probably the most effective method of initiating a new Human Education programme, therefore, would be to develop it as a complement to the traditional system. The possibilities are tremendous: community projects, service organisations, private enterprises, municipal and state agencies could all make a contribution.

The first aim of such an education would be the preservation of the child's sense of wonder. Good work is already being done in certain fields by state departments, voluntary organisations and a few private educational undertakings (camps, wilderness trails, nature schools) but these activities are still on too small a scale, and it is important that the scope of "wonder" education should be extended beyond the study of wilderness areas and going on trails and safaris.

The hard fact of the late 20th Century is that the great majority of people who live in modern industrial societies are city dwellers, and it is almost entirely in the cities that the apathy, cynicism and violence that threaten us are bred. An effective human education therefore is potential enough to stimulate and preserve the sense of wonder in people who are unable to recharge it in an untouched natural setting. There are many ways in which city dwellers' eyes could be opened to the wonders, both natural and man made, that surround them.

Part of the answer lies with urban planners. There is plenty of scope for making our cities and towns gentler, more human and beautiful places. The Johannesburg Parks Department, for instance, is doing a fine job in this respect, but there is a great need for many other services and amenities. For example, there is a dearth of harmonious music and sounds in our city centres (and suburbs). A small start in this respect could be made by replacing alarm bells and sirens in schools and places of work with genuinely musical bells and chimes and by having bells in the suburbs.

Another aim of human education would be to provide people with knowledge which would convince them that reality extends beyond the world of the senses and three-dimensional matter. This is a field which lends itself to extravagant claims and crankiness.

There is a great deal of fascinating and thoroughly authentic knowledge which is potent enough to convince even the most sceptical mind that the world and human existence are far more mysterious than the compilers of syllabuses apparently ever dreamed.

Such knowledge encourages a healthy humility — most important as an antidote to the arrogance which the knowledge of traditional education tends to breed.
907 FRIDAY

✓ Expenditure on Black pupils in White areas of Republic

*16. Dr. A. L. BORAIN asked the Minister of Education and Training:

What was the average per capita expenditure, excluding expenditure of a capital nature, on Black pupils in the White areas of the Republic during the financial year 1976-77.

†The MINISTER OF EDUCATION AND TRAINING:

R48,55.

Crossroads squatter camp

*17. Mrs. H. SUZMAN asked the Minister of Police:

(1) Whether police arrested any persons in the Crossroads squatter camp on 3 June, 1976; if so, (a) how many and (b) on what charges;

(2) Whether (a) tear gas was used or (b) shots were fired during the operation; if so, for what reasons.

The MINISTER OF POLICE:

(1) No, no arrests were made by the police.

(2)(a) and (b) Yes. Because lancers were endangered and property was damaged by a tumultuous crowd.
Expenditure on Coloured pupils:

740. Dr. F. VAN Z. SLABBERT asked:

What was the per capita expenditure, excluding expenditure of a capital nature, on Coloured pupils in the Republic in (i) primary and (ii) secondary and high schools during the financial year 1976-77?

The MINISTER OF COLOURED RELATIONS:

Education for Coloured persons in the Republic is a matter falling under the control of the Coloured Persons Representative Council and administered countrywide by its Executive. I have, however, ascertained that the answers to the question are as follows:

(i) R144,42.

(ii) R237,73.
Expenditure on Coloured school pupils

Q14. Dr. F. VAN Z. SLABBERT asked the Minister of Coloured Relations:

What was the per capita expenditure, excluding expenditure of a capital nature, on Coloured school pupils in the financial year 1976-77.

The MINISTER OF COLOURED RELATIONS:

Education for Coloured persons in the Republic is a matter falling under the control of the Coloured Persons Representative Council and administered countrywide by its Executive. I have, however, ascertained that the answer to the question is as follows: R157,39.

I should also like to bring to the hon. member's attention the reply to his written question, No. 740, which will become available today.
Expenditure on Black pupils in Republic

738. Dr. A. L. BORAINE asked the Minister of Education and Training:

What was the per capita expenditure, excluding expenditure of a capital nature, on Black pupils in the Republic, excluding the homelands, in (a) primary and (b) secondary and high schools during the financial year 1976-77.

The MINISTER OF EDUCATION AND TRAINING:

It is not possible to furnish accurate figures as expenditure is not recorded according to school categories. The approximate cost of training per pupil, based on the expenditure during the 1976-77 financial year and the enrolment in 1976 is as follows:

(i) R41.40 (primary schools).

(ii) R156.90 (secondary schools).
German school plans to open to all

CAPE TOWN'S German School is planning to open its doors to black and coloured children.

At a meeting this week, two thirds of the parents, teachers and school committee members who attended, accepted a proposal to launch a special three-year diploma course in German for children of all races, with a view to admitting as pupils those who master the language.

The chairwoman of the school committee, Mrs 1 Fischer-Buder, said yesterday that a number of parents had opposed the project because "they were afraid the school would be over-run".

She denied that the decision to open the school to all races had been taken because of pressure from the German Government which heavily subsidizes the school.

"This was not an instruction from the government. It was a request to examine the feasibility of the project."

Mrs Fischer-Buder said that the German Ambassador, Mr H J Eck, had attended the meeting in his capacity as a parent. He had assured the meeting that the teachers for the course, who would be sent from Germany and who specialized in tutoring foreigners, would be subsidized by the government.

"We hope to start this three-year diploma course next year. We do not know yet how we will set about finding children who may be interested. The German School in Windhoek has started a similar course and we will learn from them."

"How many children we would ultimately accept as pupils in the school depends on the school's capacity and full clearance from the authorities."

"Only those children who pass the exam at the end of the third year and those we are certain would be able to cope with our syllabus would be accepted as pupils," she said.

The course would be held in a place easily accessible to black and coloured children and would probably be held in the afternoon and on Saturday mornings, she said.

"Recent developments in South African schools have shown that there is now a chance for us to bring our culture and language to other races besides whites and we feel we must take that chance."

The project applied to the Cape Town school only. German schools in Johannesburg, Pretoria and Natal were not involved.

Mr E Gerard, chairman of the German School committee in Johannesburg said yesterday that a similar project had been discussed a year ago.

"We did a feasibility study and decided against it because we could not find many pupils who were interested and the Transvaal education department did not approve it," he said.
Bursaries — an essential prop for able students in need

By Professor HANSI P POLLAK, chairman of the South African Institute of Race Relations Educational Trust (Cape Western).

THE bursary programme of the Cape Western Region of the South African Institute of Race Relations co-ordinates upon promoting the upper end of African and coloured education. Its bursaries are available to post-junior certificate scholars, post-matriculation teacher and technical trainees and university students. Bursaries granted are based upon ability and need.

This year 124 applicants were received for renewal of existing bursaries and 303 for new bursaries. The 427 applications included 127 for school bursaries, 24 for teacher and technical training and 276 for university education. The bursaries of scholars and students who failed, in 1977 were not renewed. Available funds made it possible to grant only 155 bursaries. It is indeed tragic that so many eager and able scholars and students were precluded from advancing their education.

The Cape Western Region of the Institute covers the area from Mossel Bay in the west to the borders of the Orange Free State, Transvaal, South West Africa and the Atlantic Ocean. In this vast region the only African schools proceeding to senior certificate are in Cape Town and Kimberley and the north-western sector of newly-independent Botswanans. African children resident elsewhere must proceed to boarding schools in Cape Town or Kimberley, if they desire to complete their high school education.

Even where high school education is available for coloured and African day school children, many families find it impossible to pay for the post-JC education of their children. Such economically underprivileged families include those whose main breadwinner is an unskilled or semi-skilled worker, widow, deserted wife, unmarried mothers and families where the main earner is temporarily or permanently incapacitated. In addition, families of coloured agricultural labourers in Namaland and elsewhere cannot keep their children at distant centralized high schools, unless some educational assistance is available. During the past years unemployment among the African and coloured communities has extended the need for educational assistance.

Most-matriculation and particularly university education is costly. Only a very small proportion of upper-middle class African and coloured families can afford to pay the full costs of university education for their children. University education is, thus, very largely dependent upon the availability of bursaries. Able coloured students at well-endowed "white" universities have a greater chance of obtaining university bursaries than have those of the new universities specifically created for coloured and African students.

Bursaries for students of the Cape Western Region of the Institute formed the South African Institute of Race Relations Educational Trust (Cape Western) in 1971. Last year it provided 45 bursaries at a cost of R8 150. The head office of the Institute has allocated to this region R4 500 annually from the Unilever and Lomans Trusts for post-JC African school bursaries. The American-South African Educational Trust (ASSET) allocation has averaged R18 000 over the past two years and is earmarked for African and coloured scholars, teacher and technical trainees in the Cape Western region and for coloured university students throughout the Republic.

In 1977 218 combined bursary programmes of the Cape Western Institute Educational Trust and funds allocated by head office of the Institute to this region made possible the award of 204 bursaries totalling R31 497. 121 school, teacher and technical training bursaries were awarded — 76 African and 45 coloured. These bursaries totalled R7 473.

The university programme provided 83 university bursaries (72 coloured and 11 African) at a cost of R20 924. What is the future outlook? Fortunately the Institute Cape Western Educational Trust has sustained its bursary assistance in 1978 and hopes to expand and considerably. In 1978 it will be spending less on school bursaries and more on teacher and technical training and university bursaries. There is, however, uncertainty regarding the future of the head office funded local programme. The African school bursaries were available this year and will be continued in the years ahead. There is also, however, uncertainty regarding the future and maintenance of the very substantial valuable ASSET programme.

The funds were derived from the American Express company and the Polaroid Corporation whose contribution was some 80 percent of the total. Polaroid withdrew from South Africa last year but made its full grant for 1978. Although approached by the Institute for some continuing support of its educational programme, it is presently not yet known whether this will be granted. To ensure that all 1977 ASSET university bursary holders would be able to complete their courses, bursaries were renewed in 1978 and R8 000 of the 1978 ASSET grant reserved for such necessary future requirements. This has inevitably meant that only a small number of new bursaries could be granted this year. The ASSET bursary scheme for coloured university students has already been drastically curtailed and should further Polaroid support fall away, will dwindle into a very limited programme.

Since 1971 24 coloured and African students obtained degrees through the assistance of the Cape Western Trust and ASSET. These degrees were conferred in medicine, chemical engineering, law, pharmacy, social work, librarianship, arts, science, public administration and education. However great the present difficulties, it is imperative that the valuable university bursary programme should not only continue, but expand.
By Sieg Hannig, Labour Reporter

A self-help typing school for potential secretaries is the latest initiative in community efforts to fight unemployment in Johannesburg.

The planned school for jobless black, coloured and Indian people enjoys the support of the Civic Centre Methodist Church whose church hall has been put at its disposal.

"Our objective is to get the jobless employed—not merely to provide training," says Mrs. Muller.

"In my professional capacity I have noticed a shortage of secretaries and as a Christian I am concerned about the plight of the unemployed.

"This school is designed to alleviate both—financed by providing training for suitable people and secondly by helping to place them in employment."

The intention is to run classes in the church hall, within easy walking distance of Johannesburg's railway station, for two hours on Saturday mornings.

There will be a set examination at the end of the three-month course to ensure that the students have not faked their way through.

"I don't believe people want charity," Muller said. "We shall charge a small nominal fee to help pay for running costs," Miss Muller said.

"There is only one snag—the lack of equipment. The requirements are:

- Typewriters
- Manual and electric
- Dictaphones
- Grimmers' typing manuals.

Miss Muller would like to train 50 students at a time, which would mean 50 sets of the relevant items of equipment. But she can do with more typewriters in particular because some will be required to do their homework at home.

She is thinking of placing typewriters at various community places where several students can share one typewriter for their homework.

"I am planning to teach business procedures in company after the other, trying to get old typewriters or money to buy typewriters and dictaphones," she said.

Miss Muller will be assisted by a colleague, Gail Collins.

The two women are well able to cope with the task at hand.

Miss Muller has a post-graduate teaching diploma and Miss Collins has a secretarial diploma from Rhodes University.

They have asked prospective students not to call them because they cannot handle applications, but they will announce this through the 2026 column of The Star. If unemployed, aim to fight unemployment by supporting training and job creation through self-help efforts of the kind being mounted by Muller and Miss Collins. Contributions or other assistance can be sent to 2026 PO Box 77499, Johannesburg S.A. (Telephone 41-5420)."
Vacant ground ‘can be put to good use’

Vacant ground on church properties in Soweto could be put to use in the fight against the consequences of unemployment, says Mrs M Roux, organiser of the Grow gardening project of the Organic Soil Association.

She said Grow would help to show Soweto congregations how to grow vegetables which could be used for soup kitchens or could be given to the unemployed to combat malnutrition.

The gardens could also serve to inspire individual householders to grow vegetables, no matter how small their properties were, Mrs Roux said.

“We’ll show them how to do it — but we can only help those who want to be helped,” she emphasised.

Ministers of Soweto churches who want to take advantage of the offer, should call Mrs R Bryant at 728-4662 or the Organic Soil Association at 788-7257.

Mrs Roux has also appealed for fencing needed to protect gardens which her organisation is laying out in Soweto. Offers of assistance should be made through the telephone numbers mentioned previously.

Mr Nico Malan, the West Rand Administrative Board’s director of housing, is the board’s liaison official with JOBS, the Johannesburg Organisation to Boost Self-help for the unemployed.

One of his first acts in this capacity has been to make an office available in Diepkloof for a citizens’ advice bureau.

A former black teacher from Garankuwa, near Pretoria, who is finishing his law degree, has offered JOBS his services for a nominal salary or free of charge for six months.

JOBS is looking for shelters for unemployed people engaged in various self-help projects.

Anybody who knows of unused prefabricated buildings which could be put at their disposal should write to JOBS, PO Box 87459, Houghton, Johannesburg 2041, or telephone 41-5420 (mornings only).

Meanwhile, the Reverend Errol Gray of the Civic Centre Methodist Church said he could make arrangements to keep the church hall open on weekdays for students who could not do homework elsewhere.

He said Miss Muller had the resources of the building as well as those of the congregation at her disposal.

“We have encouraged and supported her because we believe the church’s integrity is established by this kind of action,” Mr Gray said.

“We have to practise what we preach and this is a very worthwhile way of doing so.”

Anybody who can help to provide used typewriters, dictaphones, Pitman’s typing manuals or financial assistance should call Miss Muller or Miss Collins at 725-4900.
Call for ‘massive overhaul’ of education

A “massive overhaul” of the South African education system was needed to save plans for industrial development from failure, an international congress was told in Johannesburg today.

The congress of the International Association of Commerce and Economics Students on Education and Manpower Development for the 1980s heard from Mr M A S Corke, headmaster of St Barnabas College in Johannesburg: “All our strategies for growth and our plans for industrial development could be doomed to failure unless we are able to produce a pool of educated and motivated people who have a stake in the development of their country and who can aspire to positions of responsibility at all levels in the South African economy.”

A commitment was needed by those in power to work for the necessary change “for the radicals who have little sympathy for white people, who regard the free market as the free white market, and who see a limited future for the white community in this country.”

Mr Corke said: “These radicals are the products of Bantu education.”

The ideal education system would be free from discrimination, stress the common South African identity of all, and recognise individuals for their worth.

It was, within the present framework, futile to talk of equalising educational expenditure. It would cost R4 700-million yearly (against the total of R560-million in 1975-76) to upgrade expenditure for all to the white level.
Most people classified "coloured" object both to the term and to the fact that education is racially sub-divided along racial lines.

They feel strongly that education is universal and that a period of schooling and training under this system will blur their resistance to racial segregation — that the system will produce acquiescent and satisfied "coloured" people.

Concerned

On the other hand, the youth are concerned that a system of education designed virtually entirely by whites for blacks will create an impediment in their identity struggle to internalise the values of black consciousness.

More and more students are developing ideological and moral objections to accepting an educational system which runs contrary to their fundamental beliefs, and to study syllabi which have not been designed primarily to meet their deep cultural and ideological needs.

The parallel between these kinds of ideological and moral reactions and the Afrikaner's resistance to the Milner schools of yesteryear is very striking. Unlike the Afrikaners, blacks are increasingly beginning to feel that accepting or endorsing the current educational system is tantamount to betraying fundamental ideological tenets and beliefs.

Unacceptable

No amount of objection from whites that blacks must stop comparing themselves with those of the white man will stop blacks from doing just that.

The admonition that comparisons are odious and that the current disparity must be viewed in historic perspective will not induce blacks to stop insisting that it is discrimination.

They cannot accept as correct that to be white means to be a "have" and to be black is a "have not". This is perceived as intrinsically and fundamentally unacceptable.

Official figures, furthermore, remind them that what is good for the white man is not good for the black man. Figures have gained symbolic value of the position of the black man in relation to the white man, and have come to illustrate a racial hierarchy peculiar to South Africa.

The latest available figures illustrate the per capita expenditure on education for the various population groups.

Difficult

For whites it is R620 per capita a year, for Asians R500, for coloureds R177, and for Africans R41. For whites, the ratio of pupils to teachers is 20 to 1, for Asians 27 to 1, for coloureds 30 to 1, and for Africans 51 to 1.

On the basis of these figures it should not be difficult to decide which education system is superior.

In all these areas of education there has been some real progress and achievement.

What is needed now is a determined thrust forward.

...BUT IT'S BETTER

In considering the future of education in South Africa, it is of the utmost importance not only to consider weaknesses, but to seek out positive tendencies and to seek the potential strengths on which a programme of accelerated development might be built.

I believe there are certain broad areas in which, in spite of ideological restraints and limitations of resources and facilities, considerable progress has been made.

Improving

We are well on the way towards compulsory universal education. Year by year the drop-out situation is improving (albeit far too slowly); children are staying longer in school; parents' expectations for their children are rising.

Before we take the last steps towards compulsory education, however, something will have to be done about the quality of education in the primary school.

Nevertheless, and taking full cognizance of the weaknesses, it is still no mean achievement that there are now five times as many children going to school as there were twenty-five years ago.

One of the criteria used to measure the progress of education in a developing country — along with such things as teacher-pupil ratio — is the percentage of the total pupil enrolment that is to be found in the secondary schools.

Until the 70s, black education in South Africa did not measure up very well against this criterion, the percentage being only about five to six.

However, in recent years, particularly between 1974 and 1978 when secondary school enrolments doubled, there has been a big push forward and the percentage has risen to about 12.

Welcome

In spite of all the problems, this explosion has brought particularly in the staffing of the secondary schools, it is nevertheless a positive and welcome development.

The period has now passed when secondary education was for a very limited elite only. Here again, there is no turning back.

In the whole field of technical education there has been a quiet revolution in the past five years. What is of importance here is not numbers, which are still fielded, but the tendencies and the possibilities in the situation which need further support and stimulus.

Vital

There has developed a whole range of institutions. There are technical colleges, technical high schools, technical centres serving groups of junior secondary schools. And for the adult, training centres in the metropolitan areas, and approved in factory training schemes earning tax concessions.

The most recent developments over the past 18 months have been in the field of general adult education, a field in which up to this time the State had played little part.

In 1977, however, the Department set up more than 20 adult education centres, with a combined enrolment of more than 13 000, offering every level from literacy to matriculation.

It is my own conviction that it is this field of non-formal, out-of-school, continuing education which will be of vital importance during the next 25 years.

It is also my conviction that it is not something to be left to the Government alone, that we need a strategy that allows the engagement of all the forces and resources in the country that can contribute to the development of the adult community.

Following nouns:

Indicates possession.

It will be obvious from the
Conference told of plea for equal education

THE secretary-general of the African Teachers' Association, Mr H H Dlamlenze, hit out at the inadequacies of black educational facilities when he spoke at the annual conference of the South African Teachers' Association recently.

Equal pay call for all teachers

THE South African Teachers' Association (Sata) reaffirmed its request to the Department of Education for equal pay for men and women teachers when it held its annual conference in King William's Town recently.

The motion was one of three concerning pay for women teachers which was adopted at the conference.

The other motions were:

- That the conference reaffirmed its request to the department to grant married women-teachers permanent appointments, and
- That the conference requested the Federal Council of Teachers' Association to urge that women teachers, who are the sole supporters of dependants, be paid the same salaries as men in the same category.

Explaining the request for married teachers to be granted permanent appointments, Mr R C Cope, the secretary-general of Sata, said that until now, married women have not been allowed permanent appointments.

Sata represents about 2 000 white English-speaking teachers in the Cape Province.

Mr Cope said that as married women were not allowed to take up permanent appointments, they were not entitled to subscribe to medical aid and pension fund schemes.

The conference reaffirmed a request to the Department of Education to open the Cape Town Teachers' College to men. Until now, only women have been allowed to register.

Sata opposed the principle of supplying free books and stationery to schoolchildren. It decided this with a narrow majority.

The conference also decided to support any moves by the Federal Council of Teachers' Associations to investigate alternative arrangements.

He said that black children were crying out for the same education as that given to whites.

"The cry from the black is, 'Let us share'," Mr Dlamlenze said.

The annual conference of Sata was held in King William's Town between June 24 and June 27. Sata represents about 2 000 white English-speaking teachers in the Cape Province.

Mr Dlamlenze said that because there was no common national policy of education for all races, "contact and communication beyond the colour line is not there." Contact and communication was the theme of the conference.

He said that the different systems of education created different allocations of funds.

He said: Black teachers were ill-qualified. Facilities in the black schools were inadequate, and overcrowding in black schools was a common feature.

"The black children, rightly so, have grievances," Mr Dlamlenze said.

He said that Atasa advocated one national system of education hoping that equal opportunities would be given to all children.

Mr Dlamlenze said that Sata could make a contribution towards opening communication between black and white as there was no law which barred teachers meeting.
Not taught to think—fail university

South Africa's entire school system should be overhauled if the authorities want to begin solving the problem of excessive first-year university failures, says Professor Joseph Poolman, vice-principal of the Rand Afrikaans University.

In an interview today Professor Poolman, until last year dean of the university's Faculty of Economics and Management Sciences, identified three major problems which he said affect the first-year failure rate at the country's universities:

- A school system which put its pupils through a long educational process but which did not teach them how to use their brains.
- University factors who, although they might be highly qualified in their particular subjects, are not trained how to teach.
- The presence of South African universities of a comparatively large number of students who should not be at universities at all.

While he stressed that South Africans should not succumb to the issue of first-year failures, Professor Poolman said it was a major issue and the authorities should "grasp the nettle," start right at the bottom and completely overhaul the school system placing greater emphasis on developing a pupil's ability to think independently.

"I have accepted the matric examination and the matric exemption system without serious question over the years as the entry qualification for a university education. The system has its shortcomings but it is only a relatively small part of the problem — there is a limit to what one can achieve by way of juggling with examinations.

Root causes

"At the root of the problem is the whole process of getting people to think. The school system does not teach people to think for themselves sufficiently. By the time many of our students reach university they have not acquired the ability to think for themselves.

"Giving me a fellow with a relatively poor matric result but who has learned to think for himself, to separate the wheat from the chaff, and the irrelevant himself, and I think I have a better prospect for a university education than the boy who has done exceptionally well in a matric exam but has been seen as the end result of a system, and is not really motivated about furthering his education.

"However, having said that, let me also say that if it is true that the universities do not do a great deal more when it comes to the actual question of teaching methods..."

Professor Poolman said the second major problem was the fact that the South African society made it possible for an unusually large number of students to enter a university — including many who would have done far better in an advanced technical education.
School system ‘needs overhauling’

Professor Burik first response after having a close look at the black education system in South Africa is that it should be completely destroyed and a fresh start should be made.

"That is my emotional reaction — and obviously we cannot do this," she says.

Professor Burik, who lectures at the University of Fortuna, and who has visited South Africa several times, is also critical of the education system for blacks.

"I am sorry that the black educational system took over all the bad methods and attitudes of the white system," she says.

One example she gives is how a black teacher stands in front of a class, with pupils sitting behind them and placing their work on the teacher's desk. The teacher, in a severe tone of voice, says to the class: "One and one is two!" But the children are sometimes too intimidated to reply.

"This is the same system as in the white schools. It is wrong. It is the worst educational way you can have. By doing this you don't open the minds of children — you don't make them think."

She says it has the opposite effect: "You close their minds, you make them afraid."

Professor Burik believes the atmosphere in our classrooms is so different from the reality of the world outside that children are not properly prepared for the future.

"These schools do not prepare people to become adults in a professional world," she says. They do not produce creative, well-educated human beings.

Cruel discipline

She says one can see how dull and bored children are in the classroom and that the atmosphere is poor. Under the old system a classroom is "a discipline room — not an education room."

Professor Burik believes that the atmosphere in our classrooms is so different from the reality of the world outside that children are not properly prepared for the future.

In some black schools she found very cruel forms of discipline. At one school she found an almost total absence of educational materials — not even paper or pencils.

Had the women in charge of them had a good training, they would know that the simplest objects can be used as educational tools.

Professor Burik believes that the system can be reformed, but not comparatively little cost.

She believes that instead of having a white education financed for them, blacks should receive an education which takes into account the norms and attitudes of their own society. The same time, this education should help them live in a modern industrialized society.

"We could get a lot of beautiful input from blacks into the education system," she says.

This could be combined with the results of modern educational and psychological research into teaching styles and methods.

Causes chaos

She would like to work with a group of sophisticated black people to explore what can be drawn from black culture and then to combine this with modern research results. She also would be to adapt people to work in a highly industrialized society without having their identity destroyed.

"This will cost a lot of money," she explains. The starting point is the training of teachers — and possibilities for this exist already. It is to be expected that old teachers might resist changes and it is therefore prudent to concentrate on the younger ones.

A democratic system allows for the development of creative solutions.

She stresses that efforts should not be made merely to help blacks: they should be helped to help the nation.
COINCIDENTALLY, two eminent educationists—one from Germany and one from South Africa—have identified the same basic fault in South Africa's school systems. In separate interviews, in The Star yesterday, Professor Garlind Rurik, lecturer in education at the highly respected University of Dortmund, and Professor Joseph Poolman, vice-principal of the Randse Afrikaanse Universiteit and a hard-headed, business management-orientated educationist, say the schools do not teach pupils to think. Says Professor Rurik: "You don't open the minds of children—you don't make them think." Says Professor Poolman: "The school system does not teach people to think for themselves sufficiently."

Their criticism is a broad one aimed at our educational philosophies generally, and is a sad reflection on the men and the women who have tried to evolve school systems which would adequately prepare South Africans of all races for the challenges of the '70s, the '80s and beyond. Our educational planners have, however, been handicapped by a basically authoritarian white social system which has tended to impose its norms on the other races. The system helped create schools which were too authoritarian and examinations which may have tested a pupil's knowledge—but not a pupil's ability to use that knowledge.

What should be done? Professor Rurik wants a more democratic system in the classroom. Professor Poolman wants the authorities to "grasp the nettle, start right at the bottom and completely overhaul the school system so that greater emphasis is placed on developing a pupil's ability to think." From vastly differing frames of references both professors have identified the same problem and, in effect, come up with the same solution. The solution is simple, but difficult to reach. It is nevertheless worth striving for.
There’s more to education than the three Rs...

With reference to “Seeds of hatred” (July 6), I feel Mr van der Merwe confuses literacy with real education. Literacy is little more than the three Rs, always useful but — without ethics — downright dangerous.

The roots of European education lie in Europe’s history and are as much part of present-day European psyche as breathing is to man.

The great thinkers of Europe’s history are the product of her travail during the slow march of history when Rome had withdrawn from her western dominions (after giving them four centuries of government by her vastly superior culture), leaving them to drag themselves up into the squalor and misery, intolerance and injustice of the Middle Ages. They provided the foundations of true education: after the struggle, man’s inalienable right to think for himself, to ponder over the unseen, to eschew the mere opinions that sly rulers — both church and secular — tried to force him to accept as “fact”.

They showed that true education is “the will to know for the sake only of knowing” — never for any mercenary, military or political advantage that might accrue.

Europe’s gift to nations presently emerging to maturity is mechanical skill; it is not her standard of ethics, for these are specific to her, only and cannot form part of another race’s heritage unless they are — in the fullness of time — accepted from the heart, not the head.

One thing is sure: if any African race — black, brown or olive — tries to accept European traditions as their own, they try the impossible: these traditions will be as meaningless to them as, say, Egypt’s ancient traditions would be to the Zulu. Unless understanding of European traditions and ethics stem from the heart, the efforts of a different race to build on alien traditions to “know for the sake only of knowing” will be fruitless, and will offer only the security of foundations built on shifting sand.

Only the mental struggle by the man of today will provide the real and lasting education of his children’s children; his own race; his own history are his own heritage. These are the best he has to offer to the future.

Vertitas

Parkhurst.

‘The way to handle him’

I am sure many readers agree with “Clean up” (letters, July 21) about the rudeness shown to hopeful job applicants by certain employment agencies. I will be kind and grant that maybe some agencies are run by suitably qualified staff, which I might add should be staff in possession of a university degree.

I am, through bitter experience, able to join “Clean up’s” criticism. Moreover I have been present, seen and heard the treatment meted out to a male breadwinner, accompanied by his wife. I was able to listen in to the staff discussing “the way to handle him” and actually hear them inform him, without an appropriate interview (he had only just completed his application forms, which were not even glanced at) that no employment was available.

Employment agencies, one would hope, should operate on a higher level than certain so-called massage parlours.

Also keen to work

Bolesburg.
Wits planning to teach black adults

By Elizabeth Wilson

The University of the Witwatersrand has a bold new plan to bring adult education to blacks in the Witwatersrand area.

The project, which could require initial outside funding of R150,000 to R200,000 a year, will be undertaken by the University's Centre for Continuing Education, backed by business and industry.

Already the Anglo American Corporation and De Beers have given R8,500 to finance the planning phase.

OFFER

As a start, the CCE plans a resource centre for teachers, trainers, adult educators and community leaders.

It will research existing educational facilities and, where necessary, supplement them.

It will offer formal education, teacher training, and upgrading and will focus on literacy, numeracy and basic education for adults.

Says CCE director, Phyllida Wentzel, "The idea is to take education to all the less-affluent sections of the community where people cannot afford to give up work to further their education or improve their skills.

"We will ask people in the black community to tell us what they see as the educational needs and will structure our courses on this."

To help plan the project, the CCE has employed the part-time services of Dr R.B. Hartshorne, former director of planning with the Department of Education and Training, and Miss Joan Hoffmann, a former teacher with wide experience in black education.

The planning of the new programme could take six to nine months, but there has already been much interest in pilot programmes being launched in Lenasia, the Johannesburg city centre and at Wits.
LITERACY  EM  1978
One "R" will do

Ever wondered what life would be like if you couldn’t read? Illiteracy is a reality for at least 50% of all SA’s blacks, and for 39% of urban black adults.

This is not too bad compared to the rest of Africa, which has an illiteracy rate of as much as 95% in parts. Angola’s illiterates number 80%; Botswana’s 75% — although in Rhodesia only 33% of adult Africans cannot read.

Less than 6% of SA’s whites, however, are illiterate — a not surprising fact considering the R654 spent by government on each white child, as against the R37 spent on blacks.

Government is at last turning its attention to the problem. Literacy training, first started in 1976, now receives part of a R1,3m budget for adult education. About 3700 adults are involved.

Having just completed two years of research, the Human Sciences Research Council (HSRC) is to co-ordinate a national literacy campaign. Decisions as to available funds and priorities will be taken in conjunction with the Department of Education and Training within the next few weeks.

But literacy classes are not all that is required to reduce the illiteracy rate, as emerged at a literacy conference held by HSRC last month. "To learn to read is not the ultimate object of any reading programme," said Professor Robert Laubach, president of the worldwide Laubach organisation. "The real purpose is to teach the new literate to read to learn."

Without adequate follow-up literature, the new literate relapses into illiteracy after as little as a year.

Very little material of this sort is available in SA. Newspapers devote almost no space to new literates, although a recently launched publication called The Reader aims specifically at urban blacks with minimal reading skills.

The one newspaper that ran a successful supplement for new literates — the Weekend World — was banned in October last year. Its successor, Post, is heavy-going for people with less than 11 years schooling.

The Transport System of a Prettier Town
A consideration of the effect on the area of a possible change in the system
An Evaluation of the 0.049% Copyrider Company
An Economic and Social Discussion about the Impact of the Russian Uranium Mine on So

Economic Drought in Mallingwerk
Brenda’s Success or Failure? Development Prospects
Spatial Analysis of Burn Cases in Children in the Cape Peninsula
A Case Study of Principals as a Model City Residential Suburb
A Comparison between 2 Coloured Housing Schemes in Cape Peninsula
Residential Patterns of the Coloured Population in Cape Town
A Study of Land Use Change in Salisbury’s Central Business District

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Geography III students - 1978 Projects

Translation

Translation

Translation

Translation

Translation

Translation
Physics was made easier for

Mr Smith, physics master, addresses part of the large crowd of students who turned out for a one-day course on Saturday.

Gary Erice, from East London, and Richard Stretch from Grahamstown found the physics course rewarding.

Vusumzi Nconisa and Siphoce Mona..."We will benefit a great deal."
them all

"When you're pushing at four and I'm pushing at ten, the answer is the difference between us. And when you're my size you always win," he joked as he went on about force during his all-day physics session at the Orient Theatre on Saturday.

William Smith, physics teacher extraordinary, is a big man, with a personality to match.

The young science students from East London and other towns on the Border, warmed towards his sense of humour to start with and then became singularly impressed with his brilliantly conceived Island System which, he claims, can teach anyone physics in twelve hours provided they are motivated — whether they have a scientific background or not.

At 8.30 am on Saturday 167 students of all race groups were waiting to start the course and to see for themselves whether it was all it was cracked up to be. At the door each student was handed a small textbook and two pages of problems.

Using an overhead projector, Mr Smith began and the onslaught did not stop until lunchtime. Three quarters of an hour later, he was in full flight again and enjoyment of the course by the students visibly increased as the afternoon wore on. And there wasn't one student interviewed who did not find the course rewarding.

Johan Schoeman is in Std 8 and does not study physics at school, although he is good at mathematics.

He wishes to study medicine and therefore his headmaster suggested he attend the course.

"I've been telling you, this is an excellent system," said Johan.

"When I started this morning, I couldn't do one of these problems, now I can do all of them.

"I have enjoyed the course very much."

Peter Olander is only 15 and is in Std 8.

"How are you coping?" he was asked.

"I'm coping well. It's easy," he said. "I think Mr Smith has a very good system, because it is so simple."

Not bad for a Standard 8 pupil to handle matriculation standard physics — but then, as somebody pointed out, young Olander scores 80 per cent for physics anyway.

In William Smith's opinion, then, Peter Olander would not make a good teacher.

"I believe," said Mr Smith, "that if you are too clever you will make a bad teacher."

At school, the young William Smith could not do physics. He was not a brilliant scholar. He had to work hard, even at university.

"The Island System developed through sheer desperation," he said.

He is not a physics specialist either — he holds a BSc in physics and chemistry and an honours degree and an MSc, both in chemistry.

He started teaching after that and soon realised that to teach the way he had been taught — "by plugging into formulae and praying that they will come out" — was just no good. He didn't like the idea of teaching concepts chapter by chapter, such in its own pigeon hole, either. He knew just how the struggling student felt.

"There is one overriding concept for the whole of science," he explained, "and that's what the Island System is all about."

It took him ten years to develop it and he finds he is still improving on it.

Gary Briceland, Std 9, found the linking of the concepts of physics in the course just what was needed.

Gary has always found physics difficult, but he feels sure it's going to be easier from now on.

Why?

"Well, Mr Smith has designed his course well," he said. "You learn one thing and then Mr Smith shows how it leads on to the next concept."

Richard Stratch came down from Rhodes University to attend the course. He is a first year BSc student.

"I heard a bit about the course," he said, "and decided to give it a try. I wasn't disappointed."

Siphiwo Mona of Idantsane and his friend Vusumzi Nconisa were delighted with the day's work.

"We will benefit a great deal," said Siphiwo. "And that seemed to be the general impression."

—DDR
Some budding female scientists of the future? Students from Maombile High School are intrigued by the Island System physics course.

Daily Dispatch reporter, Shirley Smith, talks to Johan Schoeman, of East London, about his impressions of the Island System physics course.
Teachers resist tighter control from the top

Education Reporter

The tightening of control from the top in Transvaal education tended to lead teachers into a "semi-professional" status, the Transvaal Teachers' Association (TTA) heard at the weekend. This was one of a range of views which emerged from group discussions at the annual conference of the TTA.

Speakers had earlier raised the problem of teachers being downgraded in status when they would not exercise a professional role.

A tertiary education group reported the view that the hierarchical structure in education should be broken down. The provincial Director of Education should take the lead in acting by democratic rather than autocratic means, it was suggested.

Concern was also expressed in the discussions about the Transvaal's guidance and youth programmes. One group reported that while "quite a radical change" seemed to have been made by the Transvaal Education Department (TED), it was afraid to allow ideas other than its own into programmes.

RELUCTANT

The TED was asking teachers in the programmes to do work they had no training for and it was reluctant to allow outsiders to help, teachers were afraid to handle subjects such as politics and sex because of the TED's attitude.

Another group said there was a feeling that guidance was "to frighten the hell out of the children" and that children should be given confidence, instead of fear of the future.

BLACK LANGUAGES

School instruction should include consideration of issues such as the Soweto school crisis and the petrol crisis and of practical matters such as buying a house, this group suggested.

During discussion of primary school affairs, concern about teachers of black languages at Transvaal schools having insufficient training was voiced. The TED was "pushing" North Sotho, the conference was told, and appeared to be delaying the introduction of South Sotho, a language spoken by many people on the Reef.

Teachers ‘unnerved’

Education Reporter

Black teachers, who must have been unnerved by events in black education since June 1976, could be helped by colleagues not under the same pressure, white teachers' representatives have been told.

Professor J. McG. Niven, dean of the faculty of education at the University of Natal, made the suggestion at the annual conference of the Transvaal Teachers' Association in Johannesburg at the weekend.

The challenge posed by black children to the school system and to the relevance of their education since June 1976 might be said to have given rise to a crisis of confidence among their teachers, Professor Niven said.

With the black teacher separated from his community and challenged by his pupils it was small wonder that he might lose self-confidence.

‘Whites’ rule goes but bar remains

The Transvaal Teachers' Association has scrapped a clause requiring membership for white people only—but replaced it with a provision effectively barring almost all teachers of other races.

The decision was made at the TTA annual conference at the weekend despite strong criticism from a former executive member of the association who accused it of "displaying a most profound cynicism" and of whitewashing the fact that it was maintaining the status quo.

The TTA represents 3,100 English-speaking teachers in the province.

Last year, a proposal to delete the word "white" from the constitution was referred to the executive committee for study.

CERTIFICATED

This year's conference, in one of a series of constitutional amendments, decided that only certificated teachers who were, or could be, employed by the Transvaal Education Department or institutions registered with the TED (such as private schools) should be eligible for membership.

Only a handful of black teachers at white private institutions is eligible for membership at the discretion of the executive committee in terms of this clause.

The reluctance of the TTA to become properly non-racial is clearly based on the belief that the Transvaal Education Department — conservative on racial issues — would suspend recognition of it.

The TTA would then lose the right to negotiate salaries and working conditions with the employer of most members.

Also, the Natal Teachers' Society's membership of white teachers' bodies has been questioned since it became non-racial. Mr. Graham Walker, former Executive member, said that rather than "disguise the situation" the word "white" should stay in the constitution.
Town roused the African workers' feelings and created the consciousness of many to believe that police action lost. We therefore present our results, as described below:

Eighty-seven per cent of African workers indicated that there are no libraries in their areas, for such reasons as: "we do not speak their language", and "we do not discuss anything at work", for such reasons as: "we are not work-oriented", and "we do not express our work problems, including their wage grievances, with 'Coloured' workers."

It was found that there was a very definite association between the level of communication and the attitudes that the workers express towards:

(a) helping 'Coloured' workers to improve their work situation,
(b) thinking that 'Coloured' workers would help them improve their work situation.

Tables 12 and 13 below indicate that 75% of the workers at LEVEL 3 said that they would help 'Coloured' workers, and 63% say that they think 'Coloured' workers would help them. However these percentages drop considerably as the level of communication decreases. Thus the potential level of mutual cooperation appears to be reflected in the actual level of communication. This finding does not necessarily imply a causality between communication and cooperation nor, if it does exist, can a direction be assigned by us to the
tuned to a fine art.

Yet by placing such emphasis on the examination, universities are sowing the seeds of their own high failure rates. The matric exam by its nature cannot adequately prepare pupils for university.

For a start, the exam stresses factual knowledge, rather than the skills of critical thinking required at university. Secondly, to smooth out inconsistencies between schools, exams must be highly centralised. So experimentation by teachers, and individual thought by pupils, are sacrificed for good matric results. Large syllabuses make deviations impractical, and individual research is a waste of time.

To read four books for four extra marks is untenable. So teachers do the reading for everyone.

A major problem with the final examination is that it requires to perform. While for some it is a preparation for university, for others it signifies the end of their formal education. Says Wits' principal, Daniel du Plessis: 'Schools are under pressure to make it possible for a few students to obtain good pass marks in the matriculation examination, while at the same time providing a general education for the majority of scholars. This is an impossible task.'

One result of the fetish with exam results is that pupils choose "soft options," rather than the more demanding mathematical and scientific subjects. Hence it is not surprising that the percentage of students taking mathematical sciences at university dropped from 10% to 6% between 1960 and 1973.

Another result of exam domination is what Donald Bligh, director of Exeter University Teaching Services Centre, calls "over-achievement." Conscientious pupils with good memories but little imagination can be highly successful in matric, although they are by no means university material.

The former principal of the University of Natal, Professor E G Malherbe, maintained that a disproportionate number of whites go to university. This is largely a result of government's implicit assumption that whites should form the country's intellectual elite.

SA in 1974 boasted 23 white university students per 1000 of the white population, second only in the world to the US, with 40 per 1000. Britain, Germany and Switzerland all have well below eight university students per 1000 of the population.

At the same time, vast black resources remain untapped. In 1974, for example, only 24% of total expenditure on education went to blacks, with the result that there were 109 000 white university students but only 16 000 blacks at university in that year. The black contribution to the economy, says Malherbe, has remained static at 27% for 50 years. This gives white matrices and graduates a scarcity value far above their productivity.

But what are the alternatives to the matric exam? A combination of several proposals suggests itself. Instead of assessing pupils purely on an anxious all-or-nothing examination, Malherbe suggested that internal assessments and general intelligence tests be included. This preserves impartiality and a uniform standard, while taking into account such qualities as diligence, interest, creativity and practical skills.

Secondly, Du Plessis proposes, the function of preparing students for university should be totally removed from schools. "The first year at university should be the test of suitability for further university education," he argues. The idea is to allow wide exploration of subjects in a foundation year at university, and to emphasise study methods rather than mastery of facts.

Finally, extensive guidance on career alternatives is crucial. A clear knowledge of possibilities would channel more people into technical colleges and trades, drastically reducing the university waiting list.

Some innovations have been attempted. The Transvaal Education Department ran an experiment between 1966 and 1974 in which 20 high schools were exempt from the public exam. Teachers were to encourage pupils to use their minds rather than their memories, through greater emphasis on individual research. The university results of such schools were not, however, significantly different from other schools.

A second experiment, in which 12 Transvaal schools are exempt from all public examinations and 30 from certain subjects, is currently under way.

One problem of such schemes lies with the teachers. Educationist Napier Boyce says teachers often stick to old techniques, making no use of their freedom to innovate. Study groups of teachers go some way towards changing this.

Some experimentation has been conducted by private schools, such as Johannesburg's Woodmead High School. Woodmead's principal, Steyn Krige, tells the FA that until Standard 8 the matric syllabus is largely ignored. English, history and geography teachers emphasise learning skills rather than facts, choosing the subject matter according to pupils' abilities and preferences. Reading and independent research are paramount — in some subjects only one formal lesson is conducted a week. Of course, the matric syllabus must be taught in the last two years of high school, but, Krige believes that the broad base established earlier is of great value in helping students cope with the demands of university.

The major fault of the system, however, is that it sends too many whites to university, while many blacks remain unused. The wastage of black potential is compounded by the disparity in earnings of blacks and whites, making education a far less economical investment for blacks than for whites.

A black BA graduate, for instance, usually earns less than a white with a standard 8 education. Malherbe shows that a white male graduate would take nine years of teaching earnings to pay back the cost to the state of his education. After that, his contribution to the economy is greater than most other people. It would take a coloured or Indian male graduate 23 years to repay his education. (No figures are available for Africans.)

Concludes Malherbe: "Where the association between education and earnings is based on social privilege instead of on productivity, the money spent on education is to that extent a poor investment."
New doubts about matric

As thousands of scholars start preparing for their final school exams, serious doubts are being expressed about the value of matric.

The exam has become the magic passport to university, the first question asked by potential employers, and the final verdict on an entire school career. Yet its record as a means of selecting university students is appalling. In South African universities only 67% of entrants ever graduate, against 85%-90% in the UK. The link between good matric results and success at university is weak — over 40% of university failures achieved a first class matriculation.

This means that a large portion of the R244,5m budgeted for university education this year is to be spent on people who will never graduate. At the same time, SA’s shortage of scientific manpower is becoming crucial. The total number of science graduates increased by only 35% between 1961 and 1971, against 100% in the UK, and 300% in Australia.

Explanations for the high university failure rate are abundant. A favourite whipping boy is the teacher, both at school and at university.

But the chief problem is the matriculation examination. Because oversubscribed university faculties use matric results as the only basis of selection, the entire school syllabus is geared towards success in that exam. Teachers’ reputations stand or fall by the number of distinctions they can squeeze out of pupils. “Spotting” of exam questions is
Plenty of scope for CMA's

IN THESE days of specialization it is vitally important for a student to be productive and motivated. The training is over - both from the student's point of view and that of the prospective employer.

This is one of the main objectives of the Natal College of Commerce Technical Education. The courses offered are not drawn up by the college alone, but by the industries and commercial organizations that demand them.

Because of this, the college qualification is a guarantee of good job opportunities. Here are a few of the fields in which the Natal College offers training.

The Department of creative design reflects the changing world of fashion. Students are offered in fashion and tailoring, interior design and home decoration, and a new course in clothing production management.

Employment opportunities should be bright for the student in the textile industry. The student will learn to meet the challenges and demands of modern office work.

The course in marketing offers a diploma in marketing, which is now required in most companies.

The National Certificate in Commercial Demonstration is a 2-year full-time course. After a further year the student can obtain the National Diploma in Home Economics or Business Administration.

This enables students to give demonstrations, promote commercial products and take over quality control of food staffs. It can also lead to a position on a newspaper or magazine.

The National Certificate in Home Science is a finishing school type course.

The course in legal studies is still the most popular. The subject "legal practice" gives the student an insight into the documentation and procedures which are followed in law practices.

The Department of Home Economics stresses the importance of the home and the home environment. These skills are in demand professionally in this sphere.

There is still a good job market for all graduates if they are prepared to do the groundwork in the firms they join.

"But work hard, plan, and instead of expecting your degree to open the door to a higher level," says Mr. Ian Gibson, careers advisor at the University of Natal.

He has some useful tips on the approach recent graduates should take in job interviews.

"Don't place emphasis on the salary you expect to receive. Rather make it clear sitting down for that extra year and getting an honours degree.

"Firms see honours graduates as good potential managers. They know how to look for information and put it together. Such people are always welcome in the training and development fields and in communication," he says.
BUILD YOUR FUTURE ON A SOUND FOUNDATION!

Wherever your talents lie, the Natal College for Advanced Technical Education offers the largest possible choice of Diploma and Certificate courses under the umbrella of the following departments:

- **APPLIED SCIENCE**
- **CIVIL ENGINEERING AND BUILDING**
- **EDUCATIONAL AND INDUSTRIAL TRAINING**
- **ELECTRICAL ENGINEERING**
- **FINE ART**
- **CREATIVE DESIGN**
- **HOME ECONOMICS**
- **MANAGEMENT AND PROFESSIONAL EDUCATION**
- **MECHANICAL ENGINEERING AND NAUTICAL ACADEMY**
- **MODERN LANGUAGES AND PERFORMING ARTS**
- **PHARMACY**
- **SECRETARIAL TRAINING**
- **PHYSICAL EDUCATION**

Somewhere in the huge assortment of training courses, available, there's a niche especially for you. For further information and details about certificate and diploma courses, contact the head of the Department or our Student Counsellors, Anne Botha or Anne Nadaudt at Durban 318711 or write to P.O. Box 963, Durban, 4000.
Exam black market alleged

By PATRICK LAURENCE

POLICE are investigating an alleged black market racket in high school examination papers, it was disclosed yesterday.

The investigation was sparked by an open letter to the Department of Education and Training by Father Michel Barrette, principal of Christ the Priest Seminary, a black high school near Groblersdal, Transvaal.

In his letter, addressed to the Secretary for Education and Training, Mr G. J. Roussseau, Father Barrette said: "No papers have yet been distributed to circuit offices and schools but they are readily available underground."

Father Barrette said the exam papers available on the black market were history, biology, physical science, geography, mathematics and agricultural science for standard 8 candidates and two biology papers for matriculation students.

Papers were available in black townships around Johannesburg and Pretoria and in Lebowa and Bophuthatswana, Father Barrette said.

In a statement released yesterday, Mr Gerhard Engelbrecht, public relations officer with the Department of Education and Training, said: "The police are investigating. Should anything be substantiated the necessary steps will be taken."

In his letter Father Barrette referred to the "concern and shock" expressed by the department's chief education planner, Mr W. P. Steenkamp, after his attention had been drawn to the alleged racket.

Father Barrette pleaded for papers to be reset and Standard 8 examinations to be postponed.
Exam papers for sale:
Two men in court

Staff Reporter

TWO men appeared in the Pretoria Magistrates' Court, and a third is expected to appear soon, in connection with a black market racket in high school examination papers.

The two, a 23-year-old Attridgeville man and a younger man, were charged with theft. The case has been remanded to October 12.

A police spokesman said a third man was expected to appear in connection with the incident soon, and it was likely that there would be more arrests in the near future.

Police began investigating the sale of examination papers, which involves Standard Eight and matriculation papers, after an open letter was sent to the Department of Education and Training.

The letter was sent by the principal of Christ the Priest Seminary — a black high school near Groblersdal, Transvaal — Father Michel Barrette.

The Rand Daily Mail's investigation into the racket, which was published on Wednesday, revealed that the papers were available in black townships around Johannesburg and Pretoria, and in Lebowa and Bophutha-"tswana.

Std eight papers are said to be sold on the black market for R10 and the two biology matriculation examination papers go for R15.

The examinations are due to be written at the end of the month and Father Barrette pleaded for the papers to be reset.

The Department of Education and Training has not decided what action should be taken concerning them.
Record numbers (59) enter for exams

Staff Reporter

A RECORD number of primary school children this week started their end-of-year examinations, the Department of Education and Training said yesterday.

More pupils than in previous years will also sit for the Standard Eight and Std 10 exams.

A spokesman for the department said 255,500 Std Five pupils were writing this year. This number excluded children in Transkei and 3,768 private candidates who had entered for the exams.

He said 135,887 pupils throughout the country, including Transkei and Bophuthatswana, had entered for the Std Eight (Junior Certificate) exams. This was over 30% more than the 62,000 who wrote last year.

This year 25,731 private candidates had entered for the Std Eight exams.

The spokesman said the biggest jump in candidate numbers was in the Std 10 (Matriculation) exams.

This year 10,689 full-time candidates will write, compared with 10,387 last year—5% more. Some 9,695 private candidates had also entered.

Full-time candidates to write Std Eight exams, which begin on November 6, will write at 1,331 centres throughout South Africa.
GENERAL NOTICE

NOTICE 914 OF 1978

DEPARTMENT OF EDUCATION AND TRAINING

DRAFT EDUCATION AND TRAINING BILL

The Secretary for Education and Training hereby publishes the following Draft Bill for information and comments.

The intention is to submit the Draft Bill, due regard being had to the comments received, to the Minister of Education and Training for consideration.

Comments on the Draft Bill must reach the Secretary for Education and Training, Parliamentary Section, Private Bag X212, Pretoria, 0001, before 15 December 1978.

EDUCATION AND TRAINING BILL

To provide for the control of education for Blacks by the Department of Education and Training; to repeal the Black Education Act, 1953, and the Black Special Education Act, 1964; and to provide for matters incidental thereto.

Definitions

1. In this Act, unless the context otherwise indicates—
   (i) “advanced technical education” means technical education and training of a standard which is higher than the standard ordinarily required for an examination for standard 10 or any equivalent examination and which the Minister declares to be advanced technical education for the purpose of this Act;
   (ii) “Advisory Council” means the Advisory Council for Education referred to in section 4;
   (iii) “Black” or “Black person” means a Black as defined in section 1 of the Population Registration Act, 1950 (Act 30 of 1950);
   (iv) “Black state” means any area for which a legislative assembly has been established in terms of section 1 of the Black Stacks Constitution Act, 1971 (Act 21 of 1971);
   (v) “constitution” means the Constitution of the Republic of South Africa, 1948 (Act 3 of 1948);
   (vi) “Department” means the Department of Education and Training;
   (vii) “District” means a District as defined in the Local Government Act, 1954 (Act 28 of 1954);
   (viii) “educational purposes” means the purpose for which education is provided;
   (ix) “education” means any teaching or training provided for school purposes;
   (x) “education authority” means an education authority referred to in section 2;
   (xi) “education services” means educational services provided for educational purposes;
   (xii) “education services authority” means an education services authority referred to in section 2;
   (xiii) “education system” means an education system referred to in section 1;
   (xiv) “education system policy” means the policy in terms of which an education system is administered;
   (xv) “education system regulations” means regulations made in terms of section 12;
   (xvi) “education system rules” means rules made in terms of section 12;
   (xvii) “education system(s)” means an education system or education systems as the case may be;
   (xviii) “education system(s)’ policy(ies)” means the education system policy(ies) as the case may be;
   (xix) “education system(s)’ regulation(s)” means the education system regulation(s) as the case may be;
   (xx) “education system(s)’ rule(s)” means the education system rule(s) as the case may be;
   (xxi) “education system(s)’ scheme(s)” means an education system scheme or education system schemes as the case may be;
   (xxii) “education system(s)’ scheme(s)’ policy(ies)” means the education system scheme policy(ies) as the case may be;
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   (xxvi) “education system(s)’ scheme(s)’ scheme(s)’ policy(ies)” means the education system scheme scheme policy(ies) as the case may be;
   (xxvii) “education system(s)’ scheme(s)’ scheme(s)’ regulation(s)” means the education system scheme scheme regulation(s) as the case may be;
(v) "community school" means a school referred to in section 7;
(vi) "Department" means the Department of Education and Training;
(vii) "education" means any education or training including—
(a) special education;
(b) advanced technical education;
(c) technical and trade training;
(d) adult education provided in any part-time class; and
(e) education provided in any nursery school;
but does not include—
(i) education provided by a university or university college established by or under any law; and
(ii) "training" as defined in the Black Employees’ In-Service Training Act, 1976 (Act 86 of 1976);
(viii) "governing body", in relation to any school, means the person managing such school, and includes the owner if a person has not been appointed to manage the school;
(ix) "governing council" means any governing council established in terms of section 6;
(x) "handicapped child" means a Black between the ages of three and 23 years who, in the opinion of the Secretary, is capable of deriving benefit from a suitable course of education, but deviates to such an extent from the majority of persons of his age in body, mind or behaviour that he—
(a) cannot derive sufficient benefit from the instruction normally provided in the ordinary course of education;
(b) requires special education to facilitate his adaptation to the community; and
(c) should not attend an ordinary class in an ordinary school, because such attendance may be harmful to him or to other pupils in that class, but is nevertheless educable and will derive sufficient benefit from education referred to in paragraph (b);
(xi) "independent state" means a territory, which formed part of the Republic and became an independent state in terms of an Act of Parliament;
(xii) "mentally, retarded child" means a Black between the ages of three and 23 years who in the opinion of the Secretary, is capable of deriving benefit from a suitable course of education, but who is nevertheless capable of being trained and is capable of deriving benefit from a suitable training programme;
(xiii) "Minister" means the Minister of Education and Training;
(xiv) "nursery school" means a school for the education of children of the age of two years and above but below the age at which they may be admitted to an ordinary school or in the case of a handicapped or mentally retarded child, until he has reached the prescribed age of admission to a special school;
(xv) "officer" means an officer or employee as defined in section 1 of the Public Service Act, 1957 (Act 54 of 1957);
(xvi) "parent" means the father or the mother of a pupil born of or legitimated by a marriage (including a registered marriage according to the customary law of Blacks) or the legal guardian;
(xvii) "part-time class" means any class for the education and training of persons who do not attend school on a full-time basis;

(vii) "buittengene onderwys" onderwys of opleiding van 'n gespesialiseerde aard en ook—
(a) die skielundige, mediese, tandheelkundige, paramediese en terapeutiese behandeling (met inbegrip van die uitvoer van operasies);
(b) die voorziening van kunstmatige mediese hulpmiddels en apparaat;
(c) die versorging en onderhoud in 'n skoolkoshuis, hospitaal of ander inrigting; en
(d) die verskaffing van die vervoer en begeleiding en van dié ander dienste.
wat verskaf word in die behoeftes van 'n gestrome of geestesvertraagde kind te voorsien;
(vi) "declydse klas" 'n klas vir die onderwys van persone wat nie skool op 'n voltydse grondslag bywoon nie;
(vii) "Departement" die Departement van Onderwys en Opleiding:
(viii) "geestesvertraagde kind" 'n Swarte tussen die ouderdomme van drie en 23 jaar wat volgens die oordeel van die Sekretaris nie voldoende voordeel uit 'n geskikte onderwyskursus kan trek nie, maar nogtans opgelei kan word en in staat is om voordeel uit 'n geskikte opleidingsprogramme te trek;
(ix) "gemeenskapskool" 'n skool bedoel in artikel 7;
(x) "gestrome kind" 'n Swarte tussen die ouderdomme van drie en 23 jaar wat volgens die oordeel van die Sekretaris in staat is om voordeel uit 'n geskikte onderwyskursus te trek, maar wat in so 'n mate in liggaam, verstand of gedrag van die meerderheid van persone van sy ouderdom afwyk dat hy—
(a) nie voldoende voordeel kan trek uit die gewone onderwys in die normale loop van onderwys verkraag nie;
(b) buittengene onderwys nodig het om sy aanpassing by die gemeenskap te vergemaklik; en
(c) nie 'n gewone klas in 'n gewone skool behoort by te woon nie, omdat sodanige bywoning vir hom of vir ander leerlinge in daardie klas skadelik kan wees.
maar nogtans opvoedbaar is en voldoende baas sal vind by onderwys bedoel in paragraaf (b);
(xi) "gevorderde tegnieke onderwys" tegnieke onderwys en opleiding van 'n peil wat hoër is as die peil wat gewoonlik vir 'n eksamen vir standerd 10 of 'n gewykswaardige eksamen vereis word en wat deur die Minister vir dié doeleindes van hierdie Wet tot geworde tegnieke onderwys verklaar word;
(xii) "hierdie Wet" ook 'n regulasie;
(xiii) "kleuterskool" 'n skool vir die onderwys van kinders van twee jaar en ouer maar onder die ouderdom waarop hulle tot 'n gewone skool toegelaat kan word, of in die geval van 'n gestrome of geestesvertraagde kind, totdat hy die voorgeskrywe ouderdom van toediening tot 'n spesiale skool bereik het;
(xiv) "leerling" iemand wat ingevoeg is in die bepalings van hierdie Wet tot 'n skool toegelaat is;
(xv) " Minister" die Minister van Onderwys en Opleiding;
(xvi) "onafhanklike staat" 'n gebied wat deel van die Republiek uitgemerk het en ingevoeg is 'n Wet van die Parlement 'n onafhanklike staat geword het;
(xvii) "onderwys" enige onderwys of opleiding, met inbegrip van—
(a) buittengene onderwys;
(b) gevorderde tegnieke onderwys;
(c) tegnieke en arbeidsopleiding;
(xvii) "prescribed" means prescribed by regulation in the Gazette;
(xix) "private school" means a school other than a State school, a community school or a State-aided school;
(xx) "pupil" means a person admitted to a school in terms of the provisions of this Act;
(xxi) "regulation" means a regulation made under this Act;
(xxii) "school" means any school, special school, class, part-time class, college, centre or any other institution for the education of Blacks;
(xxiii) "school board" means a school board referred to in section 8;
(xxiv) "school committee" means a school committee referred to in section 8;
(xxv) "Secretary" means the Secretary for Education and Training;
(xxvi) "special education" means education or training of a specialised nature, including—
(a) such psychological, medical, dental, paramedical and therapeutic treatment (including the performance of operations);
(b) such provision of artificial medical aids and apparatus;
(c) such care and maintenance in a school hostel, hospital or other institution; and
(d) the provision of transport and escort and of such other services,
as are provided to meet the needs of a handicapped or mentally retarded child;
(xxvii) "special school" means a school in which handicapped or mentally retarded children receive special education, either on a full-time or on a part-time basis, and includes a class which is attached to an ordinary school and in which such children receive special education;
(xxviii) "State-aided school" means a school in respect of which grants-in-aid or subsidies are made in terms of section 11 or in respect of which a loan was granted in terms of that section;
(xxix) "State school" means a school referred to in section 8;
(xxx) "teacher" includes any principal and any member of the teaching staff of a school;
(xxxi) "Teachers' Council" means the Teachers' Council for Blacks referred to in section 34;
(xxxii) "this Act" includes any regulation.

Control and administration of education

2. It shall be the function of the Department, under the direction and control of the Minister, to perform all the work necessary for or incidental to the general administration of education for Blacks.

Determination of education policy

3. The Minister, after consultation with or consideration of proposals made by the Advisory Council, may from time to time determine the general policy to be pursued in regard to education in schools within the framework of the following principles, namely:
(a) That education in schools maintained, managed and controlled or subsidised by the Department shall have a Christian character, but that the religious persuasion of the parents and the pupils shall be respected in regard to religious instruction and religious ceremonies;
(b) onderwys vir volwassenes verskaf in 'n deeltydse klas; en
(c) onderwys verskaf in 'n kleuterskool;
maar dit omvat nie—
(i) onderwys wat verskaf word deur 'n universiteit of universiteitskollektie wat by of kragtens 'n wet ingestel is nie; en
(ii) "opleiding" soos omskryf in die Wet op Indienopleiding van Swart Werknemers, 1976 (Wet 89 van 1976), nie;
(xviii) "onderwyser" ook 'n prinsipaal en enige lid van die onderwysers personeel van 'n skool;
(xix) "Onderwyseresraad" die Onderwyseresraad van Swartes bediel in artikel 34;
(xx) "ouer" die vader of die moeder van 'n leerling gebore uit of gewettig deur 'n huwelik (met inbegrip van 'n geregistreerde huwelik volgens die gewoon- tereg van Swartes), of die wetlike voog;
(xxi) "private skool" 'n skool wat nie 'n Staatsskool, 'n gemeenskapskool of 'n Staatsondersteunde skool is nie;
(xxii) "regulasie" 'n regulasie kragtens hierdie Wet uitgevaardig;
(xxiii) "Sekretaris" die Sekretaris van Onderwys en Opleiding;
(xxiv) "skool" enige skool, spesiale skool, klas, deeltydse klas, kollege, sonthin of enige ander inrigting vir die onderwysers van Swart persone;
(xxv) "skoolkomitee" 'n skoolkomitee bedoel in artikel 8;
(xxvi) "skoolraad" 'n skoolraad bedoel in artikel 8;
(xxvii) "spesiale skool" 'n skool waarin gestremde of geestesvertragde kinders buitengewone onderwys ontvang, hetsy op 'n voltydsde of op 'n deeltydse grondslag, en ook 'n klas wat verbonde is aan 'n gewone skool en waarin sodanige kinders buitengewone onderwys ontvang;
(xxviii) "Staatsondersteunde skool" 'n skool ten opsigte waarvan hulpstelsels of subsidies ingevolge artikel 11 toegeskry word of ten opsigte waarvan 'n lening ingevolge gemelde artikel toegestaan is;
(xxix) "Staatsskool" 'n skool bedoel in artikel 5;
(XXX) "Swarte" of "Swart persoon" 'n Swarte soos omskryf in artikel 1 van die Bevolkingsregistrasiewet, 1950, (Wet 30 van 1950);
(XXXI) "Swart staat" 'n gebied waarvoor 'n wetgewende vergadering kragtens artikel 1 van die Grondwet van die Swart state, 1971 (Wet 21 van 1971), ingestel is;
(XXXII) "voorgeskrywende" of "voorgeskryf" by regulasie in die Staatskoerant voorgeskryf.

Beheer oor en administrasie van onderwys

2. Die Departement, onder leiding en beheer van die Minister, is belas met die vervigting van al die werkzaamhede wat nodig is vir, of in verband staan met, die algemene administrasie van onderwys vir Swartes.

Bepaling van onderwysbeleid

3. Die Minister kan, na oorlegpleging met, of met inaangening van voorstelle van, die Adviesraad van tyd tot tyd die algemene beleid wat ten opsigte van onderwys in skole gevolg moet word, bepaal, en wel binne die raamwerk van die volgende beginsels, naamlik:
(a) Dat die onderwys in skole wat deur die Departement in stand gehou, bestuur en beheer of gesubsidieer word, 'n Christelike karakter moet hê, maar dat die geloofsvooruitgang van die ouers en die leerlinge gewaar- biedig moet word wat betref godsdiensonderrig en godsdienslike pleitgede;
(b) that the universally accepted educational principle of the use of the mother tongue as the medium of instruction be observed: Provided that this principle shall be applied at least up to and including standard four: Provided further that the wishes of the parents shall be taken into consideration in the application of this principle after standard four and also in the choice of one of the official languages as medium of instruction where the mother tongue cannot be used as medium after standard four;

(c) that it shall be the aim and objective to introduce compulsory education in all areas with the co-operation of the parents;

(d) that in the provision of education the ability, aptitude and interest of the pupil as well as the needs of the country shall be taken into account and that appropriate guidance shall be given to pupils in this regard;

(e) that there shall be co-ordination with the other departments of education with regard to syllabuses, courses of education standards and that the matriculation or senior certificate or an equivalent examination of either the Department of National Education or of the Joint Matriculation Board shall be conducted;

(f) that recognition be given to the active involvement of the parents and the communities in the education system through parent-teachers' associations, school committees, school boards, governing councils or governing bodies or in any similar authoritative manner; and

(g) that school health services be introduced in conjunction with the Department of Health.

Advisory Council for Education

4. (1) There shall be an Advisory Council for Education consisting of at least 20 members appointed by the Minister, and of whom—

(a) one shall be designated by the Minister as chairman and another as vice-chairman of the Advisory Council and executive committee of the Advisory Council;

(b) at least three shall be lecturers from three different universities for Blacks and they shall preferably be lecturers in the faculties or departments of education;

(c) one shall be a representative of an inspectors' association; and

(d) one shall be a representative of a recognised teachers' association.

(2) When appointing members in terms of subsection (1), the Minister shall accord representation to each of the regions determined by him and the Minister may also accord representation to any other person who in his discretion may make a contribution in the interest of education.

(3) The members appointed in terms of subsection (1) (c) and (d) shall either be in the employ of the Department or employed at a State-aided school.

(4) The chairman, vice-chairman and another member designated by the Advisory Council shall constitute the executive committee of the Advisory Council.

(5) The Department shall place a full-time secretary at the disposal of the Advisory Council with such remuneration and allowances as may be determined by the Minister in consultation with the Minister of Finance and on the recommendation of the Public Service Commission.

(6) The duties, powers, privileges and functions of and the quorum for and procedures at meetings of the Advisory Council, the executive committee and other
committees of the Advisory Council and the period of office of the chairman, vice-chairman and other members of the said council and the constitution of committees of the Advisory Council shall be as prescribed.

(7) The fees and allowances, if any, payable to a member of the Advisory Council who is not in the full-time service of the State, shall be determined by the Minister in consultation with the Minister of Finance.

(8) The Advisory Council for Black Education established in terms of the Black Education Act, 1953 (Act 47 of 1953), shall continue to function until the term of office of its members expires and shall, during such period, be deemed for the purposes of this Act to have been established under this section.

Establishment of State schools

5. (1) The Minister may, out of moneys appropriated by Parliament for this purpose—

(a) establish, erect, maintain and manage schools which shall be known as State schools; and
(b) establish, erect, maintain and manage any hostel, teachers’ quarters, school clinic or any other appurtenance of a State school.

(2) Any State school established or deemed to have been established as such in terms of any law repealed by section 46 and in existence on the date of commencement of this Act shall be deemed to have been established under subsection (1).

(3) The Minister may at any time close or disestablish a State school but, if a governing council has been established for such school, only after consultation with such council.

(4) The Minister may, if he deems it in the interests of education, and after consultation with or at the request of the governing council concerned, if such governing council has been established, convert a State school into a community school.

Governing Councils for State schools

6. (1) The Minister may establish a governing council for a State school to advise the Minister and the Secretary in regard to such matters as may be prescribed, and may accord representation on such governing council to any person.

(2) The constitution, functions, powers and duties of and the forum for and procedures at meetings of a governing council and the term of office of the members shall be as prescribed.

(3) No remuneration shall be paid to a member of a governing council but he may in respect of the attendance of a meeting of the governing council and in respect of any journey to such meeting be paid such subsistence and travelling allowances as the Minister may determine in consultation with the Minister of Finance: Provided that a member who is in the full-time service of the State shall receive allowances in accordance with the law governing his conditions of employment.

Community schools

7. (1) The Minister may, out of moneys appropriated by Parliament for the purpose, establish and maintain schools which shall be known as community schools.

(2) Any community school registered or deemed to have been registered in terms of the Black Education Act, 1953 (Act 47 of 1953), and in existence immediately prior to or on the date of commencement of this Act shall be deemed to have been established under subsection (1).

lees daarvan en die ampstemyn van die voorsitter, vise-voorsitter en ander lede van die Adviesraad en die samestelling van komitees van die Adviesraad is soos voorgeskryf.

(7) Die gelde en toelaes, as daar is, betaalbaar aan ’n lid van die Adviesraad wat nie in die voltydse diens van die Staat is nie, word deur die Minister in oorelg met die Minister van Finansies bepaal.

(8) Die Adviesraad vir Swart Onderwys, wat ingevolge die Wet op Swart Onderwys, 1953 (Wet 47 van 1953), ingestel is, gaan voort om te funksioneer totdat die ampstemyn van die lede verstryk en word gedurende dié tydperk vir die doeleindes van hierdie Wet geag kragtens hierdie artikel tot stand te gekom het.

Instelling van Staatsskole

5. (1) Die Minister kan, uit geld wat die Parlement vir dié doel bewilig het—

(a) skole wat Staatsskole heet, instel, oprig, in standhou en bestuur; en
(b) enige koshuis, kwartiere vir onderwysers, skoolkliniek of enige toebehore van ’n Staatsskool instel, oprig, in standhou en bestuur.

(2) ’n Staatsskool ingestel of wat geag word as sodanig ingestel te wees ingevolge ’n wet herroep by artikel 46 en wat op die datum van inwerkingtreding van hierdie Wet bestaan, word geag ingestel te wees kragtens subartikel (1).

(3) Die Minister kan te enig tyd ’n Staatsskool sluit of die instelling daarvan intrek, maar, indien ’n beheerraad vir dié skool ingestel is, slaags na oorlegpleging met dié raad.

(4) Die Minister kan, indien by dit in belang van die onderwys ag, en na oorlegpleging met of op versoek van die betrokke beheerraad, indien so ’n beheerraad ingestel is, ’n Staatsskool in ’n gemeenskapskool omspan.

Beheerrade vir Staatsskole

6. (1) Die Minister kan vir ’n Staatsskool ’n beheerraad instel om die Minister en die Sekretaris aangaande aaneengeslote wat voorgestel word, van advies te dien, en kan verteenwoordiging in so ’n beheerraad aan iemand verleen.

(2) Die samestelling, werksgemeenskappe, bevoegdhede en pligte van die konsulent en procedures op vergaderings van ’n beheerraad en ampstemyn van die lede is soos voorgestel.

(3) Geen besoldiging word aan ’n lid van ’n beheerraad betaal nie, maar hy kan ten opsigte van die bywoning van ’n vergadering van die beheerraad en ten opsigte van ’n reis na so ’n vergadering dié reis- en verblyftoelaes betaal wat die Minister in oorelg met die Minister van Finansies bepaal: Met dien verstaande dat ’n lid wat op ’n voltydse grondslag in diens van die Staat is, toelaes ontvang ooreenkomstig die wetsbepalings wat sy diensvoorwaardes reël.

Gemeenskapskole

7. (1) Die Minister kan, uit geld wat die Parlement vir dié doel bewilig het, skole wat gemeenskapskole heet, instel en in standhou.

(2) ’n Gemeenskapskool wat ingevolge die Wet op Swart Onderwys, 1953 (Wet 47 van 1953), geregistreer is of wat ingevolge gemelde Wet geag word geregistreer te wees en wat onmiddellik voor of op die datum van inwerkingtreding van hierdie Wet bestaan, word geag ingestel te wese kragtens subartikel (1).
(3) The Minister may at any time close or disestablish any community school: Provided that, before exercising his discretion under this subsection, the Minister shall afford an opportunity for representations relating to the proposed closing or disestablishment to be made to him by the school board concerned in such manner as he may determine.

(4) The Minister may at any time, if he deems it in the interests of education, and after consultation with or at the request of the school board concerned, convert a community school into a State school.

School boards and school committees for community schools

8. (1) The Minister may, with due regard to the principle of providing for active participation by the parents and the community in the control and management of community schools, establish school boards and school committees to advise the Minister and the Secretary in regard to such matters as may be prescribed.

(2) The constitution, duties, powers, privileges and functions of a school board or school committee established under subsection (1) and the term of office of its members shall be as prescribed.

(3) The allowances, if any, payable to members of a school board or school committee established under subsection (1) shall be as determined by the Minister in consultation with the Minister of Finance.

(4) The Minister may at any time disestablish any school board or school committee established under subsection (1): Provided that, before exercising his discretion under this subsection, the Minister shall afford an opportunity for representations relating to the proposed disestablishment to be made to him by the school board or school committee in question in such manner as he may determine.

(5) If the Minister is satisfied that any school board or school committee established under subsection (1) cannot be properly constituted or that such school board or school committee fails to perform or exercise the duties, powers and functions referred to in subsection (2), the Minister may authorise any person to perform or exercise such duties, powers and functions on behalf of that school board or school committee for such period not exceeding 12 months as the Minister may determine.

(6) Any duty, power or function exercised or performed by any person authorised in terms of subsection (5) shall, for the purposes of this Act, be deemed to have been exercised or performed by the school board or school committee in question.

(7) Any school board or school committee established under any law repealed by section 46 shall, subject to the provisions of this Act, continue to function until a school board or school committee has been constituted in terms of the regulations contemplated in subsection (2) for the community school or community schools concerned.

Registration of State-aided and private schools

9. (1) No person shall provide education to any Black person unless it takes place—

(a) at a school registered or deemed to have been registered in terms of this section; or

(b) at any State school or community school established or deemed to have been established in terms of this Act; or

(c) at any school which has been exempted from registration by regulation; or

(3) Die Minister kan te eniger tyd 'n gemeenskapskool sluit of die instelling daarvan intrek: Met dien verstande dat die Minister, voordat hy sy diskrise kragtens hierdie subartikel uitoefen, die betrokke skoolraad die geleentheid moet bied om met betrekking tot die voorhonge sluiting of intrekking van die instelling aan hom te rig op die wyse wat hy bepaal.

(4) Die Minister kan te eniger tyd, indien hy dit in belang van die onderwys en geoorlogpleging met of op versoek van die betrokke skoolraad, 'n gemeenskapskool in 'n Staatskool omskep.

Skoolraade en skoolkomites vir gemeenskapskole

8. (1) Die Minister kan, met behoorlike inaanging van die beginsel dat daar vir die aktiewe deelneming van ouers en die gemeenskapskool aan die beheer en bestuur van gemeenskapskool voorsiening gemaak word, skoolraade en skoolkomites instel om die Minister en die Sekretaris aangaande aangeleenthede wat voorgekry word, van advies te dien.

(2) Die samestelling, pligte, bevoegdhede, voorregte en werkzaamhede van 'n kragtens subartikel (1) ingestelde skoolraad of skoolkomitee en die amptmyn van die lede is soos voorgeskryf.

(3) Die toelaes, as daar is, betaalbaar aan lede van 'n kragtens subartikel (1) ingestelde skoolraad of skoolkomitee, is soos deur die Minister in oorlog met die Minister van Finansies bepaal.

(4) Die Minister kan te eniger tyd 'n kragtens subartikel (1) ingestelde skoolraad of skoolkomitee afskaf. Met dien verstande dat die Minister, voordat hy sy diskrise kragtens hierdie subartikel uitoefen, diens deur betrokke skoolraad of skoolkomitee die geleentheid moet bied om vertoel betreffende die voorgenome afskaffing aan hom te rig op die wyse wat hy bepaal.

(5) Indien die Minister oortuig is dat 'n kragtens subartikel (1) ingestelde skoolraad of skoolkomitee nie behoorlik saamgestel kan word nie of dat sodanige skoolraad of skoolkomitee in gebrek bly om die in subartikel (2) bedoelde pligte, bevoegdhede en werkzaamhede te verrig of uit te oefen, kan die Minister iemand magig om vir 'n tydperk van hoogstens 12 maande, wat die Minister bepaal, namens daardie skoolraad of skoolkomitee die bedoelde pligte, bevoegdhede en werkzaamhede te verrig of uit te oefen.

(6) 'n Plig, bevoegdheid of werkzaamheid wat deur 'n kragtens subartikel (5) gemagtigde persoon uitgeoefen of verrig is, word by die toepassing van hierdie Wet geag deur die betrokke skoolraad of skoolkomitee, na gelang van die geval, uitgeoefen of verrig te wees.

(7) 'n Skoolraad of skoolkomitee wat ingestel is kragtens 'n wet heroorp by artikel 46, gaan, behoudens die bepaalings van hierdie Wet, voort om te funksioneer totdat 'n skoolraad of skoolkomitee vir die betrokke gemeenskapskool of gemeenskapskool ingevolge die regulasies beoog in subartikel (2) saamgestel word.

Registrasie van Staatsondersteunde en private skole

9. (1) Niemand mag onderwys aan 'n Swart persoon verskaf nie, tensy dit geskied—

(a) by 'n skool wat kragtens hierdie artikel geregister is of geag word daarkragtens geregister te wees; of

(b) by 'n Staatskool of 'n gemeenskapskool wat ingevolge hierdie Wet ingestel is of geag word ingestel te wees; of

(c) by 'n skool wat by regulasie van registrasie vrygestel is; of
(d) through a correspondence course of a correspondence college registered in terms of section 11 of the Correspondence Colleges Act, 1965 (Act 59 of 1965).

(2) Any person who wishes to provide education for Black persons shall apply to the Department for the registration of a school, and the Minister may in his discretion register such school as a State-aided school or a private school.

(3) Any registration under subsection (2) may be made subject to such conditions as the Minister may deem fit, and the Minister may at any time—
   (a) withdraw or amend any such condition or impose further conditions as he may deem fit;
   (b) withdraw any registration under subsection (2) if he is of the opinion that any condition has not been complied with or that other good and sufficient reasons for such withdrawal exist.

Provided that the Minister shall not act under paragraph (a) or (b) of this subsection unless he has first afforded the governing body concerned a reasonable opportunity to submit representations to him in regard to the proposed action in such manner as the Minister may determine.

(4) Any person who contravenes the provisions of subsection (1), whether as a member of the governing body or owner of such school or as a teacher thereof, or any person who admits any Black person to a school which is not registered or exempted from registration in terms of this Act shall be guilty of an offence and liable on conviction to a fine not exceeding R500 or to imprisonment for a period not exceeding one year or to both such fine and such imprisonment.

(5) Any person who has been convicted of an offence under subsection (4) and who at any time after such conviction carries on the activities in respect of which he was so convicted may again be charged and punished in respect of such activities.

(6) Any State-aided or private school registered or approved or deemed to have been registered or approved as such in terms of any law repealed by section 46 and in existence on the date of commencement of this Act shall be deemed to have been registered under subsection (2), and any condition to which the registration or approval of such school is subject at such commencement shall be deemed to have been imposed under this Act.

Classification of schools

10. State schools referred to in section 5, community schools referred to in section 7 and State-aided and private schools referred to in section 9 shall be classified according to the prescribed categories or types of schools.

Making of grants-in-aid or subsidies and loans in respect of State-aided schools

11. (1) The Minister may, out of moneys appropriated by Parliament for the purpose, make grants-in-aid or subsidies and loans to the owner or governing body of any school registered or deemed to have been registered in terms of section 9, and such school shall be known as a State-aided school.

(2) The making of grants-in-aid or subsidies and loans in terms of subsection (1) shall be effected on such basis and subject to such conditions as the Minister deur middel van 'n korrespondensiekursus van 'n korrespondensiekollege wat ingevolge artikel 11 van die Wet op Korrespondensiekolleges, 1965 (Wet 59 van 1965), geregistreer is.

(2) Iemand wat onderwys aan Swart persone wil ver- skaf, moet by die Departement om die registrasie van 'n skool aanvaan doen en die Minister kan na goed- dunkes-o 'n skool as 'n Staatsondersteunde skool of 'n private skool geregistreer.

(3) Enige registrasie ingevoeg deur subartikel (2) kan onderworp gemaak word aan die voorwaardes wat die Minister goedvind, en die Minister kan te eniger tyd—
   (a) enige sodanige voorwaarde intrek of wysig of verdere voorwaardes opleg soos hy goedvind;
   (b) enige registrasie ingevoeg deur subartikel (2) intrek indien hy van oordeel is dat enige voorwaarde nie nagekom is of word nie of dat daar ander goeie en genoegsame redes vir die intrekking bestaan.

Met dien versiande dat die Minister nie ingevoelige paragraaf (a) of (b) van hierdie subartikel optree nie tensy hy vooraf aan die betrokke bestuursliggaam 'n redelike gelegenheid gee om in verband met die voorgestelde optrede vertoe tot hom te rig op die wyse wat die Minister bepaal.

(4) Iemand wat die bepalings van subartikel (1) oortree, het as lid van die bestuursliggaam of as eienaars van so 'n skool of as 'n onderwyser daarvan, of iemand wat 'n Swart person tot 'n skool toelaat wat nie krag- tens hierdie Wet geregistreer of van registrasie vyggestel is nie, is aan 'n misdrif skuldig en by skuldbevinding strafbaar met 'n boete van hoogstens R500 of gevangenisstraf vir 'n tydperk van hoogstens een jaar of met beide dié boete en dié gevangenisstraf.

(5) Iemand wat aan 'n misdrif bedoel in subartikel (4) skuldig bevind is en wat te eniger tyd na daardie skuldbevinding voortgaan met die handelinge ten opsigte waarvan hy aldus skuldig bevind is, kan weer ten opsigte van daardie handelinge aangekla en gestraf word.

(6) 'n Staatsondersteunde of private skool wat op die datum van inwerkingtreding van hierdie Wet bestaan en as sodanig geregistreer of goedgekeur is of geag word geregistreer of goedgekeur te wees kragtens 'n Wet herroep by artikel 46, word geag ingevolge die bepalings van subartikel (2) geregistreer te wees en enige voorwaarde waaraan die registrasie of goedgekeur- ring van sodanige skool by sodanige inwerkingtreding onderworpe is, word kragtens hierdie Wet opgelê te wees.

Indeling van skole

10. Staatsskolle bedoel in artikel 5, gemeenskapskole bedoel in artikel 7 en Staatsondersteunde en private skole bedoel in artikel 9, word ingedeel volgens die voorgeskrywe kategorieë of soorte skole.

Toekenning van hulptoeleae of subsidies en lenings ten opsigte van Staatsondersteunde skole

11. (1) Die Minister kan uit geld wat die Parlement vir dié doel bestem het, hulptoeleae of subsidies en lenings toeken aan die eienaars of bestuursliggaam van 'n skool wat kragtens artikel 9 geregistreer is of geag word geregistreer te wees en so 'n skool staan as 'n Staatsondersteunde skool beeld.

(2) Die toekenning van hulptoeleae of subsidies en lenings ingevoeg deur subartikel (1) moet geskied op dié grondslag en onderworpe aan dié voorwaardes wat die
in consultation with the Minister of Finance may in every particular case determine and subject to such other conditions as may be prescribed.

(3) Any grant-in-aid, subsidy or loan made immediately prior to or on the date of commencement of this Act in respect of any State-aided school under any law repealed by section 46 shall be deemed to have been made to such school in terms of subsection (1) with effect from the said date, and any condition to which such grant-in-aid, subsidy or loan is subject at such date of commencement shall be deemed to have been imposed under subsection (2).

(4) The Minister may at any time in his discretion terminate, reduce or withdraw any grant-in-aid, subsidy or loan made in respect of a State-aided school in terms of this section if it appears to the Minister that the conditions subject to which such grant-in-aid, subsidy or loan is being made are not being complied with or if there are other good and sufficient reasons for such termination, reduction or withdrawal. Provided that before exercising his discretion under this subsection, the Minister shall afford an opportunity for representations relating to the proposed action to be made to him by the governing body or owner in question in such manner as he may determine.

Transfer of management and control of a State-aided or private school to the Department

12. (1) The Minister may, with the concurrence of the Minister of Finance and with effect from a date determined by the Minister, take over the management and control of a State-aided or a private school or any part thereof as a State school or a community school if—

(a) the owner or governing body of the school in question has agreed thereto; or

(b) the registration of such school is withdrawn in terms of section 9 (3) (b).

(2) The taking over of the management and control of any such school shall be on such conditions concerning the take-over of the property of such school as may be agreed upon between the Minister and the owner or governing body concerned.

(3) As from the date of any such taking over, the school concerned shall be deemed to be a State school established under section 5 or a community school established under section 7, as the Minister may determine, and the owner or governing body concerned shall cease to have any rights, powers or duties in regard to such school.

(4) If any property which by trust, donation or bequest was vested in or would have accrued to any owner or governing body becomes vested in the Department, the Secretary shall deal with such property in accordance with the conditions of such trust, donation or bequest.

(5) As from the date referred to in subsection (1) the rights and liabilities acquired or incurred by the owner or governing body in question for the purposes of or in connection with the school concerned shall pass to the Department.

Establishment of, and appointment, promotion and discharge of teachers in State schools

13. (1) The teaching establishment at any State school shall be determined by the Minister on a basis to be laid down from time to time in consultation with the Minister in oorleg met die Minister van Finansies in iedere besondere geval bepaal, en onderworpe aan die ander voorwaardes wat voorgeskryf word.

(3) 'n Hulptoelae, subsidie of lening wat onmiddellik vóór of op die datum van inwerkingtreding van hierdie Wet ten opsigte van 'n Staatsondersteunde skool toe-gegene word kragtens 'n wet herroep by artikel 46, word geag toegeken te wees ten opsigte van sodanige Staats- ondersteunde skool ingevolge subartikel (1) en met ingang van genoemde datum, en enige voorwaarde waaraan sodanige hulptoelae, subsidie of lening onderworpe is op sodanige datum van inwerkingtreding, word geag kragtens subartikel (2) opgelê te wees.

(4) Die Minister kan te enigtyd na goeddunke 'n hulptoelae, subsidie of lening van sodanige Staatsondersteunde skool kragtens hierdie artikel verleen, staak, vermindere of intrek indien dit vir die Minister blyk dat die voorwaardes waarop sodanige hulptoelae, subsidie of lening verleen of toegeken word, nie nagekome word nie of indien daar ander gegee en genoegsame redes vir sodanige staking, vermindering of intrekking bestaan: Met dien verstande dat die Minister, voordat hy sy diskrise kragtens hierdie subartikel uitoefen, die betrokke bestuursligaam of eienaars die geleentheid moet bied om vertoe betreffende die voor- genome handeling aan hom te rig op die wyse wat hy bepaal.

Oordeel van bestuur en beheer oor privaat skole en Staatsondersteunde skole aan die Departement

12. (1) Die Minister kan, met die instemming van die Minister van Finansies, en met ingang van 'n datum wat die Minister bepaal, die bestuur van en beheer oor 'n Staatsondersteunde skool of 'n privaat skool of 'n gedeelde daarvan as 'n Staatskool of 'n gemeenskapskool oorneem indien—

(a) die eienaars of bestuursligaam van bedoelde skool daartoe ingestem het; of

(b) die registrasie van sodanige skool ingevolge artikel 9 (3) (b) ingetrek word.

(2) Die oormame van die bestuur van en beheer oor so 'n skool geskied op die voorwaardes aangegene die oormame van die eiendom van die skool waarop deur die Minister en die betrokke eienaars of bestuursligaam onderling ooreengekom word.

(3) Vanaf die datum van so 'n oormame word die betrokke skool geag 'n Staatskool ingestel kragtens artikel 5 of 'n gemeenskapskool ingestel kragtens artikel 7, na gelang die Minister bepaal, te wees en het die betrokke eienaars of bestuursligaam geen verdere regte, bevoegdhede of pligte ten opsigte van daardie skool nie.

(4) Indien eiendom wat uit hoofde van 'n trust, sken- king of bemaking by 'n eienaars of bestuursligaam berus het of aan hom sou toegeval het, op die Departement oorgaan, moet die Secretaris met sodanige eiendom handel ooreenkomstig die voorwaardes van bedoelde trust, skenking of bemaking.

(5) Met ingang van die datum in subartikel (1) vermeld, gaan die regte en verpligings wat die betrokke eienaars of bestuursligaam van die doeleindes van of in verband met die betrokke skool verkry of opgeloopt het, op die Departement oor.

Dienststaat van en aanstelling, bevordering en ontslag van onderwyser in Staatskool

13. (1) Die onderwysdiensstaat en die oorspronklik toegeken aan enige skool bepaal op 'n basis wat van tyd tot tyd in oorleg met die Minister van Finansies en
Minister of Finance and on the recommendation of the Public Service Commission.

(2) The power of appointment, promotion or discharge of teachers in State schools shall, subject to the provisions of this Act, vest in the Minister.

(3) Any teacher who immediately prior to as well as on the date of commencement of this Act occupies a post on the teaching establishment of any State school referred to in section 5 (2) shall be deemed to have been appointed as from the said date in terms of this section.

(4) Any disciplinary proceedings in respect of misconduct by any teacher referred to in subsection (3) before the date of commencement of this Act may be continued or instituted by the Department as if such misconduct had been committed after the said date.

Establishment of, and appointment, promotion and discharge of teachers in, community schools

14. (1) The teaching establishment at any community school shall be determined by the Minister on the basis referred to in section 13 (1).

(2) The power of appointment, promotion or discharge of teachers in community schools shall, subject to the provisions of this Act, vest in the Minister.

(3) Any teacher who immediately prior to as well as on the date of commencement of this Act was employed by a school board established in terms of any law repealed by section 46 as a teacher on the teaching establishment of a community school referred to in section 7 (2) shall, as from the said date, be deemed to have been appointed on probation by the Minister in terms of subsection (2).

(4) Any disciplinary proceedings in respect of misconduct by any teacher referred to in subsection (3) before the date of commencement of this Act may be continued or instituted by the Department as if such misconduct had been committed after the said date.

Establishment of, and appointment, promotion and discharge of persons employed at, State-aided schools

15. (1) Subject to the provisions of subsection (2)—

(a) the establishment at a State-aided school shall be determined by the Minister on the basis laid down from time to time in consultation with the Minister of Finance;

(b) the power to appoint any person for service at a State-aided school, to promote or discharge him shall be vested in the governing body in question, subject in each case to the approval of the Minister: Provided that, in the case of the discharge of such teacher, such approval shall take place beforehand.

(c) the salary, salary scale and allowances of any person appointed under paragraph (b) in a subsidised post shall be determined by the Minister on the recommendation of the Public Service Commission and with the concurrence of the Minister of Finance; and

(d) the conditions of service and leave privileges of teachers employed at a State-aided school in subsidised posts shall be as prescribed.

(2) If in the opinion of the Minister a governing body fails to have a vacant subsidised teaching post referred to in subsection (1) suitably filled within a period recorded by the Minister as reasonable, and if such failure in the opinion of the Minister, is prejudicial to the State-aided school, the Minister may op aanvulling van die Staatstienkommissie neergelê word.

(2) Die bevoegde om onderwyser in Staatskool aan te stel, te bevorder of te ontslaan, berus behoudens die bepaling van hierdie Wet by die Minister.

(3) 'n Onderwyser wat onmiddellik voor sowel as op die datum van inwerkingtreding van hierdie Wet no pos beklee op die onderwyserdiens van 'n Staatskool vermeld in artikel 5 (2), word vanaf bedoelde datum geëngageerd volgens hierdie artikel aangestel te wees.

(4) Enige dienspligbare stappie ten opsigte van wangedrag wat deur 'n in subartikel (3) bedoelde onderwyser voor die datum van inwerkingtreding van hierdie Wet gepleeg is, kan deur die Department voortgesit of ontslaan word asof die wangedrag na die genoemde datum gepleeg was.

Dienststaat van en aanstelling, bevordering en ontslag van onderwyser in gemeenskapskole

14. (1) Die onderwyserdiens van enige gemeenskapskool word deur die Minister bepaal op die basis bedoel in artikel 13 (1).

(2) Die bevoegde om onderwyser in gemeenskapskool aan te stel, te bevorder of te ontslaan, berus behoudens die bepaling van hierdie Wet by die Minister.

(3) 'n Onderwyser wat onmiddellik voor sowel as op die datum van inwerkingtreding van hierdie Wet in diens is van 'n skoolraad ingestel ingevolge 'n wet herroep by artikel 46, as 'n onderwyser op die onderwyserdiens van 'n gemeenskapskool vermeld in artikel 7 (2), word vanaf bedoelde datum geëngageerd volgens subartikel (2) deur die Minister op proof aangestel te wees.

(4) Enige dienspligbare stappie ten opsigte van wangedrag wat deur 'n in subartikel (3) bedoelde onderwyser voor die datum van inwerkingtreding van hierdie Wet gepleeg is, kan deur die Department voortgesit of ontslaan word asof die wangedrag na die genoemde datum gepleeg was.

Dienststaat van en aanstelling, bevordering en ontslag van persone in diens by Staatsondersteunende skole

15. (1) Behoudens die bepaling van subartikel (2)—

(a) word die diensstaat by 'n Staatsondersteunende skool deur die Minister bepaal op die basis wat van tyd tot tyd in ooreig met die Minister van Finansies neergeleg word;

(b) berus die bevoegde om iemand vir diens by 'n Staatsondersteunende skool aan te stel, om hom te bevorder of om hom te ontslaan, by die betrokke bestuursliggaam, onderworpe in elke geval aan die goedkeuring van die Minister: Met dien verstande dat in die geval van die ontslag van 'n onderwyser, sodanige goedkeuring vooraf moet egter.

(c) word die salaris, salaris skaal en toelaes van iemand wat kragtens paragraaf (b) in 'n gesubsidieerde pos aangestel word, deur die Minister bepaal op aanvulling van die Staatsdienskommissie en met die instemming van die Minister van Finansies; en

(d) is die diensvoorwaardes en verlofvoorregte van onderwyser in diens by 'n Staatsondersteunende skool in gesubsidieerde posse voorgestryf.

(2) As, na die oordeel van die Minister, 'n bestuursliggaam in gebreke bly om 'n gesubsidieerde onderwyser pos te bevel in subartikel (1) wat vakant is, paslik te vul binne 'n tydperk wat die Minister as redelik beskou, en sodanige versuim volgens die oordeel van die Minister tot nadeel van die Staatsondersteunende skool strek,
appoint a teacher to such post, and such appointment shall be deemed to have been made in terms of subsection (1) (b).

(3) Any teacher who immediately prior to as well as on the date of commencement of this Act is employed at a State-aided school referred to in section 9 (6) shall be deemed to have been appointed in terms of subsection (1) (b) of this section in such employment.

(4) Any disciplinary proceedings in respect of misconduct by any teacher referred to in subsection (3) before the date of commencement of this Act may be continued or instituted by the governing body as if such misconduct had been committed after the said date.

(5) Any teacher employed in terms of this section in a subsidized post at a State-aided school shall, for the purposes of the Workmen's Compensation Act, 1941 (Act 30 of 1941), be deemed to be a Government employee, unless the Minister determines otherwise in any particular case.

Appointment of teachers additional to determined teaching establishments at State schools

16. (1) The Minister may, with the concurrence of the Minister of Finance and on the recommendation of the Public Service Commission, appoint teachers additional to the teaching establishments at State schools determined in terms of section 13 (1) to perform such services and work as the Minister may from time to time determine.

(2) The provisions of sections 13 (2) and 19 (1) shall mutatis mutandis apply to teachers appointed under this section.

Secondment of certain teachers to service of other bodies

17. The Minister may, with the consent of the teacher concerned, second any teacher attached to a State school or a community school or any teacher appointed in terms of section 16 on such conditions (in addition to those prescribed by or under any law) as the Minister with the concurrence of the Minister of Finance may approve, to the service of any other government or department, or of any council, institution or body established by or under any law, or of any other body or person, either for a particular service or period of time, and while he is so seconded such teacher shall remain subject to the provisions of this Act.

Transfer of certain teachers employed at State schools and community schools

18. (1) Any teacher employed at a State school or a community school may be transferred by the Minister from the post in which he is employed to any other post at the same school or at any other State or community school or at any other institution under the control of the Department, whether or not such transfer is to a post of a lower grade: Provided that no transfer involving a reduction in such teacher's pensionable emoluments shall be made without his consent, unless the transfer is in consequence of a reduction in rank imposed in connection with misconduct or inefficiency as a teacher.

(2) A teacher who has been transferred to a post of a grade higher than a grade to which his rank is appropriate shall not, by reason only of such transfer and service in such post, be entitled to the higher salary applicable to that post.

Aanstelling van ondewyser aan die diens van ander onderwysers

16. (1) Die Minister kan, met die instemming van die Minister van Finansies en op aanbeveling van die Staatsdienskommissie, ondewyser aanstellen addiesioneel tot die ingevolg van artikel 13 (1) bepaalde onderwyssdienstate by Staatskole om die diens en werkzaamhede te verrig wat die Minister van tyd tot tyd bepaal.

(2) Die bepaling van artikels 13 (2) en 19 (1) is mutatis mutandis van toepassing op onderwysers in ander onderwysdiensstate.

Afstaan van sekere onderwysers aan die diens van ander onderwysers

17. Die Minister kan 'n onderwyser verbonde aan 'n Staatskool of 'n gemeenskapskool of 'n onderwyser aangestel langs artikel 16 met die betrokke onderwyser se toestemming en op die voorwaardes (benewens dié wat by of kragtig een of ander wet voorgestryf word) wat die Minister met die instemming van die Minister van Finansies goedgekeur, aan die diens van 'n ander regering of departement of van 'n raad, inrigting of liggaam wat by of kragtig een of ander wet ingestel is, of van enige ander liggaam of persoon, afstaan, hetsy vir 'n besondere diens of vir 'n tydperk, en sodanige onderwyser bly, terwyl hy aldus afgestaan is, onderworp aan die bepaling van hierdie Wet.

Verplasing van sekere onderwysers in diens by Staatskole en gemeenskapskool

18. (1) 'n Onderwyser wat by 'n Staatskool of 'n gemeenskapskool in diens is, kan deur die Minister vervang word van die pos waarin hy diens doen na enige ander pos in dieselfde skool of in enige ander Staatskool of gemeenskapskool of in enige ander inrigting onder die beheer van die Departement, hetsy daardie verplasing na 'n pos met 'n laer graad of al dien nie. Met dien verstande dat 'n verplasing wat 'n vermindering in sodanige onderwyser se pensioengewende verdienste meebreng, nie sonder so toestemming geskied nie, teny die verplasing geskied as gevolg van 'n verligging van rang wat na aanleiding van wangedrag of onbekwaamheid as onderwyser opgeleë word.

(2) 'n Onderwyser wat verplas is na 'n pos met 'n hoër graad as 'n graad wat by sy eie rang pas, is nie uit hoofsake alleen van dié verplasing en diens in sodanige pos geregtig op die hoër salaris wat op daardie pos van toepassing is nie.
Salaries, salary scales, allowances and conditions of service of teachers employed at State schools and community schools

19. (1) Notwithstanding anything to the contrary contained in any other law, but subject to the provisions of this Act, the Minister shall, in consultation with the Minister of Finance and on the recommendation of the Public Service Commission, determine the salaries, salary scales and allowances, if any, and prescribe the conditions of service, including leave privileges, of teachers employed in a permanent, temporary or part-time capacity at any State school or community school.

(2) Any teacher who, immediately prior to the date on which the management and control of any State-aided or private school is transferred to the Department in terms of section 12 (1), occupies a post on the establishment of such school shall, subject to the requirements for appointment referred to in section 21 and unless the Minister decides otherwise, as from that date—

(a) be transferred to the service of the Department;

(b) be deemed to have been appointed to such post on probation in terms of and subject to the provisions of this Act.

(3) As from the date on which a teacher is transferred to the service of the Department in terms of subsection (2), his salary shall be adjusted to such notch on the salary scale applicable to his post as the Minister may in consultation with the Public Service Commission determine.

(4) Any continuous whole-time employment of any teacher referred to in subsection (2) at any State-aided school immediately prior to such transfer shall, for leave purposes, be deemed to have been employment in the service of the Department: Provided that any sick and accumulative vacation leave to which such teacher is entitled on the date of such transfer shall, subject to such conditions as the Minister on the recommendation of the Public Service Commission may determine, be deemed to be leave earned in terms of this Act.

(5) Any continuous whole-time employment of any teacher referred to in section 14 (3) who immediately prior to the date of commencement of this Act was employed by a school board established in terms of any law repealed by section 46 shall, for leave purposes, be deemed to have been employment in the service of the Department: Provided that any sick and accumulative vacation leave to which such teacher is entitled on the date of such transfer shall be deemed to be leave earned in terms of this Act.

Protection of pension rights and retirement benefits

20. Subject to the provisions of the Government Service Pension Act, 1973 (Act 57 of 1973), or the Government non-White Employee Pension Act, 1966 (Act 42 of 1966), as the case may be, any teacher who at the date of commencement of this Act is employed in a permanent or temporary capacity at any State school, community school or State-aided school shall retain all the rights and privileges and remain subject to all the obligations acquired or incurred by him for pension purposes under any law which applied to him immediately before the said date.

Requirements for appointment

21. (1) Subject to the provisions of sections 13 (3), 14 (3) and 15 (3), no persons shall be appointed in a permanent capacity to a post included in the teaching

Salaries, salarisskale, toelae en diensvoorwaardes van onderwyser in diens by Staatsskol en gemeenskapskole

19. (1) Ondanks andersluidende bepalings van enige ander wet, maar behoudens die bepalings van hierdie Wet, moet die Minister, in ooreenkom met die Minister van Finansies en op aanbeveling van die Staatsdienstkommissie, die salarisse, salarisskale en toelaes, as daardie van onderwyser wat permanent, tydelik of deeltjies by 'n Staatsskool of 'n gemeenskapskool in diens is, bepaal en die diensvoorwaardes, met inbegrip van verloofvoorregte, van sulke onderwyser bevoorskrif.

(2) 'n Onderwyser wat, onmiddellik voor die datum waarop hy of sy pos aangetekel is, van ene en beheer oor 'n Staatsondersteunde of private skool ingevoeg in artikel 12 (1) aan die Departement oorgedra word, 'n pos op die dienstaart van so 'n skool beklee, word, behoudens die aanstellingsvereistes vermeld in artikel 21 en teny die Minister anders besluit, met ingang van bedoelde datum—

(a) na die diens van die Departement oorgeplaas;

(b) geag in sodanige pos op provoek aangestel te wees hieers en onderworpe aan die bepaling van hierdie Wet.

(3) Met ingang van die datum waarop 'n onderwyser ingevoeg in artikel 12 (2) na die diens van die Departement oorgeplaas word, word sy salaris aangepas by die salarisskala wat op sy pos van toepassing is, en wel op die kerk van daardie skool wat die Minister in ooreenkom met die Staatsdienstkommissie bepaal.

(4) Die ononderbroke volbydse diens van 'n onderwyser vermeld in artikel 12 (2) by 'n Staatsondersteunde skool onmiddellik vóór sodanige oorplasing, word vir verloofdoelen geag diens deur die Departement te wees: Met dien verstande dat die skool en opleopende vakansieverlof waarop sodanige onderwyser op die datum van sodanige oorplasing geregtig is, geag word, onderworpe aan die voorwaardes wat die Minister op aanbeveling van die Staatsdienstkommissie bepaal, verlof te wees wat ingevoeg in hierdie Wet verdien is.

(5) Die ononderbroke volbydse diens van 'n onderwyser bedoel in artikel 14 (3) wat onmiddellik vóór die datum van inwerkingsregte van hierdie Wet in diens was van 'n skoolraad ingestel kragtens 'n wet herroep by artikel 46, is geag diens deur die Departement te wees: Met dien verstande dat die skool en opleopende vakansieverlof waarop sodanige onderwyser geregtig is, geag word verlof te wees wat ingevoeg in hierdie Wet verdien is.

Bekersing van pensioenregte en uildienstregtingsvoordele

20. Behoudens die bepalings van die Regeringsdienspensioenwet, 1973 (Wet 57 van 1973), of die Wet op Pensioene vir Nie-Blanke Regeringswerk(ners, 1966 (Wet 42 van 1966), na gelang van die geval, behou 'n onderwyser wat op die datum van inwerkingsregte van hierdie Wet permanent of tydelik by 'n Staatsskool, gemeenskapskool of 'n Staatsondersteunde skool in diens is, al die regte en voorregte van hy of sy onderworpe aan al die verpligtings wat by vir pensioendoeleinders verkry of aangehaal het kragtens een of ander wetsbepaling wat onmiddellik voor die genoemde datum op hom van toepassing was.

Aanstellingsvereistes

21. (1) Behoudens die bepalings van artikels 13 (3), 14 (3) en 15 (3), word niemand in 'n pos wat inbegreep is by die onderwydiensstaat van 'n Staatsskool,
establishment of a State school, community school or State-aided school, unless—

(a) he is in possession of qualifications determined by the Minister and is able to submit satisfactory evidence in this regard;
(b) he is of good character;
(c) he is free from any mental or physical defect, disease or infirmity likely to hamper the proper discharge of his duties or to necessitate his retirement before attaining his pensionable age; and
(d) he is a South African citizen or a citizen of an independent state.

(2) Notwithstanding the provisions of subsections (1)

(a) who does not possess the specified qualifications but possesses other qualifications which, in the opinion of the Minister, will enable such person to render satisfactory service; or
(b) who is not a South African citizen but whose permanent appointment will, in the opinion of the Minister, be in the interests of education,

be appointed at such school in a permanent capacity.

(3) Appointments and promotions of persons in teaching posts at State schools and community schools shall be made on probation and the period of probation shall be at least 12 calendar months, but the Secretary may extend the period to not more than 36 calendar months: Provided that, if a teacher who is serving on probation is promoted to another post, a shorter period of service on probation in the new post may be approved by the Secretary which, together with the period of service on probation in his previous post, shall be not less than 12 months: Provided further that the probationary period of a teacher shall be extended by the number of days leave (excluding leave during school holidays) taken by him during the period of probation or any extension thereof.

Temporary and part-time appointments

22. If a teaching post included in the establishment of a State school, a community school or a State-aided school cannot be filled by a permanent appointment in terms of section 21, such post may, subject to the provisions of sections 13, 14 and 15, be filled by the appointment on a full-time or part-time basis of a suitable person in a temporary capacity.

Discharge of teachers employed at State schools and community schools

23. (1) Any teacher employed at a State school or a community school may be discharged by the Minister from the service of the Department—

(a) on account of continued ill-health;
(b) owing to the abolition of his post or any reduction in or reorganisation or readjustment of the staff of a State school or a community school;
(c) if for reasons other than his own unfitness or incapacity, his discharge will promote efficiency or economy in the school in question;
(d) subject to the provisions of section 26, on account of unfitness for his duties, or incapacity to carry them out efficiently;
(e) subject to the provisions of section 25, on account of misconduct as defined in section 24; and
(f) if, in the case of a teacher appointed on probation, his appointment is not confirmed.

gemeenskapskool of 'n Staatsondersteunde skool in 'n vaste hoedanigheid aangestel nie, tensy—

(a) hy in besit is van kwalifikasies soos deur die Minister bepaal en bevredigende bewys in dié verband kan voorlé;
(b) hy van goeie karakter is;
(c) hy vry is van enige verstandelike of liggaamlike gebrek, stekte of swakheid wat waarskynlik die behoefte tot ontleding van sy pligte sal beleër of sy uitsienstreding voordat hy sy pensioenleefryk bereik, sal noodsaak; en
(d) hy 'n Suid-Afrikaanse burger of 'n burger van 'n onafhanklike staat is.

(2) Ondanks die bepaling van subartikel (1) (a) en (d) kan die Minister goedkeur dat iemand—

(a) wat nie die bepaalde kwalifikasies besit nie, maar ander kwalifikasies besit wat volgens die oor-deel van die Minister sodanige persoon in staat sal stel om bevredigende diens te lever; of
(b) wat nie 'n Suid-Afrikaanse burger is nie, maar wie se vaste aantasting volgens die oordeel van die Minister in belang van die onderwys is,

in 'n vaste hoedanigheid by so 'n skool aangestel word.

(3) Aanstellings en bevorderings van persone in onderwysposte by Staatskool en gemeenskapskool geskied op proef en die proeftydperk is minstens 12 kalendermaande, maar die tydperk kan deur die Sekretaris tot hoogstens 36 kalendermaande verleng word: Met dien verstande dat indien 'n onderwyser wat op proef diens doen, bevorder word na 'n ander pos, 'n korter dienstyd op proef in die nuwe pos deur die Sekretaris goedgekeur kan word, wat, saam met die proeftyd in diens in die vorige pos, minstens 12 kalendermaande moet wees: Met dien verstande voorts dat die proeftyd van 'n onderwyser verleng word met die getal dae verlof (uitsenteningsverlof gedurende skoolvakansies) wat hy gedurendes die proeftyd of enige verlenging daarvan geneem het.

Tydelike en deeltydse aanstellings

22. Indien 'n onderwyspos wat inbegrip is by die dienststaat van 'n Staatskool, 'n gemeenskapskool of 'n Staatsondersteunde skool nie deur 'n vaste aantasting ingevolge artikel 21 geval kan word nie, kan sodanige pos, behoudens die bepaling van artikels 13, 14 en 15, deur die aantasting op 'n vollydsde of deeltydse grondslag van 'n geskikte persoon in tydelike hoedanigheid geval word.

Onstal van onderwysers in diens by Staatskool en gemeenskapskool

23. (1) 'n Onderwyser in diens by 'n Staatskool of 'n gemeenskapskool kan deur die Minister uit die diens van die Departement ontslaan word—

(a) weens voortdurende swak gesondheid;
(b) weens die afskaffing van sy pos of vermindering van reorganisatie of herreëning van die personeel van 'n Staatskool of 'n gemeenskapskool;
(c) as om ander redes as sy ongeskiktheid of onvermoei, sy onstal doeltreffendheid of besinningsgigigheid van sy betrokke skool sal bevorder;
(d) behoudens die bepaling van artikel 26, weens ongeskiktheid vir sy pligte of onvermoei om hulle op bekwarne wyse uit te voer;
(e) behoudens die bepaling van artikel 25, weens wangedrag soos om skryf in artikel 24; en
(f) as, in die geval van 'n onderwyser wat op proef aangestel is, sy aantasting nie bekragtig word nie.
(2) Any teacher employed at a State school or a community school who, without the permission of the Secretary—

(a) is absent from duty for a period exceeding 14 days; or
(b) is absent from duty and has accepted other employment;

shall, subject to the provisions of subsection (3), be deemed to have been discharged on account of misconduct with effect from the day immediately succeeding the last day on which he was on duty.

(3) If any teacher referred to in subsection (2) (a) reports for duty at any time after the expiry of the period referred to in the said paragraph, the Minister may, on such conditions as he may determine, reinstate such teacher in employment, and in that event the period of his absence from duty shall be deemed to have been absence on vacation leave without pay or leave on such other conditions as the Minister may determine.

(4) For the purposes of subsection (1) (a), the Minister may at any time require any permanent teacher to undergo examination by a district surgeon on a specified date, and any teacher who fails or refuses to undergo such examination shall be deemed to be guilty of misconduct as defined in section 24 (c) and shall mutatis mutandis be subject to the provisions of section 25 (23) to (27), inclusive.

(5) A teacher appointed in a permanent capacity at a State school or a community school may terminate his services by giving written notice of one school quarter or such shorter notice as may be acceptable to the Secretary.

(6) The services of a temporary or part-time teacher employed at a State school or a community school may be terminated by the Minister or the teacher by 24 hours' notice in writing.

Definition of misconduct

24. A teacher employed at a State school or a community school shall be guilty of misconduct and may be dealt with in accordance with the provisions of section 25 if he—

(a) contravenes or fails to comply with any provision of this Act, with which it is his duty to comply;
(b) does, or causes, or permits to be done, or conceives at, any act which is prejudicial to the administration, discipline or efficiency of a school, department, office or institution of the Government;
(c) disobeys, disregards or makes wilful default in carrying out a lawful order given to him, or by word or conduct displays insubordination;
(d) is negligent or indolent in the discharge of his duties;
(e) undertakes, without the permission of the Secretary, any private agency or private work in connection with any matter connected with the performance of his official functions or the discharge of his official duties;
(f) publicly comments adversely upon the administration of any department of State (including a provincial administration);
(g) attempts to secure intervention, through any person not in the employment of the Department, in relation to his position and duties of service, unless it is done to obtain redress of any grievance through Parliament;

(2) 'n Onderwyser in diens by 'n Staatskool of 'n gemeenskapskool wat, sonder verlof van die Sekretaris—

(a) langer as 14 dae van sy diens afwesig is; of
(b) van sy diens afwesig is en ander werk aanvaar het,

word, behoudens die bepalings van subartikel (3), geag weens wangedrag ontslaan te wees met ingang van die dag wat onmiddellik volg op die laaste dag waarop hy diens verrig het.

(3) Indien 'n onderwyser vermeld in subartikel (2) (a) hom te eniger tyd na verstryking van die tydperk vermeld in genoemde paragraaf vir diens aannemel, kan die Minister op die voorwaardes deur hom bepaal, sodanige onderwyser in diens herstel en in so 'n geval word die tydperk van afwesigheid van diens geag afwegigheid met vakansieverlof sonder betaling, of verlof op die ander voorwaardeste wat die Minister bepaal, te wees.

(4) By die toepassing van subartikel (1) (a), kan die Minister 'n permanente onderwyser gelas om op 'n bepaalde datum deur 'n distrikteesheer ondersoek te word, en 'n onderwyser wat versuim of weier om aldus ondersoek te word, word geag skuldig te wees aan wangedrag soos omskryf in artikel 24 (c) en is mutatis mutandis onderworpe aan die bepalings van artikel 25 (23) tot en met (27).

(5) 'n Onderwyser wat in 'n vaste hoedanigheid aangestel is by 'n Staatskool of 'n gemeenskapskool, kan sy dienste beëindig deur een skoolkwartaal skriflik kennis te gee of sodanige korter kennisgewing as wat vir die Sekretaris aaneenlik is.

(6) Die dienste van 'n tydelike of deeltydse onderwyser in diens by 'n Staatskool of 'n gemeenskapskool kan deur die Minister of die onderwyser met 24 uur skriflike kennisgewing beëindig word.

Omskrywing van wangedrag

24. 'n Onderwyser in diens by 'n Staatskool of 'n gemeenskapskool skuldig aan wangedrag en daar kan ooreenkomsstig die bepalings van artikel 25 met hom gehandel word, as hy—

(a) 'n bepaling van hierdie Wet wat by moet nakom, oortree of versuim om daaraan te voldoen;
(b) 'n daad wat nadelig is vir die administrasie, dissipline of deeltreffendheid van 'n skool, departement, kantoor of inrigting van die Regering doen of laat doen, of toelaat of oogluikend toelaat dat dit gedoen word;
(c) 'n wetlike bevel wat aan hom gegee is, nie gevolg word nie of verontagte of opselik versuim om dit uit te voer, of hom deur woord of gedag aan insubordinasie skuldig maak;
(d) nalatig of traag by die vervulling van sy pligte is;
(e) sonder die toestemming van die Sekretaris 'n private agentskap of private werk onderneem in verband met 'n aangeleentheid wat in verband staan met die verrigting van sy amptelike werkzaamhede of die uitvoering van sy amptelike pligte;
(f) in die openbaar kritiek uitoefen op die administrasie van 'n Staatsdepartement (met inbegrip van 'n provinsiale administrasie);
(g) deur middel van iemand wat nie in die diens van die Departement is nie, probeer om ingryping in verband met sy posisie en diensvoorwaardes te verkry, tenys dit gestel is om herstel van 'n griedeur bomiddeling van 'n Parlement te probeer verkry;
(h) conducts himself in a disgraceful, improper or unbecoming manner, or, whilst on duty, is grossly discourteous to any person;

(i) uses intoxicants or stupefying drugs excessively, or, whilst he is or should be on duty, is under the influence of intoxicants or stupefying drugs to an extent which is prejudicial to the school or the Department or to the efficient performance of his duties, unless it is proved that it is not due to any improper conduct or action on his part;

(j) becomes insolvent or compromises with his creditors or if a decree of civil imprisonment is made against him by any court of law, unless it is shown that his insolvency or such composition or the making of such decree against him has been occasioned by unavoidable misfortune;

(k) becomes pecuniarily embarrassed, unless it is shown that his pecuniary embarrassment has not been occasioned by impropriety or other reprehensible cause and is not prejudicial to the faithful performance of his duties;

(l) without first having obtained the permission of the Secretary, discloses, otherwise than in the discharge of his official duties, information gathered or obtained by him through his employment at a school or in the Department, or uses such information for any purpose other than for the discharge of his official duties, whether or not he discloses such information;

(m) accepts or demands in respect of the discharge of or the failure to discharge his duties any commission, fee or other reward, not being the emoluments payable to him in respect of his duties, or fails to report to the Secretary the offer of any such commission, fee or reward;

(n) misappropriates or improperly uses any property of the State or the school, and such misappropriation or use does not constitute an offence;

(o) commits a criminal offence;

(p) absents himself from his school or duty without leave, unless he can prove a valid cause for his absence;

(q) with a view to obtaining any privilege or advantage in relation to his official position or his duties, or to causing prejudice to the Government or a department of State or the educational service or a member of such service, makes a false or incorrect statement, knowing it to be false or incorrect; or

(r) contravenes any provision of the rules of the constitution of a medical aid fund or medical aid society of which he is required to be a member in terms of the regulations or fails to comply with any provision of the said rules with which it is his duty to comply by virtue of his membership of such medical aid fund or medical aid society.

Procedure in case of misconduct

25. (1) If a teacher employed at a State school or a community school is accused of misconduct as defined in section 24, the Secretary or any person authorised by the Secretary may charge him in writing under his hand with that misconduct.

(2) The person who signed the charge shall serve it upon the person charged by causing it to be delivered

(h) hom op 'n skandelike, onbehoorlike of onbetaallike wyse gedra of, terwyl hy diens doen, hom aan grawwe onbeleefdheid teenoor 'n ander persoon skuldig maak;

(i) buiteposig gebruik maak van sterk drank of bedwelwmende middels, of, terwyl hy aan diens is of behoort te wees, onder die invloed van sterk drank of bedwelwmende middels is in 'n mate wat tot nadeel streek van die skool of Departement of van die doeltreffende verrigting van sy pligte, teny daar bewys word dat dit nie aan onbetaallike gedrag of optrede van sy kant te wyse is nie;

(j) insolvent word, of 'n akkoord met sy skuldesiers aangaan, of as 'n bevel tot siviele gelyeeling deur 'n gereghof teen hom uitgereik word, teny daar bewys word dat sy insolvënsie of dié akkoord of die uitreiking van dié bevel teen hom deur onvermydelike teenvoe veroorsaak is;

(k) in geldelike moeilike raak, teny daar bewys word dat sy geldelike moeilike nie die gevolg is van onversigtigheid of ander laatlike oorzaak nie, en nie nadelig is vir die getroue uitvoering van sy pligte nie;

(l) sonder dat hy eers die toestemming van die Secretaris verkry het, inligting wat hy ingewin of bekom het as gevolg van sy werk by 'n skool of in die Departement, openbaar maak anders as by die vervulling van sy amptsplichte, of sodanige inligting gebruik vir 'n ander doel as vir die vervulling van sy amptsplichte, hetsy by sodanige inligting openbaar maak of nie;

(m) enige kommissie, geld of ander beloning wat nie die emolumente is wat ten opsigte van sy pligte aan hom betaalbaar is nie, aanneem of eis, ten opsigte van die uitvoering van sy pligte of die versuim om sy pligte uit te voer, of as hy versuim om die Sekretaris van die aanbed van sodanige kommissie, geld of beloning te verwittig;

(n) hom eiendom van die Staat of die skool wederregtelik toezien of op onbehoorlike wyse daarvan gebruik maak, en sodanige toeëien of gebruikmaak nie 'n misdryf uitmaak nie;

(o) 'n kriminële misdryf pleeg;

(p) sonder verlof van sy skool of diens wegbly, teny hy 'n geldige rede vir sy afwesigheid kan bewys;

(q) met die oog op die verkryging van enige voorreg of voordeel met betrekking tot sy amptelike posisie of sy pligte, of op die veroorsaakings van enige nadeel of skade aan die Regering of 'n Staatsdepartement of die onderwyssers of 'n lid van 'n diens, 'n valse of onjuiste verklaring afleer terwyl hy weet dat dit vals of onjuis is of;

(r) 'n bepaling van die reëls van die konstitusie van 'n mediese hulpfonds of mediese hulpvereniging waarvan hy ingevolge die regulasies verplig is om lid te wees, cortree of versuim om te voldoen aan 'n bepaling van bedoelde reëls waaraan dit uit hoofde van sy lidmaatskap van sodanige mediese hulpfonds of mediese hulpvereniging sy plig is om te voldoen.

Procedure in geval van wangedrag

25. (1) Indien 'n onderwyser wat by 'n Staatsskool of 'n gemeenskapskool in diens is, beskuldig word van wangedrag soos in artikel 24 omskryf, kan die Sekretaris van iemand wat deur die Sekretaris daartoe gemagtig is, hom skriflik onder sy handtekening van daardie wangedrag aankla.

(2) Die persoon wat die aanklag onderteken het, moet dit aan die aangeklaagde bestel deur dit aan hom te laat oorhandig of per aangetekende brief te stuur
or sent by registered letter to him or to be left at his place of residence or last known place of residence.

3) The charge shall contain or shall be accompanied by a direction calling upon the person charged to transmiiit or deliver, within a period which is to be specified in such direction and is to be reasonable, to a person likewise specified, a written admission or denial of the charge and, if he so desires, a written explanation of the misconduct with which he is charged.

4) The Minister or, if authorised thereto by the Minister either generally or in a particular case, the Secretary or any other officer in the Department may suspend from duty any person accused of misconduct as defined in section 24, whether or not such person has been charged with misconduct.

5) The Minister or the other person who suspended any person in terms of subsection (4) may at any time cancel the suspension, but the cancellation of the suspension shall not affect any proceedings in connection with the charge of misconduct.

6) A person who has been suspended from duty in terms of subsection (4) shall not be entitled to any emoluments in respect of the period of his suspension: Provided that the Minister may order payment to the said person of the whole or a portion of his emoluments.

7) If no charge under this section is preferred against a person who has been so suspended from duty, he shall be allowed to resume duty as soon as practicable and be paid his emoluments in respect of the period of his suspension in so far as it has not been done already.

8) (a) If the person charged admits the charge, he shall be deemed to have been found guilty in terms of this section of the misconduct with which he has been charged.

(b) If the person charged denies the charge or fails to comply with the direction mentioned in subsection (3), the Secretary shall appoint a person to inquire into the charge.

9) (a) The person who is to hold the inquiry shall, in consultation with the person who signed the charge, fix the time and place of the inquiry, and the person who signed the charge shall give the person charged reasonable written notice of the time and place so fixed: Provided that the Secretary shall have the power to postpone the inquiry on good cause shown.

(b) The law relating to witnesses and evidence which applies in connection with criminal cases in a magistrate's court shall mutatis mutandis apply for the purposes of and at any such inquiry: Provided that subpoenas to procure the attendance of witnesses thereat shall be issued by the person who is to hold the inquiry.

10) The person who signed the charge may authorise any person to be present at the inquiry and to adduce evidence and arguments in support of the charge, and to cross-examine any person called as a witness for the defence.

11) (a) At the inquiry the person charged may be present, shall have the right to be heard, to cross-examine any person called as a witness in support of the charge, to inspect any documents produced in evidence and to call other persons as witnesses, either personally or by a representative, and may give evidence himself.

(b) The failure of the person charged to be present at the inquiry, either personally or by a representative, shall not invalidate the proceedings.

of dit te laat afge by sy woonplek of die plek waar, sover bekend, by laas gewoon het.

3) Die aanklag moet 'n aanseggending bevat of met 'n aanseggening gegaar, gaan waarby die aangeklaagde aangesê word om binne 'n tydperk wat in die aanseggende vermeld moet word en redelik moet wees, 'n skriftelike erkenning of ontkennening van die aanklaag en, indien hy dit verlang, 'n skriftelike verduideliking van die wangedrag waarvan hy aangekla word, aan iemand insgelks vermeld, te stuur of te oorhandig.

4) Die Minister of, indien daartoe deur die Minister in die algemeen of in 'n besondere geval gemag, die Sekretaris of 'n ander bepaam in die Departement, kan iemand wat beskuldig word van wangedrag soos in artikel 24 omskryf, in sy diens skors, hetsy hy van wangedrag aangekla is of nie.

5) Die Minister of die ander persoon wat iemand ingevolge subartikel (4) geskors het, kan sy skorsing te eniger tyd intrek, maar die intrekking van die skorsing raak geen verrigtings in verband met die beskuldiging van wangedrag nie.

6) Iemand wat ingevolge subartikel (4) in sy diens geskors is, is op geen besluiting ten opsigte van die tydperk van sy skorsing geregsett nie: Met dien verstande dat die Minister kan gelas dat aan so iemand sy volle besluiting of 'n gedeelte daarvan betaal word.

7) As geen aanklag kragtig hierdie artikel ingebreg word nie, en een iemand wat aldus in sy diens geskors is, moet hy toegelaat word om so spoedig doenlik sy diens te hervat, en moet sy besluiting ten opsigte van die tydperk van sy skorsing aan hom betaal word, vir so ver dit nie reeds gedaan is nie.

8) (a) Indien die aangeklaagde die aanklag erken, word hy geag ingevolge hierdie artikel skuldig bevind te wees aan die wangedrag waarvan hy aangekla is.

(b) Indien die aangeklaagde die aanklag ontken of versuim om te voldoen aan die aangeklaagde vermeld in subartikel (3), moet die Sekretaris die persoon aanstel om onderzoek na dié aanklag in te stel.

9) (a) Die persoon wat die onderzoek moet instel, moet in oorel met die persoon wat die aanklag onderneem het, die tyd en plek van die onderzoek vasstel, en die persoon wat die aanklag onderneem het, moet die aangeklaagde en redelike skriftelike kennis gee van die tyd en plek aldus vasgestel: Met dien verstande dat die Sekretaris die bevwoering moet om die onderzoek uit te stel indien goeie redes daarvoor aangevoer word.

(b) Die reg met betrekking tot getuies en getuie geld mutatis mutandis vir dié doeleindes van en by so 'n onderzoek: Met dien verstande dat dagvaardings om die onwaarheid van getuies daarby te verkry, uitgeeke moet word deur die persoon wat die onderzoek moet instel.

10) Die persoon wat die aanklag onderneem het, kan iemand magtig om by die onderzoek teenwoordig te wees en om getuie en argumente ter stawing van die aanklag aan te voer, en om iemand wat as getuie vir die verwerp opgeroop is, onder kruisskwoord te neem.

11) (a) By die onderzoek kan die aangeklaagde teenwoordig wees, het hy reeg om persoonlik of deur 'n verteenwoordiger aangehoor te word, om iemand wat as getuie ter stawing van die aanklag opgeroop is, onder kruisskwoord te neem, om stukke wat as getuies voorstel is, in te sien, en om ander persone as getuies op te roep, en kan hy self getuies aflê.

(b) Die versuim van die aangeklaagde om persoonlik of deur 'n verteenwoordiger by die onderzoek teenwoordig te wees, maak nie die verrigtings ongeldig nie.
(c) The person holding the inquiry shall keep a record of the proceedings at the inquiry and of the evidence given thereat.

(12) If the misconduct with which any person is charged, is the commission, of an offence and it is proved that he has been convicted thereof by a court of law, a certified copy of the record of his trial and conviction by that court shall be prima facie evidence of the commission by him of that offence.

(13) The person holding the inquiry shall after the conclusion thereof decide whether the person charged is guilty or not guilty of the misconduct with which he has been charged and inform him and the Secretary of his decision.

(14) If the person holding the inquiry finds that the person charged is not guilty of the misconduct with which he has been charged and the person charged was suspended from duty in terms of subsection (4), he shall be allowed to resume duty as soon as practicable and be paid his emoluments in respect of the period of his suspension in so far as it has not been done already.

(15) If the person holding the inquiry finds that the person charged is guilty of the misconduct with which he has been charged, the person charged may within 14 days after the date on which he was informed of the finding appeal therefrom to the Minister by delivering or posting to the person who held the inquiry a written notice of appeal setting forth fully the grounds on which the appeal is based.

(16) If the person holding the inquiry finds that the person charged is guilty of the misconduct with which he has been charged, he shall—

(a) after expiry of the period referred to in subsection (15), forward to the Secretary—

(i) the record of the proceedings at the inquiry;
(ii) the documentary evidence admitted thereto;
(iii) a statement of his finding and his reasons therefore;
(iv) any observations which he may wish to make on the case; and
(v) if there is an appeal from his finding in terms of subsection (15), the notice of appeal; and

(b) if there is such an appeal from his finding, furnish the appellant with a copy of his reasons for the finding.

(17) If the appellant applies to the Secretary for a copy of the record of the proceedings at the inquiry and of the documentary evidence admitted thereto, within seven days after the date upon which he was furnished with a copy of the reasons for the finding, the Secretary shall furnish him with it.

(18) The appellant may, if he has made an application in terms of subsection (17), within 14 days after the date upon which he was furnished with the copy in question, or if he did not make such an application, within 21 days after the date upon which he was furnished with the copy of the reasons for the finding, submit to the Secretary written representations in support of his appeal, and the Secretary shall after receipt thereof or, if he did not receive such representations within the prescribed period, after the expiry of such period, submit to the Minister the record of the proceedings at the inquiry, the other documents in his possession which relate to the inquiry or appeal, and his recommendation concerning the appeal.

(c) Die persoon wat die ondersoek instel, moet notule hou van die verrigtinge by die ondersoek en van die getuigens wat daarby afgelê word.

(12) Indien die wangedrag waarvan iemand aangekla word, die pleeg van 'n misdryf is en daar bewys word dat hy deur 'n geregtshof daaraan skuldig bevind is, is 'n gesertyferde afkriev van die notule van sy voreenkom en skuldigbevind deur daardie hoń prima facie-bewys dat hy daardie misdryf gepleeg het.

(13) Die persoon wat die ondersoek instel, moet na afloop daarvan beslis of die aangeklaagde skuldig of onskuldig is aan die wangedrag waarvan hy aangekla is, en hom en die Sekretaris van sy beslissing verwittig.

(14) Indien die persoon wat die ondersoek instel, bevind dat die aangeklaagde onskuldig is aan die wangedrag waarvan hy aangekla is en die aangeklaagde ingevolge subartikel (4) in sy diens geskors is, moet hy toegelaat word om so spoedig daonlik sy diens te hervat en moet sy beslissing ten opsigte van die tydperk van sy skorsing aan hom betaal word, vir sover dit nie reeds gedaan is nie.

(15) Indien die persoon wat die ondersoek instel, bevind dat die aangeklaagde skuldig is aan die wangedrag waarvan hy aangekla is en die aangeklaagde binne 14 dae na die datum waarop hy van die bevinding verwittig is, na die Minister daarteen appelleer deur aan die persoon wat die ondersoek ingestel het, 'n skriftelike kennisgewing van appèl te oorhandig of te pos waarin die gronde waarop die appèl gebe- seer is, volledig uiteengeesig word.

(16) Indien die persoon wat die ondersoek instel, bevind dat die aangeklaagde skuldig is aan die wangedrag waarvan hy aangekla is, moet hy—

(a) na versryking van die tydperk vermeld in subartikel (15), aan die Sekretaris stuur—

(i) die notule van die verrigtinge by die ondersoek;
(ii) die dokumentêre bewyssstukke wat daarby toegelaat is;

(iii) 'n uiteensetting van sy bevinding en sy redes daarvoor;
(iv) enkele opmerkings wat hy oor die saak wil maak; en

(v) indien teen sy bevinding ingevolge subartikel (15) geappelleer is, die kennisgewing van appèl en

(b) indien daar aldus teen sy bevinding geappelleer is, aan die appelleant 'n afkriev van sy redes vir die bevinding verstrekk.

(17) Indien die appelleant binne sewe dae na die datum waarop 'n afkriev van die redêvs vir die bevinding aan hom verstrekk is, by die Sekretaris aansoek doen om 'n afkriev van die notule van die verrigtinge by die ondersoek en die dokumentêre bewyssstukke wat daarby toegelaat is, moet die Sekretaris dit aan hom verstrekk.

(18) Die appelleant kan, indien hy 'n aansoek ingevolge subartikel (17) gedaan het, binne 14 dae na die datum waarop die betrefs afkriev aan hom verstrekk is, of, indien hy nie aansoek gedaan het nie, binne 21 dae na die datum waarop die afkriev van die redes vir die bevinding aan hom verstrekk is, skriftelike vertoë ter stawing van sy appèl aan die Sekretaris voorrê, en die Sekretaris moet na ontvangs daarvan of, indien hy geen sodanige vertoë binne die voorgeskrewte tydperk ontvang het nie, onseer ter stawing van dié tydperk, die notule van die verrigtinge by die ondersoek, die ander stukke in sy besit wat op die ondersoek of appèl betrekking het, en sy aanbeveling omtrent die appèl, aan die Minister voorrê.
(19) After consideration of the record and other documents in question the Minister may allow the appeal in whole or in part and set aside or vary the findings, dismiss the appeal and confirm the findings, or, before arriving at a final decision on the appeal, remit any matter in connection with the inquiry to the person who held the inquiry and direct him to report thereon or to hold a further inquiry and to arrive at a finding thereon.

(20) If the Minister has directed that a further inquiry be held, the provisions of subsections (9), (10) and (11) shall apply thereto.

(21) If the Minister has arrived at a final decision on the appeal, he shall convey that decision in writing to the appellant and the Secretary.

(22) If the Minister allows the appeal and the appellant has been suspended from duty in terms of subsection (4), he shall be allowed to resume duty as soon as practicable and be paid his emoluments in respect of the period of his suspension in so far as it has not been done already.

(23) If the person charged has admitted the charge of misconduct as contemplated in subsection (3), or if he has been found guilty of misconduct in terms of subsection (13) and has not appealed therefrom within the period prescribed, or has appealed therefrom and the appeal has been dismissed wholly or in part in terms of this section, the Secretary shall, subject to the provisions of subsection (24), recommend to the Minister that—

(a) the person charged be cautioned or reprimanded;
(b) a fine, not exceeding R200, be imposed upon the person charged;
(c) the person charged be transferred to another post;
(d) the emoluments or rank or both of the emoluments and rank of the person charged be reduced;
(e) the person charged be discharged from the service of his employer or be called upon to resign therefrom; or
(f) the person charged shall not be appointed as a teacher for a period determined by the Minister.

(24) (a) Except where the Secretary makes a recommendation under subsection (23) (e), he may make a recommendation under more than one of the other paragraphs of that subsection.

(b) The Secretary may postpone for a period not exceeding 12 months the making of a recommendation under subsection (23).

(25) (a) The Minister may act in accordance with the recommendation of the Secretary in terms of subsection (23) or take any other action which he could have taken if the Secretary had recommended it in terms of that subsection.

(b) If a fine is imposed upon any person in terms of this subsection, such fine may be recovered by deducting it from his emoluments in such instalments as the Minister may determine.

(c) If the Minister discharges any person in terms of this subsection, the discharge shall take effect on a date fixed by the Minister.

(d) If the Minister calls upon any person in terms of this subsection to resign from the service of his employer and the person fails so to resign with effect from a date fixed by the Minister, he shall be deemed to have been discharged in terms of this subsection from such service with effect from that date.

(19) Na oorweging van die betrokke notule en ander stukke kan die Minister die appel geheel en al of ten dele toestaan en die bevinding ter syde stel of wysig, die appel van die hand wys en die bevinding bekragtig, of, voordat hy tot 'n finale beslissing oor die appel kom, 'n aangeleenthed in verband met die ondersoek terugverwys na die persoon wat die ondersoek ingestel het, en hom gelas om verslag daaroor te doen of nader onderzoek in te stel en 'n bevinding daaroor te doen.

(20) Indien die Minister gelas dat nader onderzoek ingestel word, is die bepaling van subartikels (9), (10) en (11) ten opsigte daarvan van toepassing.

(21) Indien die Minister tot 'n finale beslissing oor die appel gekom het, moet hy die beslissing skriftelik meedeel aan die appellant en die Sekretaris.

(22) Indien die Minister die appel toestaan en die appellant ingevolge subartikel (4) in sy diens geskors is, moet hy toegelaat word om so spoedig daadlik sy diens te hervat en moet sy besoldiging ten opsigte van die tydperk van sy skorsing aan hom betaal word, vir sover dit nie reeds gedaan is nie.

(23) Indien die aangeklaagde die aanklag van wangedrag erken het soos in subartikel (3) beoog, of indien hy aan wangedrag skuldig bevind is ingevolge subartikel (13) en nie binne die voorgeskrywe tydperk daarteen geappelleer het nie, of daarteen geappelleer het en die appel geheel en al of ten dele van die hand geware is ingevolge hierdie artikel, moet die Sekretaris behoudens die bepaling van subartikel (24) by die Minister aanbeveel dat—

(a) die aangeklaagde gewaarusk of berispe word;
(b) die aangeklaagde 'n boete van hoogstens R200 opgele word;
(c) die aangeklaagde na 'n ander pos oorgeplaas word;
(d) die aangeklaagde se besoldiging of rang of sy besoldiging sowel as sy rang verlaag word;
(e) die aangeklaagde uit die diens van sy werkgever ontslaan word of gelas word om daaruit te bedank; of
(f) die aangeklaagde vir 'n tydperk wat die Minister bepaal, nie as 'n onderwyser aangestel mag word nie.

(24) (a) Behalwe wanneer die Sekretaris 'n aanbeveling kragtens subartikel (23) (e) doen, kan hy 'n aanbeveling kragtens meer as een van die ander paragrafe van daardie subartikel doen.

(b) Die Sekretaris kan die doen van 'n aanbeveling kragtens subartikel (23) vir 'n tydperk van hoogstens 12 maande uitstel.

(25) (a) Die Minister kan volgens die aanbeveling van die Sekretaris ingevolge subartikel (23) handel of emigrëers anders doen wat hy sou kon gedoen het indien die Sekretaris dit ingevolge daardie subartikel aanbeveel het.

(b) Indien iemand ingevolge hierdie subartikel 'n boete opgele word, kan dié boete verhaald word deur dit van sy besoldiging af te trek in die piasemente wat die Minister bepaal.

(c) Indien die Minister iemand ingevolge hierdie subartikel ontslaan, tree dié ontslag in werking op 'n datum wat die Minister bepaal.

(d) Indien die Minister ingevolge hierdie subartikel iemand gelas om uit die diens van sy werkgever te bedank en so iemand versuim om aldus te bedank met ingang van 'n datum wat die Minister bepaal, word hy geag ingevolge hierdie subartikel uit die diens ontslaan te wees met ingang van daardie datum.
(26) Indien iemand ingevolge subarticul (4) in sy diens geskors is en die Minister met hom handel soos in subarticul (23) (a), (b), (c) of (d) beroep, of die Sekretaris met hom handel ooreenkomstig subarticul (24) (b), moet sy iemand so spoedig soodanig toegelaat word om die diens in ’n gepaste tyd op te hou en moet sy besluiting ten opsigte van sy tydperk van sy skorsing aan hom betaal word, vir sover dit nie reeds gedoen is nie: Met dien verstande dat indien so iemand se besluiting van rang verlaag word soos beroep in subarticul (23) (d), sy besluiting ten opsigte van die tydperk van sy skorsing bereken word op die grondslag van die verlaagde besluiting of rang, na gelang van die geval: Met dien verstande voorts dat indien ten opsigte van die tydperk van sy skorsing reeds ’n hoëer besluiting aan hom ingevolge subarticul (6) betaal is as die besluiting aldus bereken, hi nie verplig is om die verskil terug te betaal nie.

(27) Indien iemand wat ingevolge hierdie artikel geskors of van wangedrag aangekla is, uit die diens van sy werkgever bedank of ander werk aanvaar voordat die toepaslike aanklag van wangedrag kragtens hierdie artikel afgehandel is, word by geeg weens wangedrag uit dié diens ontslaan te wees met ingang van dié datum wat die Minister bepaal, tensy, voordat sy kennisgewing van bedankings ontbinding of by die ander werk aanvaar het, hy in kennis gestel is dat hy nie van wangedrag aangekla sal word nie, of, na gelang van die geval, dat die aanklag van wangedrag teen hom teruggetrek is.

(28) Die feit dat iemand deur ’n geregshof skuldig of onskuldig aan die pleeg van ’n misdryf bevind is, belet nie dat spande teen so iemand ingevolge hierdie artikel gedoen word nie.

Oprede in die geval van onbekwame onderwyser in diens by Staatskool of gemeenskaplike skole

26. (1) Indien beweer word dat ’n onderwyser in diens by ’n Staatskool of ’n gemeenskaplike ongесkik is vir die pligte wat aan sy betrekking verbonde is of nie in staat is om daardie pligte op bekwame wyse uit te voer nie weens oorsake wat by hom self of by die ander werk aanvaar het, hy in kennis gestel is dat hy nie van wangedrag aangekla sal word nie, kan die Sekretaris iemand aanstel om ondersoek na die bewering in te stel.

(2) Die bepalingen van artikel 25 (9), (10), (11), (13), (15) tot en met (21) en (23) en (25) (a) en (c) is mutatis mutandis van toepassing ten opsigte van ’n ondersoek vermeld in subarticul (1) en die onderwyser ten opsigte van wie die bewering gedoen is: Met dien verstande dat by die toepassing van genoemde subarticul (23) die Sekretaris slegs kan aanbeveel dat die betrokke onderwyser uit die diens van die Departement ontslaan word of dat sy rang verlaag word en, indien sy besluiting meer is as die maksimum vir die verlaagde rang, dit besluiting tot die maksimum verminder word.

Wyse waarop kennis gegee of versterk moet word

27. Waar daar by artikel 25 of artikel 26 bepaal word dat—

(a) enige kennisgewing, verklaring of ander stuk aan iemand gegee of versterk of bestel moet word of dat enige aangeleentheid skriftelik aan iemand meegedeel moet of kan word, kan dié kennisgewing, verklaring, dokument of stuk per pos in ’n aangetekende brief aan hom gestuur word of aan homself afgelewer word of gelat word by die plek waar, sover bekend, hy laas gewoon het;
(b) any person is to be informed of any decision or finding he may be informed thereof orally or by a document sent by post in a registered letter or delivered personally to him or left at his last known place of residence: Provided that when a person is informed orally of a decision or finding, such decision or finding shall be confirmed in writing as provided in paragraph (a).

Misconduct and inefficiency of teachers employed at State-aided schools

28. (1) The provisions of section 24 shall mutatis mutandis apply to all teachers employed in subsidised posts at State-aided schools: Provided that any reference in section 24 to any act which is or may be prejudicial to the Government, a department of State or the educational service shall, in such application, be deemed to include a reference to such an act in respect of the State-aided school or governing body in question.

(2) The procedure to be adopted in the case of a teacher referred to in subsection (1) who is alleged to be inefficient or whose conduct is alleged to be unsatisfactory shall be prescribed in the conditions of service referred to in section 15 (1) (d).

Effect of striking off of names of certain teachers in register of Teachers' Council

29. (1) Any Black teacher who is employed in a full-time permanent teaching capacity at a State school, a community school or a State-aided school where full-time education is provided up to a standard not higher than standard 10 and—

(a) who is registered or provisionally registered by the Teachers' Council in terms of section 34 (3), and whose name is, after the date referred to in section 34 (6), struck off the register of the Teachers' Council; or

(b) in respect of whom registration was refused by the Teachers' Council before the date referred to in paragraph (a),

shall be deemed to have resigned from his employment with effect from the date immediately succeeding the day on which his name was so struck off, or, in the case of a teacher in respect of whom registration was refused, on the date referred to in section 34 (6), as the case may be: Provided that if, on the date on which his name is struck off the register, or, in the case of a teacher in respect of whom registration was refused, on the date referred to in the said section 34 (6), any charge of misconduct in terms of section 28 is pending against the teacher concerned, such teacher shall not be so deemed to have resigned from his employment until the inquiry into such charge has been concluded and he has not been discharged from his employment for misconduct in terms of the provisions of this Act, or is not deemed to have been so discharged.

(2) The provisions of subsection (1) shall mutatis mutandis apply to any White teacher whose name is struck off the register of the South African Teachers' Council for Whites in terms of the South African Teachers' Council for Whites Act, 1976 (Act 116 of 1976), or in respect of whom registration as a teacher was refused by such Council in terms of the said Act.

(b) 'n persoon van 'n beslissing of bevinding verwittig moet word, kan hy mondeling daarvan verwittig word, of deur middel van 'n geskrif dat per pos in 'n aangetekende brief aan hom gestuur word of aan homself afgelever word of by die plek waar, sover bekend, hy laas gewoon het, gelaat word: Met dien verstande dat wanneer iemand mondeling van 'n beslissing of bevinding verwittig word, sodanige beslissing of bevinding skriftelijk bevestig moet word ooreenkomstig die bepaling van paragraaf (a).

Wangedrag en onbekwaamheid van onderwyser in diens by Staatsondersteunde skole

28. (1) Die bepaling van artikel 24 is mutatis mutandis van toepassing op alle onderwyser wat in gesubsidieerde poste in diens by Staatsondersteunde skole is: Met dien verstande dat 'n verwysing in artikel 24 na enige handeling wat tot nadeel van die Regering, 'n Staatsdepartement of die onderwysdiens strek of kan strek, by sodanige toepassing geag word of 'n verwysing na sodanige handeling ten opsigte van die betrokke Staatsondersteunde skool of bestuursliggaam te wees.

(2) Die procedure wat gevolg moet word in die geval van 'n onderwyser bedoel in subparagraaf (1) wat na bewering onbekwaam is of wie se gedrag na bewering onbevredigend is, word voorgeskryf in die diensvoorwaardes in artikel 15 (1) (d) bedoel.

Uitwerking van skrapping van name van sekere onderwyser in die register van die Onderwysersraad

29. (1) 'n Swart onderwyser wat in 'n heelydse permanente hoëonderwyserskool of 'n Staatsondersteunde skool waar die heelydse onderwys verskaf word ten standerd wat nie hoër as standerd 10 is nie, diens is om onderwys te gee en—

(a) wat ingevolge artikel 34 (3) deur die Onderwysersraad geregistrere of voorwaardelik geregistrere is en wie se naam na die datum in artikel 34 (6) bedoel, in die register van die Onderwysersraad geskrap word of;

(b) ten opsigte van wie voor die datum in paragraaf (a) bedoel, registrasie deur die Onderwysersraad geweier is,

word geag uit sy diens te bedankt het met ingang van die datum wat onmiddellik volg op die dag wat sy naam aldus geskrap is of, in die geval van die persoon ten opsigte van wie registrasie geweier is, op die datum in artikel 34 (6) bedoel, na gelang van die geval: Met dien verstande dat indien op die datum waarop sy naam in die register geskrap word of, in die geval van die persoon ten opsigte van wie registrasie geweier is, op die datum in die bovenstaande artikel 34 (6) bedoel, 'n aanklag van wangedrag ooreenkomslik die bepaling van artikel 25 teen die betrokke onderwyser hangende is, sodanige onderwyser nie aldus geag word uit sy diens te bedankt het nie alvorens die ondersoek na sodanige aanklag afgehandel is en hy nie ingevolge die bepaling van hierdie Wet wees wangedrag uit sy diens ontslaan is of geag word weens wangedrag aldus ontslaan te wees nie.

(2) Die bepaling van subparagraaf (1) is mutatis mutandis van toepassing op 'n Blank onderwyser wie se naam van die register van die Suid-Afrikaanse Onderwysersraad vir Blankes ingevolge die Wet op die Suid-Afrikaanse Onderwysersraad vir Blankes, 1976 (Wet 116 van 1976), geskrap word of ten opsigte van wie registrasie as onderwyser deur dié Raad ingevolge gemelde Wet geweier is.
Bekleding van ampte deur onderwysers in diens by Staatsskool, gemeenskapskool en Staatsondersteunde skole

30. (1) 'n Onderwyser in diens by 'n Staatsskool, 'n gemeenskapskool of 'n Staatsondersteunde skool mag nie sonder die Minister se toestemming lid van 'n statutêre komitee, raad, bestuur of liggaam wees of word nie: Met dien verstande dat die Minister te eniger tyd sodanige toestemming kan intrek.

(2) 'n Onderwyser bedoel in subartikel (1) mag nie 'n amp beklee wat volgens dié oordeel van die Minister die uitvoering van sy pligte in dié dien van die betrokke skool sa belemmer nie.

(3) As 'n geskil ontstaan tussen die Regering en 'n in subartikel (1) bedoelde statutêre komitee, raad, bestuur of liggaam, mag 'n onderwyser wat ingevolge subartikel (1) 'n lid van sodanige komitee, raad, bestuur of liggaam is, nie aan dié bespreking of stemming oor daardie geskilspunt deelneem nie.

(4) As 'n onderwyser in diens by 'n Staatsskool, 'n gemeenskapskool of 'n Staatsondersteunde skool—

(a) 'n nominasie of rekwiisitie aanvaar as kandidaat vir verkiezing tot lid van die Parlement, 'n provinsiale raad of 'n gewagende liggaam van 'n Swart staat of 'n onafhanklike staat; of

(b) benoem, aange wys of aangestel word as lid van 'n liggaam bedoel in paragraaf (a),

word hy geag vrywillig uit dié dien by so 'n skool te getree met ingang van dié datum waarop hy sodanige nominasie of rekwiisitie aanvaar het of waarop hy aldus benoem, aange wys of aangestel is.

Verrigting van ander werk deur onderwysers in diens by Staatsskool, gemeenskapskool en Staatsondersteunde skole

31. (1) Tensy in sy diensvoorwaardes anders bepaal word—

(a) moet 'n onderwyser in diens by 'n Staatsskool, 'n gemeenskapskool of 'n Staatsondersteunde skool te alle tye tot bezikking wees van die Departement of skool waar hy in diens is;

(b) mag 'n onderwyser in diens by 'n Staatsskool, 'n gemeenskapskool of 'n Staatsondersteunde skool nie sonder die toestemming van die Sekretaris besoeldige werk buite sy werk in diens van sodanige skool verrig of hom verbind om sodanige werk te verrig nie;

(c) kan geen onderwyser in diens by 'n skool bedoel in paragraaf (a) regens aanspraak maak op bykomende betaling ten opsigte van enige amptelike diens of werk wat hy deur 'n bevoegde overheid aangesê is om te verrig nie.

(2) Die Sekretaris kan 'n onderwyser verbonde aan 'n Staatsskool of 'n gemeenskapskool aanse om tydelik ander pligte te verrig as dié wat gewoonlik aan so 'n onderwyser opgedra word, of wat by die graad, benaming of indeling van sy pos pas.

Indeling van sekere poste op die dienstetree van Staatsskool, gemeenskapskool, Staatsondersteunde skool en skoolraadskantore as poste in die Staatsdienis

32. Die Minister kan op aanbeveling van die Staatsdieniskommissie 'n pos wat inbegrepe is by die dienstetree van 'n Staatsskool, 'n gemeenskapskool, 'n Staatsondersteunde skool of 'n skoolraadskantoor en nie 'n onderwyspos is nie, aanwyk as 'n pos wat ingevolge die bepalings van die Staatsdieniswet, 1957 (Wet 54 van 1957), ingedeel moet word by die vaste dienstetree soos in artikel 1 van daardie Wet omkryf, en ten opsigte waarvan die bepalings van genoemde Wet van toepassing is.

Classification of certain posts on establishments of State schools, community schools, State-aided schools and school board offices as posts in the Public Service

32. The Minister may on the recommendation of the Public Service Commission designate any non-teaching post included in the establishment of a State school, a community school, a State-aided school or a school board office as a post which is to be classified in terms of the provisions of the Public Service Act, 1957 (Act 54 of 1957), under the fixed establishment as defined in section 1 of the said Act, and in respect of which the provisions of the said Act shall apply.

Holding of office by teachers employed at State schools, community schools and State-aided schools

30. (1) Any teacher employed at a State school, a community school or a State-aided school shall not be or become a member of any statutory committee, council, authority or body without the consent of the Minister: Provided that the Minister may at any time withdraw such consent.

(2) Any teacher referred to in subsection (1) shall not hold any office which in the opinion of the Minister will interfere with the performance of his duties in the service of the school concerned.

(3) If a dispute arises between the State and a statutory committee, council, authority or body referred to in subsection (1), a teacher who is a member of such committee, council, authority or body in terms of subsection (1) shall not take part in the discussion or voting regarding that dispute.

(4) If any teacher employed at a State school, a community school or a State-aided school—

(a) accepts a nomination or a requisition as candidate for election as a member of Parliament, a provincial council or a legislative body of a Black state or an independent state; or

(b) is nominated, designated or appointed as a member of a body referred to in paragraph (a),

he shall be deemed to have voluntarily retired from the service at such school with effect from the date on which he accepted such nomination or requisition or on which he is so nominated, designated or appointed.

Performance of other work by teachers employed at State schools, community schools and State-aided schools

31. (1) Unless it is otherwise provided in his conditions of service—

(a) every teacher employed at a State school, a community school or a State-aided school shall at all times be at the disposal of the Department or school at which he is employed;

(b) no teacher employed at a State school, a community school or a State-aided school shall perform or engage himself to perform remunerative work outside his employment at such school without the permission of the Secretary; and

(c) no teacher employed at a school referred to in paragraph (a) may claim as of right additional remuneration in respect of any official duty or work which he is required by competent authority to perform.

(2) The Secretary may require any teacher employed at a State school or a community school temporarily to perform duties other than those ordinarily assigned to such teacher or appropriate to the grade, designation or classification of his post.
Appointments deemed to be transfers

33. If any person employed on a full-time basis—
   (a) by a department of State or any other institution of the Government of the Republic;
   (b) by an education department of a Black state or an independent state; or
   (c) by or at a university or university college or a school or other educational institution in the Republic established by or under any law or in receipt of grants-in-aid under any law,

is appointed in terms of the provisions of this Act without a break in service and on a full-time basis at a State school, community school or State-aided school (in a subsidised post), his appointment shall for the purposes of leave, subsistence allowance, transfer costs and transport facilities be deemed to be a transfer, unless the Minister determines otherwise.

Teachers’ Council for Black teachers

34. (1) The Minister may establish a juristic person to be known as the Teachers’ Council for Blacks.
   (2) The object of the Teachers’ Council shall be to uphold and promote esteem for education and the teaching profession and the prestige of those engaged in the teaching profession.
   (3) Subject to the provisions of this Act—
      (a) the Teachers’ Council shall keep a register and shall upon application and payment of the prescribed fees enter therein, along with the prescribed particulars, the name of—
         (i) every Black teacher holding a professional teachers’ qualification as determined by the Minister; and
         (ii) every other Black person who is employed in terms of this Act in a full-time permanent teaching capacity at a school;
      (b) the Teachers’ Council shall draw up a professional code of conduct for registered and provisionally registered persons in order to uphold and promote esteem for education and the teaching profession and the prestige of those engaged in the teaching profession;
      (c) the Teachers’ Council may, if a registered or provisionally registered person is, in terms of the regulations contemplated in subsection (4), found guilty of contravening any provision of the code of conduct—
         (i) reprimand or caution or reprimand and caution such person;
         (ii) impose on him a penalty not exceeding R50; or
         (iii) strike his name off the register, after consultation with the Secretary, if he is employed at a school; and
      (d) the Teachers’ Council may appoint a registrar and other staff to perform such functions as may be assigned to them by the Council.
   (4) The constitution, duties, powers and functions of the Teachers’ Council and the term of office of its members, the quorum for and procedures at its meetings shall be as prescribed.
   (5) After the Teachers’ Council has been constituted as contemplated in subsection (4), and after consultation with the Teachers’ Council, the Minister may make regulations regarding the following matters:
      (a) Membership, registration and provisional registration of teachers, refusal of registration and payment of registration and annual fees;
      (b) Aanstellings wat oorplasings geag word te wees

33. Indien iemand wat op 'n vollyydse grondslag in diens is—
   (a) van 'n Staatsdepartement of een of ander Staatsinstelling van die Regering van die Republiek;
   (b) van 'n onderwysedepartement van 'n Swart staat of 'n onafhanklike staat; of
   (c) van of by 'n universiteit of universiteitskollege of 'n skool of ander onderwysinrigting in die Republiek wat by of kragtens 'n wet ingestel is of wat kragtens 'n wet hulp toegevoeg is van die Staat ontvang,

sonder onderbreking van diens ingevolge die bepaling van hierdie Wet op 'n vollyydse grondslag by 'n Staatsskool, 'n gemeenskapskool of 'n Staatsondersteunde skool (in 'n gesubsidieerde pos) aangesteld word, word sy aanstelling vir die doelendes van verlof, verblyf, oorplasing en vervoerpreste word geag 'n oorplasing te wees, tensy die Minister anders bepaal.

Onderwysersraad vir Swart onderwysers

34. (1) Die Minister kan 'n regstipsett met die naam die Onderwysersraad vir Swartes instel.
   (2) Die doelstelling van die Onderwysersraad is om agting vir die onderwysers en die onderwysersberoep en die aansien van diégene wat in die onderwysersberoep staan, te handhaaf en te bevorder.
   (3) Behoudens die bepaling van hierdie Wet—
      (a) hou die Onderwysersraad 'n register en skryf daarin, op aansoek, met vermelding van die voorbestemde beseënderhede en teen betaling van die voorbestemde geld, die naam van—
         (i) elke Swart onderwyser wat 'n professionele onderwyseerskwalifikasie wat die Minister bepaal, besit; en
         (ii) elke ander Swart persoon wat in 'n heeltyydse permanente hoedanigheid ingevolge die bepaling van hierdie Wet in diens by 'n skool is om onderwys te gee;
      (b) stel die Onderwysersraad 'n professionele gedragskode op vir geregistreerde en voorwaardelik geregistreerde persone om agting vir die onderwysers en die onderwysersberoep en die aansien van diegene wat in die onderwysersberoep staan, te handhaaf en te bevorder;
      (c) kan die Onderwysersraad 'n geregistreerde of voorwaardelik geregistreerde persoon wat ingevolge die regulasies benoeg in subartikel (4) skuldig bevind word aan 'n oortreding van die gedragskode—
         (i) berispe of waarsku of berispe en waarsku; of
         (ii) 'n boete van hoogstens R50 ople; of
         (iii) se naam in die register skrap in oorleg met die Sekretaris indien hy by 'n skool in diens is; en
      (d) kan die Onderwysersraad 'n registreerter en ander personeel aanstel om die werksemblete te verrig wat die raad aan hulle opdra.
   (4) Die samenstelling, pligte, bevoegdhede en werksemblete van die Onderwysersraad, die amptemane van sy lede, die kwornemings en procedures op sy vergaderings, is soos voorgeskryf.
   (5) Nadat die Onderwysersraad soos benoeg in subartikel (4) saamgestel is, en na oortredings met die Onderwysersraad, kan die Minister regulasies oor die volgende aangeleenthede uitvaardig:
      (a) Lidmaatskap, registrasie en voorwaardelike registrasie van onderwysers, weiering van registrasie en betaling van registrasie- en jaargeld;
(b) appeals against refusal of registration or striking off register;
(c) offences relating to registration, registers, degrees, diplomas or certificates;
(d) committees of the Teachers' Council;
(e) the fees payable in respect of—
(i) entries in the register;
(ii) certificates of registration, extracts from the register or certified copies thereof;
(f) the exercise of the right to vote by a person who is a member of more than one recognised teachers' association;
(g) the manner in which complaints, charges or allegations against any person registered or provisionally registered in terms of this Act shall be lodged;
(h) the manner in which a person shall be summoned to appear at an inquiry into an alleged contravention of the code of conduct, and the steps that may be taken against any person if he fails to obey that summons or if he obstructs or interrupts the proceedings at any such inquiry;
(i) the form of subpoenae for the attendance of witnesses at an inquiry into an alleged contravention of the code of conduct, or for the production of a book, register, document or other thing thereat;
(j) the manner in which inquiries into alleged contravention of the code of conduct shall be instituted or the procedure to be followed thereat or any other matter connected with the institution thereof;
(k) providing generally for any other matter which the Minister may deem necessary for the proper functioning of the Teachers' Council and any other matter connected therewith.

(6) From a date determined by the Minister by notice in the Gazette, no Black person who is not registered or provisionally registered by the Teachers' Council shall be appointed in a full-time permanent teaching capacity at a State school, a community school or a State-aided school or teach at such school in such capacity, except in a post determined by the Secretary.

(7) Any person contravening a provision of subsection (6) shall be guilty of an offence and on conviction liable to a fine not exceeding R100 or to imprisonment for a period not exceeding three months or to both such fine and imprisonment.

Recognition of teachers' associations

35. The Minister may for purposes of consultation recognise associations of teachers.

Inspection of schools

36. (1) The Secretary or any officer authorised thereto by the Secretary may hold an inspection or an inquiry in regard to—

(a) the admission of pupils to and their dismissal from any State school, community school, State-aided school or private school, the provision of education for and the care of pupils at any such school.
(b) the buildings, equipment, stores and finances of any State school, community school or State-aided school; and
(c) any other matter in connection with any State school, community school, State-aided school or private school which in his opinion ought to be investigated.

(b) appèl teen weering van registrasie of skrapping in register;
(c) misderywe met betrekking tot registrasie of registers, grade, diplomas en sertifikate;
(d) komitees van die Onderwyserraad;
(e) die gelde betaalbaar ten opsigte van—
(i) inskrywings in register;
(ii) registrasie sertifikate, uittreksels uit die register of gesertifiseerde afskrifte daarvan;
(f) die uitoefening van stemreg deur iemand wat lid van meer as een erkende onderwysersvereniging is;
(g) die wyse waarop kleuters, beskiktings of beweerings teen iemand wat ingevolge hierdie Wet geregistreer of voorwaardelik geregistreer is, ingedien moet word;
(h) die wyse waarop iemand gedagwaar moet word om by 'n ondersoek na beweerde oortredings van die gedragskede te verskyn, en die stappe wat teen iemand gedoen kan word indien hy versam om aan bedoelde dagvaarding gehoor te gee of indien hy die verviging by so 'n ondersoek belemmer of steun;
(i) die vorm van dagvaardings vir die verskyning van getuies by 'n ondersoek na beweerde oortredings van die gedragskede of vir die ooreenkom van 'n boek, register, stuk of ander voorwerp daarby;
(j) die wyse waarop 'n ondersoek na beweerde oortredings van die gedragskede ingestel moet word of die procedure wat daarby gevolg moet word, of 'n ander aangeleentheid wat met die instel daarvan in verband staan;
(k) in die algemeen vir enige ander aangeleentheid wat volgens die oordeel van die Minister nodig is vir die behoorlike funksionering van die Onderwyserraad en enige aangeleentheid wat daarmee in verband staan.

(6) Vanaf 'n datum wat die Minister by kennisgewing in die Staastrakom bepaal, mag geen Swart persoon wat nie die Onderwysersraad geregistreer of voorwaardelik geregistreer is as 'n onderwyser nie, in 'n heeltydse permanente hoedanigheid by 'n Staatskool, 'n gemeenskapskool of 'n Staatsondersteunde skool aangestel word om onderwys te gee of in so 'n hoedanigheid by sodanige skool onderwys gee nie, behalwe in 'n pos wat die Sekretaris bepaal.

(7) Iemand wat 'n hepling van subartikel (6) oortree, is aan 'n misluk skuldig en by skuldigbevinding strafbaar met 'n boete van hoogstens R100 of met gevangenisstraf vir 'n tydperk van hoogstens drie maande of met uitsluiting van boete of gevangenisstraf.

Erkenning van onderwysersverenigings

35. Die Minister kan, vir die doeleindes van raadpleging, verenigings van onderwysers erken.

Inspeksie van skole

36. (1) Die Sekretaris of 'n beampte deur die Sekretaris daartoe gemag is, kan 'n inspeksie hou of 'n onderzoek doen met betrekking tot—

(a) die toelating van leerlinge en hul ontslag uit enige Staatskool, gemeenskapskool, Staatsondersteunde skool of private skool, die verskaffing van onderwys aan en die versorging van die leerlinge by so 'n skool;
(b) die geboue, uitrustings, voorraad en finansies van 'n Staatskool, 'n gemeenskapskool of 'n Staatsondersteunde skool; en
(c) enige ander aangeleentheid in verband met 'n Staatskool, 'n gemeenskapskool, 'n Staatsondersteunde skool of 'n private skool wat sa oordeg onderzoek behoort te word.
(2) Any person who interferes with or hinders or disturbs the Secretary or an officer authorised by him while he is engaged in the performance of his duties under this section shall be guilty of an offence and liable on conviction to a fine not exceeding R50 or, in default of payment, imprisonment for a period not exceeding three months.

Admission of persons to and their discharge from State schools, community schools and State-aided schools

37. The admission of persons to State schools, community schools and State-aided schools shall take place in the prescribed circumstances and subject to the prescribed conditions, and any person so admitted to any such school may be discharged therefrom in the prescribed circumstances.

Courses for the education, instruction or training of persons in schools, the establishment of an examination board and the conduct of examinations

38. (1) The Minister may institute courses for the education, instruction or training of persons in schools and may abolish any course so instituted.

(2) The Minister shall determine the nature and duration of, and the conditions for admission to, any course instituted under subsection (1).

(3) (a) The Minister shall establish an examination board for the Department and may also establish committees for such board.

(b) The constitution, duties, powers and functions of such examination board and committees for such board shall be as prescribed.

(4) The syllabus or syllabuses of a course instituted under subsection (1) shall be determined by the Secretary.

(5) The Minister may cause examinations to be conducted in respect of a course instituted under subsection (1) and may cause diplomas or certificates to be issued to persons who have passed such examinations.

(6) The Minister may, with the concurrence of the Minister of Finance, determine the fees, if any, payable in respect of the attendance of courses instituted under subsection (1) and in respect of examinations, diplomas and certificates referred to in subsection (5), and may, with such concurrence, grant exemption from the payment of such fees.

Compulsory school attendance

39. (1) The Minister may, by notice in the Gazette, declare that regular attendance at such kind of school, and to such extent and under such circumstances as may be specified in such notice, shall be compulsory for every Black person belonging to an age group and resident in an area so specified.

(2) If a parent or the person having the custody or charge of any person who by virtue of the provisions of subsection (1) is required to attend a school regularly, after a period of six months from the date of the notice referred to in that subsection fails, without reasonable cause and after a written warning by the Department, to cause such person to attend an appropriate school regularly he shall be guilty of an offence and liable on conviction to a fine not exceeding R10 or to imprisonment for a period not exceeding one month on conviction of a first offence or to a fine not exceeding R40 or to imprisonment for a period not exceeding two months on conviction of a second or subsequent offence.

(2) Iemand wat die Sekretaris of 'n deur hom gemagtigde beampte dwarsboom of hinder of steur terwyl hy besig is om sy pligte ingevolge hierdie artikel uit te voer, is aan 'n misdryf skuldig en by skuldbevinding straafbaar met 'n boete van hoogstens R50 of by wanbetaling met gevangenisstraf vir 'n tydperk van hoogstens drie maande.

Toelating van persone tot en ontslag uit Staatsskool, gemenskapskole en Staatondersteunende skole

37. Die toelating van persone tot Staatsskool, gemeenskapskole en Staatondersteunende skole geskied onder die voorgeskryte omstandighede en onderworpe aan die voorgeskryte voorwaarde, en iemand wat aldus tot aan 'n skool toegelaat is, kan onder die voorgeskryte omstandighede daartoe ontslaan word.

Kursuse vir die onderwys, onderwys of opleiding van persone in skole, die instelling van 'n eksamenraad en die aanmeka van eksamens

38. (1) Die Minister kan kursusse vir die onderwys, onderwys of opleiding van persone in skole insel, en 'n kursus aldus ingestel, afskaf.

(2) Die Minister bepaal die aard en duur van en die voorwaarde vir toelating tot 'n kursus wat kragtens subartikel (1) ingestel is.

(3) (a) Die Minister stel 'n eksamenraad vir die Departement in, en kan ook komitees vir sodanige raad instel.

(b) Die samestelling, pligte bevoegdheid en werklikehede van die eksamenraad en komitees vir sodanige raad is soos voorgeskryf.

(4) Die sylabus of sylabusses van 'n kursus wat kragtens subartikel (1) ingestel is, word deur die Sekretaris bepaal.

(5) Die Minister kan eksamens laat afneem ten opsigte van 'n kursus wat kragtens subartikel (1) ingestel is, en kan diplomas of sertifikate laat uitreik aan persone wat in sodanige eksamens geslaag het.

(6) Die Minister kan, met die instemming van die Minister van Finansies, die gelde, as daar is, bepaal wat betaalbaar is ten opsigte van die hyponomie van kursusse ingestel kragtens subartikel (1) en ten opsigte van eksamens, diplomas en sertifikate vermeld in subartikel (5) en kan, met sodanige instemming, vrystelling van betaling van sodanige gelde verleen.

Verpligte skoolbesoek

39. (1) Die Minister kan by kennisgewing in die Staatsoorant verklaar dat gereëlde besoek aan 'n soort skool vermeld in die kennisgewing, en in die mate en onder die omstandighede in die kennisgewing vermeld, verpligend is vir elke Swart persoon wat behoort tot 'n ouderdomsgroep en woonagtig is in 'n bepaalde gebied in die kennisgewing vermeld.

(2) Indien 'n ouer van iemand wat uit hoofde van die bepaling van subartikel (1) verplicht is om 'n skool gereeld te besoek, of die persoon in wie se bewaring of onder wie se toegs is so iemand is, na 'n tydperk van ses maande vanaf die datum van die in daardie subartikel bedoelde kennisgewing sonder redelike oorsaak en na 'n skriflike waarskuwing deur die Departement versiun om so iemand gereeld 'n gepaste skool te laat besoek, is hy aan 'n misdryf skuldig en by skuldbevinding straafbaar met 'n boete van hoogstens R10 of met gevangenisstraf vir 'n tydperk van hoogstens een maand by skuldbevinding by 'n eerste oortreding of met 'n boete van hoogstens R40 of met gevangenisstraf vir 'n tydperk van hoogstens twee maande by skuldbevinding by 'n tweede of daaropvolgende oortreding.
Financial and other assistance for education and training

40. The Minister may out of moneys appropriated by Parliament for the purpose and on such basis and such conditions as he may after consultation with the Minister of Finance determine, grant financial or other material assistance or both financial and other material assistance to—

(a) a pupil, resident in the Republic and admitted to a State school, a community school, a State-aided school or a school situated in a Black state designated by the Minister for the purposes of this section;

(b) a Black student of a university or university college established by or under any law;

(c) a Black person, other than such pupil or student,

for training approved by the Minister.

Payment of tuition and boarding fees

41. (1) Any person admitted to a State school, a community school or a State-aided special school, or the person liable for the maintenance of any such person, shall pay such tuition fees (if any) and, if such person is being provided with board by the Department, such boarding fees as the Minister after consultation with the Minister of Finance may determine: Provided that if a child’s parents are not resident in the Republic, such parents shall also pay such tuition fees, boarding fees and fees for books and other educational aids as may be so determined.

(2) Different fees may be determined in respect of different categories of persons in terms of subsection (1), and after consultation with the Minister of Finance the Minister may exempt, in such manner as he may deem fit, any person or any category of persons wholly or partly from the payment of fees so determined.

Unauthorised persons may not visit certain schools or enter the school grounds or premises

42. (1) No person, except—

(a) a pupil or teacher of the school in question;

(b) the Minister, the Secretary or any officer authorised in terms of section 36;

(c) any person authorised in writing thereto by the Secretary;

(d) a member of the governing council, school board or school committee of the school in question, with the approval of the chairman of such governing council, school board or school committee;

(e) a parent in connection with the education of his child; or

(f) a visitor from some other school for the purposes of participating in school sports or other school activities;

may visit a State school or a community school or enter the school grounds or premises of such schools without the permission of the authority concerned, or cause the school buildings or grounds or other property of such schools to be damaged.

(2) Any person who contravenes subsection (1) shall be guilty of an offence and liable on conviction to a fine not exceeding R100 or to imprisonment for a period not exceeding three months or to both such fine and such imprisonment.

Finansiële en ander hulp vir onderwys en opleiding

40. Die Minister kan uit geld wat die Parlement vir die doel bewillig, en op die grondslag en voorwaardes wat hy na ooreenkomst met die Minister van Finansies bepaal, finansiële of ander materiële hulp of finansiële sowel as ander materiële hulp verleen aan—

(a) ’n leerling, woonagtig in die Republiek en wat toegelaat is tot ’n Staatskool, ’n gemeenskapskool, ’n Staatsondersteude skool of ’n skool geleë in ’n Swart staat en wat vir die doeleindes van hierdie artikel deur die Minister aangewys is;

(b) ’n Swart student van ’n universiteit of universiteitskolege wat by of kragtens ’n wet ingestel is; of

(c) ’n Swart persoon wat nie so ’n leerling of student is nie.

vir opleiding deur die Minister goedgekeur.

Betaling van onderwys- en losigesgelede

41. (1) Iemand wat tot ’n Staatskool of ’n gemeenskapskool of ’n Staatsondersteude spesiale skool toegelaat is, of die persoon wat vir die onderhoud van so iemand verantwoordelik is, moet die onderwysselde (indien daar is) en, indien losiges deur die Departement aan so iemand verskaf word, die losigesgelede betaal wat die Minister met die instemming van die Minister van Finansies bepaal: Met dien verstande dat indien ’n leerling se ouers nie in die Republiek woon nie, sowatlike ouers ook die onderwysselde, losigesgelede en geld vir boeke en ander onderwysemiddel moet betaal wat aldus bepaal word.

(2) Verskillende gelede kan ingevolge subartikel (1) ten opsigte van verskillende kategorieë persone bepaal word, en die Minister kan na ooreenkomst met die Minister van Finansies enige persoon of enige Kategorie persone geheel of deel, op die wyse wat hy goedgevind, vrystel van die betaling van gelde aldus bepaal.

Ongeagtede persone mag nie ’n skool besoek of die skoolgronde of -persel betree nie

42. (1) Niemand, behalwe—

(a) ’n leerling of onderwyser van die betrokke skool;

(b) die Minister, die Sekretaris of ’n beampte wat ingevolge artikel 36 gemagtig is;

(c) iemand wat skriftelik deur die Sekretaris daar- toe gemagtig is;

(d) ’n lid van die beheerraad, skoolraad of skoolkomitee van die betrokke skool, met die goedkeuring van die voorraad van sodanige beheerraad, skoolraad of skoolkomitee;

(e) ’n ouer in verband met die onderwys van sy kind; of

(f) ’n besoeker van ’n ander skool met die doel om aan skoolsoort- of ander skoolaktiwiteite deel te neem;

mag sonder die toestemming van die betrokke ouerheid ’n Staatskool of ’n gemeenskapskool besoek of die skoolgronde of -persel van sodanige skool betree of veroorsaak dat die skoolgebou of skoolgronde of ander eiendom van sodanige skool beskadig word nie.

(2) Iemand wat subartikel (1) oortree, is aan ’n misdryf skuldig en by skuldigebevinding strafoor met ’n boete van hoogstens R100 of gevangenisstraf vir ’n tydperk van hoogstens drie maande of met sowel die boete as die gevangenisstraf.
Delegation of powers, duties and functions by the Minister and the Secretary

43. (1) The Minister may delegate, either generally or in any particular case, any power, duty or function conferred upon or assigned to him by this Act, other than the powers, duties, or functions conferred upon or assigned to him by sections 3, 4, 8 (5), 9 (3) (b), 15 (1) (c) (in so far as it relates to the determination of salary scales and allowances), 19 (1) (in so far as it relates to the determination of salary scales and allowances), 25 (in so far as it relates to the discharge of a teacher and appeals), 34, 35, 38, 39 and 45, to the Secretary or any other officer in the Department on such conditions as the Minister may determine.

(2) The Secretary may delegate either generally or in any particular case, any power, duty or function conferred upon or assigned to him by this Act, other than the powers, duties and functions delegated to him in terms of subsection (1), to any officer in the Department on such conditions as he may determine.

(3) Any delegation in terms of this section may be varied or withdrawn at any time.

Exclusion of provisions of Workmen's Compensation Act, 1941

44. No pupil at a State school, a community school or a State-aided school shall for the purposes of the Workmen's Compensation Act, 1941 (Act 30 of 1941), and in connection with his attendance at such school be regarded as a workman under the said Act or as some other person entitled to payment thereunder.

Regulations

45. (1) The Minister may make regulations—

(a) as to any matters which by this Act are required or permitted to be prescribed by regulation;
(b) prescribing the power and duties of the Secretary or any other officer of the Department in connection with the control, administration or supervision of education;
(c) as to the establishment, maintenance, management, control and disestablishment of State schools and community schools;
(d) as to the registration of State-aided and private schools, and providing for the exemption from registration of schools and the conditions of exemption;
(e) as to the making of grants-in-aid or subsidies and loans to owners or governing bodies of State-aided schools and the circumstances in which grants-in-aid, subsidies or loans may be terminated, reduced or withdrawn;
(f) relating to the control and treatment of pupils at State schools, community schools and State-aided schools and the suspension of, or the imposition or infliction of other punishment upon, pupils at such schools;
(g) as to the medium of instruction in schools;
(h) as to the appointment of teachers for duty at State schools, community schools and State-aided schools and as to the grading, promotion, transfer, termination of services, discipline, behaviour, powers, duties and hours of attendance of teachers, and the occupation of teachers' quarters by, and the payment of transport, subsistence and other allowances and remuneration, if any, for services outside the prescribed hours of attendance to, such teachers;

Oordrag van bevoegdhede, pligte en werkzaamhede deur die Minister en die Sekretaris

43. (1) Die Minister kan 'n bevoegdhed, plig of werkzaamheid wat by hierdie Wet aan hom verleen of opgedra is, uitgesonderd die pligte, bevoegdheede en werkzaamhede aan hom verleen of opgedra by artikels 3, 4, 8 (5), 9 (3) (b), 15 (1) (c) (vir sover dit betrekking het op die bepaling van salarisskale en toelaes), 19 (1) (vir sover dit betrekking het op die bepaling van salarisskale en toelaes), 25 (vir sover dit betrekking het op die opleg van 'n onderwyser en appé), 34, 35, 38, 39 en 45, aan die Sekretaris of 'n ander beamptie in die Departement in die algemeen of in 'n besondere geval delegeer op die voorwaardes wat hy bepaal.

(2) Die Sekretaris kan 'n bevoegdhed, plig of werkzaamheid wat by hierdie Wet aan hom verleen of opgedra is, uitgesonderd 'n bevoegdhed, plig of werkzaamheid aan hom ingevolge subartikel (1) gedelegeer, aan 'n ander beamptie in die Departement in die algemeen of in 'n besondere geval delegeer op die voorwaardes wat hy bepaal.

(3) 'n Delegasie kragtens hierdie artikel kan te eniger tyd gewysig of ingetrok word.

Uitsluiting van bepalinge van Ongevallewet, 1941

44. By die toepassing van die Ongevallewet, 1941 (Wet 30 van 1941), word geen leerling van 'n Staatsskool, gemeenskapskool of 'n Staatsondersteunde skool in verband met sy bywoning van die skool beskou as 'n werkman kragtens genoemde Wet of iemand anders wat daarkragtens op betaling geregist is nie.

Regulasies

45. (1) Die Minister kan regulasies uitvaardig—

(a) betreffende aangelaenehede wat ingevolge hierdie Wet by regulasie voorgeskryf moet of kan word;
(b) wat die bevoegdheede en pligte van die Sekretaris of enige ander beamptie in die Departement in verband met die beheer en toegsig van die administrasie van onderwyser voorskrif;
(c) betreffende die instelling, instandhouding, bestuur, beheer en sluiting van Staatsskole en gemeenskapskool;
(d) betreffende die registrasie van Staatsondersteunde skole en private skole en wat vir die vrystelling van registrasie van skole en die voorwaardes van vrystelling voorsiening maak;
(e) betreffende die toekenning van hulptoleae of subsidies en lenings aan dié of bestuursligware van Staatsondersteunde skole en die omstandighede waaronder hulptoleae, subsidies of lenings gestaak, verminder of ingetrok kan word;
(f) betreffende die beheer oor of behandeling van leerlinge van Staatsskole, gemeenskapskool en Staatsondersteunde skole en die skorsing van, of die oplegging of toediening van ander straae aan, leerlinge van sodanige skole;
(g) betreffende die medium van onderrig in skole;
(h) betreffende die aanstelling van onderwysers vir diens by Staatsskool, gemeenskapskool en Staatsondersteunde skole en betreffende die gradering, bevordering, verplasing, diensbedinging, tug, gedrag, bevoegdheede, pligte, diensure, en die bewoning van onderwyserwoningte en deur, en die betaling van verloer-, verblyf- en ander toelaes en vergoeding, as daar is, vir diens buite die voorgeskrywe diensure aan sodanige onderwysers;
(l) providing for the registration by the Department of persons qualified as teachers;

(2) the medical examination of teachers employed at and of pupils at State schools, community schools and State-aided schools, and the issue of certificates in connection with such examinations and the circumstances in which medical examinations are required for the purposes of any provision of this Act;

(k) as to religious instruction and religious ceremonies at schools;

(l) as to the mental, bodily or other examination of any person who is suspected of being a handicapped or mentally retarded child;

(m) as to the conditions under which a person may be exempted from the obligation to attend a school;

(n) as to the inspection of schools;

(o) as to the conducting of examinations, including the appointment, discipline, conduct, powers and duties of examiners, moderators, invigilators and other persons whose services are required in connection therewith, the enrolment of candidates for examinations, the conduct and discipline of candidates before, during and after examinations, and the issue of diplomas and certificates;

(p) as to teachers' associations for the purpose of recognition in terms of section 35;

(q) as to the management, control and maintenance of any State-aided school;

(r) as to the control of moneys collected for or in relation to any State school, community school or State-aided school;

(s) as to the conditions and circumstances under which teachers employed at State schools, community schools and State-aided schools may be required to become and remain members of a medical aid fund or medical aid society;

(t) as to the constitution, powers, duties and functions of a governing body of a State-aided special school;

(u) as to the establishment, control and maintenance of any hostel attached to a school and the treatment of pupils at such hostel;

(v) generally, as to any other matter in respect of which the Minister may deem it necessary or expedient to make regulations to achieve the objects of this Act.

(2) The generality of the powers conferred by subsection (1) (v) shall not be limited by the provisions of the other paragraphs of the said subsection.

(3) The Minister shall not make any regulations as to any fee or allowance payable by or to any person or as to the control of any moneys except in consultation with the Minister of Finance.

(4) Different regulations may be made in respect of different persons or classes of persons, different schools or kinds of schools or different areas.

(5) The regulations may provide for penalties for any contravention thereof or failure to comply therewith, of a fine not exceeding R500 or, in default of payment, imprisonment for a period not exceeding 12 months.

(6) Regulations under subsection (1) (g) shall not deprive any parent of the right of final decision regarding the medium of instruction of a child of such parent where any doubt exists as to the language in which such child is more proficient.

(i) wat voorvinding maak vir die registrasie deur die Departement van persone wat hulle as onderwysers bekwaam het;

(j) betreffende die mediese ondersoek van onderwysers in diens by en van leerlinge aan Staatskole, gemeenskaplike en Staatsondersteunde skole en die uitreiking van certifikate in verband met sodanige ondersoek en die omstandighede waaronder mediese ondersoekse deur die toepassing van hede Wet verlig word;

(k) betreffende godsdienstsonderrig en godsdienstige pleigheidste deur skole;

(l) betreffende die geeslike, liggaamlike of ander ondersoek van iemand wat, na vermoed word, 'n gesprek of gesigswaardig kind is;

(m) betreffende die voorwaardes waaronder iemand vrygestel kan word van die verplichting om 'n skool te bebeek;

(n) betreffende die inspeksie van skole;

(o) betreffende die afname van eksamens, met inbegrip van die aanstelling, lug, gedrag, bevoegdhede en pligte van eksaminatore, moderatore, opsiepers en ander persone wie se dienste in verband daarneem nodig is, die inskrywing van kandidate vir eksamens, die gedrag en lug van kandidate voor, gedurende en na eksamens en die uitreiking van diplomas en zertifikate;

(p) betreffende onderwysersverenigings vir die doel en doelcindes van erkenning ingevolge artikel 35;

(q) betreffende die beheer oor en die bestuur en instandhouding van 'n Staatsondersteunde skool;

(r) betreffende die beheer oor geld wat vir of met betrekking tot 'n Staatskool, gemeenskaplike of 'n Staatsondersteunde skool ingestel word;

(s) betreffende die voorwaardes en omstandighede waaronder onderwysers in diens by Staatskole, gemeenskaplike en Staatsondersteunde skole verplig kan word om lede te word en te bly van 'n mediese hulpfonds of mediese hulpvereniging;

(t) betreffende die samestelling, pligte, bevoegdheid en werkzaamhede van 'n bestuursliggaam van 'n Staatsondersteunde spesiale skool;

(u) betreffende die instelling en instandhouding van en beheer oor enige koshuis verbonden aan 'n skool, en die behandeling van leerlinge in sodanige koshuis;

(v) in die algemeen, betreffende enige ander aangeleenthed ten opsight waarvan die Minister dit nodig of dienstig ag om regulasies uit te vaardig ten einde die oogmerke van hierdie Wet te bereik.

(2) Die algemeenheid van die bevoegdheid by sub- artikel (1) (v) verleen, word nie deur die bepaling van die ander paragrafe van bedoelde subartikel beperk nie.

(3) Die Minister mag geen regulasies betreffende enige geld of toelaes betaalbaar aan of deur iemand, of betreffende die beheer oor geld, uitvaardig nie behalwe in ooreenstemming met die Minister van Finansies.

(4) Verskillende regulasies kan ten opsight van verskillende persone of verskillende skole of verskillende gebiede uitvaardig word.

(5) Die regulasies kan op enige oortreding daarvan of versoem om daaraan te voldoen, strawe stel van 'n boete van hoogstens R500 of, by wabeteeling, gevangenisstraf vir 'n tydperk van hoogstens 12 maande.

(6) Regulasies kragtens subartikel (1) (g) ontneem 'n ouer nie die reg om finaal te besluit oor die medium van onderrig van 'n kind van sodanige ouer waar die kind twyfel bestaan oor die taal waarin sodanige kind die bedrewendste is nie.
Repeal of laws, and savings

46. (1) Subject to the provisions of this Act, the laws specified in the Schedule are hereby repealed to the extent set out in the third column thereof.

(2) Anything done prior to the commencement of this Act in pursuance of powers conferred on the competent authority by or by virtue of any provision of any law repealed by subsection (1), and any rights or obligations acquired or incurred prior to such commencement under or by virtue of any such provision, shall be deemed to have been done, acquired or incurred by the appropriate authority in pursuance of powers conferred by or by virtue of or in accordance with the corresponding provision of this Act.

(3) Until the Minister makes regulations in terms of section 45, the regulations in force under any law repealed by subsection (1) of this section (hereinafter referred to as the existing regulations) shall, notwithstanding such repeal and in so far as the existing regulations can be applied and are not inconsistent with the provisions of this Act, continue to apply. Provided that whenever the Minister makes regulations with regard to any of the matters referred to in section 45, that part of the existing regulations relating to any matter dealt with in the regulations so made by the Minister shall be deemed to have been withdrawn.

Short title and date of commencement

47. (1) This Act shall be called the Education and Training Act, and shall come into operation on a date fixed by the State President by Proclamation in the Gazette.

(2) Different dates may be fixed under subsection (1) in respect of different provisions of this Act.

SCHEDULE

LAW REPEALED

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<th>No. and Year</th>
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Herroeping van wette en voorbehoude

46. (1) Behoudens die bepalings van hierdie Wet, word die wette in die Bylae genoem, hierby herroep in die mate in die derde kolom daarvan aangediend.

(2) Enigiets wat voor die inwerkingtreding van hierdie Wet gedoen is ingevolge bevoegdhede verleen aan die bevoegde gesag deur of kragtens 'n bepaling van 'n wet by subartikel (1) herroep, enige regte of verpligtings verkry of aangegaan voor sodanige inwerkingtreding, ingevolge of uit hoofde van so 'n bepaling, word gegee deur die gepaste gesag ingevolge bevoegdhede verleen deur of uit hoofde van of ooreenkomsstig die ooreenstemmende bepaling van hierdie Wet, gedaan, verkry of aangegaan te wees.

(3) Totdat die Minister kragtens artikel 45 regulasies uitvaardig, bly die regulasies wat ingevolge 'n wet herroep by subartikel (1) van hierdie artikel van krag is (hieronder die bestaande regulasies genoem), ondanks sodanige herroeping, van krag vir sover die bestaande regulasies toegepas kan word en nie met die bepalinge van hierdie Wet onbestaanbaar is nie: Met dié ver- stande dat, wanneer die Minister regulasies in verband met enige aangeleenthede vermeld in artikel 45 uitvaar- dig, daardie gedeelte van die bestaande regulasies wat betrekking het op enige aangeleenthede behandel in die regulasies aldus deur die Minister uitgevaardig, geag word ingetrek te wees.

Kort titel en inwerkingtreding

47. (1) Hierdie Wet het die Wet op Onderwys en Opleiding, en tree in werking op 'n datum wat die Staatspresident by proklamase in die Staatskoerant bepaal.

(2) Verskillende datums kan kragtens subartikel (1) ten opsigte van verskillende bepalinge van hierdie Wet bepaal word.

BYLAE

WETTE HERROEP

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welcomed — if sie sprechen Deutsch

HUNDREDS of black and coloured pupils have applied to attend Cape Town's German School, which has decided to go multi-racial.

But the school says they have "no chance" of being admitted for at least four years.

For one thing, the school insists that they are fluent in German.

They have to comply with stringent requirements that even the chairman of the school board, Mrs A. G. W. Fischer-Buder, said this week: "It is impossible for any black to qualify within four years."

The controversial decision to open the school to all races has angered many parents. Temps, both black and white, were out in force last week when demonstrators disrupted the opening of the school's bazaar. The police had to be called in.

The decision was also slammed at a meeting this week attended by nearly 100 members of the Cape Town community.

BY BENNIE VAN DELFT

German-speaking community

All the speakers condemned the decision and blamed the Bonn Government for putting pressure on the school.

Several parents said they had originally approved the step as they were given to understand that the subsidy from the West German Government was at stake if they refused to allow black pupils.

Mrs Fischer-Buder denied, however, that the Bonn Government had threatened to withdraw the subsidy.

Since the controversial decision was taken earlier this year, the school has come under strong pressure from parents to shelve the idea. Parents are sharply divided on the matter and some have threatened to take their children out of the school.

Mrs Fischer-Buder told me this week that nearly 300 applications had been received from black and coloured pupils who were interested in taking German lessons. Pupils who completed the four-year course could then apply for enrolment as full-time pupils.

There were, however, many factors which would restrict the intake of "German-speaking" blacks, she said. "The school has only a limited capacity and we will never accept a child who is not fluent enough in German. Under the circumstances, I do not see any possibility that a black pupil will meet our requirements for at least the next four years."

"The special German course for blacks would start next year — but not at the German School. "Our school is too far from black residential areas. Therefore, we will have to select a more convenient venue for black pupils," said Mrs Fischer-Buder.

Asked how the black pupils were expected to attend the German School once they qualified, she said: "Well, that is their problem."
Education inequalities remain a basic defect

There is no doubt that the inequality of educational opportunity in this country constitutes our major problem. The teachers of your generation are going to be expected to solve this basic defect of our society — the fact that a large part of our population has not had the advantage you have enjoyed of contact with education compatible with the demands of modern living.

This is the fundamental question of our time — how we, the privileged, can assist those who have not shared that privilege. But this should not be regarded as a natural and normal expectation that those who have received the privilege should be prepared to share it with others. This is after all, the basic ethos of the teaching profession and for us, today, it carries a very special significance and a great responsibility.

All too frequently one hears the view expressed that more should be done for the underprivileged, and this assumption that it is only the Government who can do it. The Government naturally must do its full share, but it cannot possibly accomplish this massive task alone.

The educated people of this country must also make their contributions — not in a paternalistic and undemanding manner, but as a form of commitment to humanity and to the progress of our country — an act just as important as the maintenance of law and order.

It has been the efforts to protect the security of our country that will fail unless the nature of educational opportunity is removed.

Those who have received a good education in this country and leave to use this education abroad are in fact renunciing this fundamental responsibility to their country and to the underprivileged whole whose labour contributed to the wealth which made our own educational facilities possible.

However, when we consider what should be done it is very important to keep in mind that the provision of schools, teachers and other facilities will not automatically accomplish this purpose. Teaching alone is not enough to ensure a successful education system. It is too much to expect young people to make sacrifices without any anticipated benefit.

The educated person knows how much the quality of living is improved by education and I believe not enough emphasis is placed on this aspect: but apart from this intangible benefit it is clear that there should also be an incentive of a more material nature.

The feeling of being able to change his future is a strong factor in a person's motivation to succeed in school and university. Discrimination in appointment, job reservation, discriminatory salaries and other subtle restrictions discourage young people and will have to be removed before education will catch the imagination of the young.

The removal of such unjust barriers must, therefore, be tackled, and before there can be true equalisation of educational opportunities the benefits enjoyed by the whites must be clearly demonstrated our lack of concern for others.

Or that we mustfully clung to our privileges and said the Government should "do something" — content to walk in the comfortable valleys with a barrier to scale the challenging peaks around us?

Or will it be able to say that the great traditions of education that were brought to this country by the educationalists from many parts of the world, produced a splendid educational system, though largely for people of European descent, but that the succeeding generations failed on this great tradition by expanding the precious opportunities to all the people of this country?
Great year for Star Schools

By Karen Ireton

Schooling for 1978 hasn't officially ended yet and already 2,000 pupils have put themselves on the mailing list for Star Schools' 1979 Educational Programme.

Mr William Smith, co-ordinator of Star Schools, said 17,000 courses were taken nationwide through Star Schools last year, phenomenal growth from the Schools' 250 pupils eight years ago.

Success, says Mr Smith, comes from developing the technique of "super-marketing education."

"For 95 percent of your grocery needs," he said, "you would go to a supermarket. So the Star Schools programmes can assist pupils with 95 percent of their needs. And for the rest they can obtain personalised help through the Tape Tutoring Service we offer."

ADVANTAGE

Star Schools offers pupils the best of both worlds, Mr Smith said. They are able to take advantage of good, low-cost, government school education... and at the same time receive rounding-off, and assistance from some of the best teachers around."

"Students who receive tuition from more than one teacher do not become confused," Mr Smith said. "In fact if the pupil

... and an even greater one ahead

Mr William Smith, co-ordinator of Star Schools, is expecting to handle up to 20,000 student courses next year. "The Island System, which is copyrighted to Star Schools is one of the most exciting educational developments I have seen," he says.
does become confused there is something wrong with the way he is being taught". The student who is taught too long by only one teacher is educationally disadvantaged. The students could exhaust the teacher's knowledge and experience.

He said Star Schools was well received by universities in South Africa. Although the University of the Witwatersrand had now taken over the Pre-University School, initiated by The Star and Star Schools, Mr Smith said he would still be teaching the study skills course at the school and extremely good ties were retained.

Last year was a boom year in The Star Schools science classes. Mr Smith ascribed that to the crippling shortage of science teachers. The Island System, which is copyrighted to Star Schools was one of the most exciting educational developments he had seen.

POPROULAR

He said during the past year mathematics and English had been the most popular subjects after Science. The lack of good science teachers was encouraging many pupils to opt for biology instead of science, which could be costing the country potential scientists.

The number of student courses is expected to rise to as many as 20 000 next year. This will not detract from the quality of the education received by the pupils attending the Star Schools, Mr Smith said. For a year's course of lessons, with some of the best teachers, for only R35 pupils could not expect personalised tuition. If they wanted personalised tuition they should opt for the tape tutorials, where teachers would assist students in working through the entire syllabus on a series of tape cassettes.

Star Schools 1973 evening classes at Bedfordview, Sandton, Wits University as well as the Saturday morning classes, will kick off during the week beginning February 12, he said.

The full range of programmes, which will be available during 1973, will include the year-long evening courses, Saturday morning classes, vacation schools, the Tape Tutorial system, and the mini-books which highlight certain sections of the syllabus.

At this stage Star Schools will only take the names and addresses of pupils who would like to receive the Educational Programme early next year.

TAPES

Those who would like to receive a returnable cassette tape which explains the tape tutorial system should also give their names to the Star Schools office. Telephone 36-6666. The office will be manned throughout the holidays, Mr Smith said.

Inquiries about the pre-university school should be addressed directly to the University of the Witwatersrand.
In discussing these occupations, the Commission point of Z.A. & H. It noted that agricultural labour continued to be the most peaceful in the world. It considers that any disease or injury from accidents or industrial hazards is due to outside influences. The Commission attributes the absence of these factors to the absence of two factors. "The first is the absence of unions in the Republic and the second is the absence of industrial organisations in certain factories.

There is no single body in the state responsible for as a whole. Out of the 8 million economically active 5.78 million (71.9%) are not covered by legislation and industry. 1) Industrial health regarded as sub-section of health. 2) Overlapping of duties by various departments in respect of health and safety has led to confusion. 3) Because of the rapid development of secondary industries, it had been difficult for health planning and preventative services to keep up. Not all of the 8 million were exposed to obvious occupational disease. The Commission concluded that it would be "entirely wrong" to compare the industrial development in the Republic with industrial development in countries with conditions which were created there. The Republic's industrial development is not unique because of the history of its mining industry, its racial differences, migrant labour, its small white population, its climate, and the background of its agricultural industry, which is still by far the biggest employer of labour.

Chapter IV: General Trends from Inspection of Plants

The Commission attributes the favourable response of the employers to the inspection of factories to the awareness that the workers themselves are responsible for the utilisation of the health resources, and the fact that the health of the community is aware of this. Thus employers and businessmen realise the dangers of diseases and accidents in the workplace and are less concerned with the fact that they have a duty to ensure a living is provided for the place of employment. Consciously or unconsciously, they do affect their health, may contract a chronic occupational disease and thus be compelled to give up their job at an early age. This results in financial loss, a disruption of life and prospects of the future.

In local video studios and using the services of four of the best available teachers, the programme is designed to fit into the curriculum of the schools for possibly 20 minutes and present a key section of the work taught. According to an IBM spokesman, the project is designed for two primary objectives:

- The programmes are intended to supplement classroom work and not supplant the teacher in the classroom. The "video teacher" project will cost at least R3.5 million over the three years it is expected to run. It is progressively put into the black townships, according to IBM.

- The educational project, which has received the enthusiastic support of the Department of Education and Training, should play a major role in upgrading the quality of education at black secondary schools. Through the use of televisions and projectors, all teachers will be able to put across their subjects to thousands of pupils. The Department of Education and Training hopes to provide at least 40 schools with the cassette machines for the tapes, and the television monitors on which they will be projected.

Video plan to aid black education

is a growing realisation that a healthy and safe working environment is not enough. Despite this awareness, industrialists have failed to implement measures to prevent occupational disease. There is a need for long-term investments. Through this process, not only does the worker benefit, but also the employer. The majority of management is not only concerned with profits, but also with the welfare of its employees. Industrialists do not put enough time and effort into their work. The result is the death of many of these employees. The project is expected to save 500 lives, prevent 5 000 cases of disability and prevent 50 000 cases of injury. The cost of treatment for these disabilities is over R3.5 million.
1979
Educ General
INDIANS FOR MICHAELHOUSE AND ST ANNE’S

admit students on merit and not on race,” said Mrs Bates.

Mr Neil Jardine, rector of Michaelhouse, told the Sunday Times that permission had been obtained from the Natal Provincial Administration through the Department of Education to admit the five students.

“The only criteria that apply to admissions are that the mother must be a resident in Natal and must have achieved certain academic standards at primary level.

Proud

“Michaelhouse is very proud of its academic record, and I am sure our new admissions will do Michaelhouse proud, as the others have done over the years.”

Mrs J P Bates, vice-principal of St Anne’s, said the new admissions would be treated like any other girls at the college.

BLACK and coloured pupils will become part-time students at the German School in Cape Town this month — amid threats that many white pupils will quit if blacks are admitted on a full-time basis.

The pupils were selected from about 300 applicants for a special three-year German course.

Those completing the course successfully will be able to apply as fulltime pupils.

Mrs A Fisher-Bader, chairman of the German School in Cape Town, said the course could lead to integration.

The controversial decision to move towards a multiracial school has angered many parents and has led to several unpleasant incidents.

Parents blame the West German government for the row, because they allege the German Ambassador told parents the subsidy would be withdrawn if the School did not integrate.

At least one parent has already sent his children to another school, and several others are expected to follow suit. They fear black pupils will “overrun the school”.

But several parents told me the German Ambassador had told a meeting of parents the subsidy would “suffer” if blacks were refused.

A spokesman for the German Embassy said it was this government’s policy to give all races equal opportunities.

At one stage about 67 parents threatened to withdraw their children from the school. Most of them have now adopted a wait-and-see attitude, as the first black pupils will not qualify only in three years’ time.

Black and coloured pupils will begin German language classes on January 29.
Pleased

"The department lays down certain regulations concerning the admission of girls to St Anne's, and any child who conforms to the requirements will be admitted.

"We consider this progress and are very pleased that we were allowed to

Several Roman Catholic schools in Natal have been admitting black children for the past few years, but have kept a very low profile. One of the better known, which will open its doors this year, is the Convent of Our Lady of Fatima in the exclusive suburb of Durban North.

A mother superior at one

The Michaelhouse crest, left, and the St Anne's crest, above
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 1970, 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. P. J. Lansana, Minister of Education and Training, and Mr. M. S. N. Mzimako, Secretary of the Soweto Teachers' Action committee, share their dread. "The two are also convinced 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. Jansen's main argument in favour of maintaining a separate education department for blacks. It is also Mr. Mazibuko's main argument against it.

Mr. Jansen puts it this way: "A separate department can concentrate all its energies on the problems of 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 follows all other inequalities.

Their opposing views reflect a basic difference in attitude to the black man in South Africa's so-called common area. While Mr. Mazibuko's teaching postulate is that blacks in South Africa are entitled to participation in control and decision-making, Mr. Jansen's view is based on the belief that blacks outside the will black students return to class when their schools reopen on January 22? Black and white education leaders have 10 days in which to solve the crisis. HILTON ZILLO, Political Correspondent, reports.

HOMELANDS cannot be incorporated into the system for whites, something which would hit at the foundation of the Government's ideology. If there be any hope of reaching some sort of compromise between the two views?

"Yes," says Mr. Mazibuko. He, and others involved in black education, are seeking expert advice in drawing up a blueprint for a 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 - 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 black advisory council representing all relevant educational bodies. White schools would be represented by various provincial authorities while black schools would send delegates from their representative institutions.

This body would institute policy on all educational matters for blacks and whites alike, and focus on eradicating the discrepancies in the allocation of funds, the standard of teaching and the provision of facilities. Before 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. Jansen listened to the outline of the plan with obvious interest. He commented: "It is a very important step in the right direction, and it is at this juncture, I cannot say what will happen in the future. I can discuss it with people, but I cannot say it is being done.

"My view is that there are many things of mutual interest and concern that we can discuss --- things like teacher training and facilities. But I am not going to give control to a multicultural body over things that are my own inheritance."

What, then, does he foresee as the long-term Government plan for the education of blacks outside the homelands?

Mr. Jansen emphasises he cannot make long-term predictions. He does not want to bind future generations. There are several options, he says, but spells out one: "If the homelands leaders opt for independence and decide they want more control over the education of their citizens throughout South Africa, the possibility would have to be considered."

Mr. Mazibuko listened to the option in obvious interest. He commented: "I can only pray that it is not a reality. If it happens, I fear June 16 will look mild in comparison to the way students will react."

In the absence of any firm long-term plan, what does Mr. Jansen foresee for the present?

A separate education department for blacks where their needs can be given specialized attention, he says. High priority will be the repair of riot damage at the schools, which he hopes will be completed by the end of February. Also upgrading the training of black teachers and providing better facilities, libraries, sports grounds. The school building is of the commission 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 cooperate."

Mr. Mazibuko agreed that these improvements are essential and long overdue. But they're putting the cart before the horse. First, 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 financial advantage of the black community's full support.

Mr. Jansen, he says, insists it is impossible to accept the Government's pledge to equalize black and white education in separate departments. Blacks remember Dr. Verwoerd's explanation that black education had to be prepared for blacks for an inferior station in life. Many believe it was in the aim of the National Party to, for a better future, perpetuate the Bophuthatswana, to perpetuate this position.

"I cannot comment on what others have said in the past," he says. "I can only deal with the present. I hope that I have a clear conscience and I hope that people will not see unnecessary mascots. My aim is to achieve a better black-white education on a level with white education. The achievement would be to see every black child equally the same education as every white child."
Seaside school for all – teacher

By CLARE STERN

A South African educationist wants schools without classrooms, bells, or timetables where children are allowed to explore the seaside, rock pools and nature reserves.

He is Professor A N Boyce, Rector of the Johannesburg College of Education.

"The potential of hundreds of our schoolchildren is being crushed by a robot system of teaching.

"The school day should be allowed to flow effortlessly. It should not be compartmentalised by playtimes, in-times and out-times which fragment and destroy learning."

Professor Boyce envisages schools with open areas instead of the conventional rows of classrooms.

"Pupils, he says, need areas to work quietly, areas to talk with teachers, areas to be noisy and areas to be silent.

"He believed teachers also needed specialist rooms where groups could be read to, formally instructed, or shown films. In this way each child could advance along the path of his own interests and learning style.

"The chief problem in our schools, says the professor, is that children are constantly being told what to do – and how to do it."

"Contrary to what some people think, I believe children want to learn, but must be encouraged to talk, not merely to digest text book information.

"They must also have time of their own, time to daydream, to think, to imagine, or just to do nothing. In many of our schools they are so overburdened with activities they hardly have time to enjoy school."

"History, he feels, should not be learned from textbooks alone but by visiting battlefields, old parts of a city, reading old newspapers and diaries.

"Biological sciences come to life when nature is explored in rock pools, at the seaside, in the forests or in our nature reserves."

Professor Boyce says the move from primary to high schools is often a move into boredom.

As an English pupil wrote:

"Infant and primary schools are not considered important and so school is allowed to be interesting. As we get older our school life becomes less and less interesting as our teachers attempt to cram us with as much factual knowledge as possible for exams."

Professor Boyce found a competition organised by a London newspaper 10 years ago challenging. Children were invited to write essays on "The School I'd Like".

"I fear many Transvaal Education Department authorities would disapprove of some of the suggestions, but it would be interesting to find out what children think of their schools."

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Copper
Iron Ore
Chrome
Manganese
Coal
Asbestos
Others
Gold
Diamonds
Platinum

Total

Note:
The relation is as for Thai (70-77 % p.a.)

As shown in the table, output in gold- and coal-mining did the Prime Minister of South Africa...
and the kids agree

THE Sunday Express asked children what they thought of school—and came up with some interesting answers. Most replies showed a need to allow children time for indulging in daydreams.

Here is the ideal school, as seen through the eyes of 10-year-old Brendan McGrath of Johannesburg.

"My school would have no girls—teachers are always picking on boys because girls are their pets. And no teachers, only teaching machines which will tell us interesting things that are not hard work or boring.

"Each machine will have a speaker so we can ask it questions and each child will have an earphone. We will have pens which write what we tell them to write. Instead of geography and history we will go to the zoo or the seaside or the Kruger National Park."

Caren Picker is a bright 12-year-old who falls asleep in geography classes because she finds them boring.

"They go through one ear and out the other. When I am given a map and told to colour in Rhodesia, I never know where it is.

"I get tired of hearing the same thing over and over and I wish we could get more fresh air. I would like to have classes on the beach where we are free to eat, swim, study the fish and enjoy ourselves."

Sheena Mason, 17, would like to write her English essays to music. "If we are told to write about a storm it would be stimulating to have music to demonstrate the meaning of a storm."

Brenda Kirchhoffer, 11, says: "Most of us fall asleep in class from sitting and listening. I would like to go on expeditions, pick my own leaves and stick them in books, and make up poems."
Example 6

The principle of working capital is that the benefit, which the firm has earned, is used to finance the firm's operations. This can be understood as the firm's ability to meet its obligations as they come due. The income statement shows the firm's earnings and expenses, and the balance sheet shows the firm's assets and liabilities. The income statement is used to determine the firm's profitability, while the balance sheet is used to determine the firm's solvency.

The income statement is divided into two parts: the revenue section and the expense section. The revenue section shows the firm's sales, while the expense section shows the firm's costs. The profit or loss is calculated by subtracting the total expenses from the total revenue.

The balance sheet is divided into two parts: the asset section and the liability section. The asset section shows the firm's assets, while the liability section shows the firm's liabilities. The firm's equity is calculated by subtracting the total liabilities from the total assets.

The firm's working capital is calculated by subtracting the current liabilities from the current assets. This is known as the current ratio. The current ratio is a measure of the firm's ability to meet its short-term obligations.

The firm's working capital is also calculated by subtracting the average cost of goods sold from the average inventory. This is known as the inventory turnover ratio. The inventory turnover ratio is a measure of the firm's ability to sell its inventory.

The firm's working capital is also calculated by subtracting the firm's accounts payable from the firm's accounts receivable. This is known as the receivables turnover ratio. The receivables turnover ratio is a measure of the firm's ability to collect its accounts receivable.

The firm's working capital is also calculated by subtracting the firm's cash from the firm's current assets. This is known as the cash ratio. The cash ratio is a measure of the firm's ability to meet its obligations with its cash on hand.
EAST LONDON — The Ginsberg Educational Fund which was founded by the late black consciousness leader, Mr Steve Biko, in King William’s Town, has extended its area and scope of operation to serve a much bigger part of the Eastern Cape.

Mr Biko, who had been helped through secondary education by Ginsberg public funds, established the Ginsberg Educational Fund to secure future Ginsberg generations financial assistance for education.

The growth of the fund necessitated a change of name and structure and it became the Zingisa Educational Scheme.

The extended areas of operation have been broken down into six zones — Grahamstown, Peddie, Hamburg, Port Alfred, Bathurst and King William’s Town.

Other areas in which the fund operates are: Fort Beaufort, Alice, Middledrift, Balfour, Seymour, Cathcart, Thomas River, Stutterheim, Kei Road, Konga, Kei Mouth, Berlin and East London.

The Zingisa (meaning persevering) council chairman is Dr L. M. Msauli and the vice-chairman is Mr Basil Somhlahlolo, of Fort Hare.

Other members are Mr R. L. Peteni, Mr H. Mjamba, Bishop E. A. Sobukwe, Mr Z. Geiliehe, Mr N. Mpondo, Mr Z. Hlenganisa, Mrs Ntsiki Biko, Mr Z. Zotwana, the Rev A. M. Stoffel, Mr M. Mpumiwana and Miss M. Ngwadla.

Dr Msauli said yesterday that the aim of the fund was to build a fully educated and skilled society to meet the demand of the late 20th century and to develop the gifted and talented child.

The fund offers scholarships and bursaries to deserving and needy children.

Dr Msauli said the Zingisa organisation plans to launch a major campaign to raise money to support a total of 900 students in the area of operation in the coming academic year.

"As we finish the Year of the Child let us finish it imbued with hope for a brighter and better future for our children," he said.

DDR.
Axe for black school boards

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 "enormous financial implications" for teachers involving pension, gratuity and leave credits.

Mr Rousseau said other complaints about the boards were:

0 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.

0 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.

Mr Rousseau said most board members had agreed to their abolition.

0 Of 815 boards approached by regional and circuit officers, 808 agreed to keep going.

— BPL.
Motivate your kids’, parents are told at IYC Mock Graduation

By EDMUND JAIYIYA

A “MOCK Graduation” to mark the International Year of the Child (IYC) at Entokozweni Early Learning Centre on Saturday attracted many people in Soweto.

The guest speaker was Mrs Rebecca Mphahlele, wife of Professor Ezekiel Mphahlele. She expressed delight to be at the celebration.

"Clearly, the presentation of the cause specific mortality data as proportional mortalities conceals a certain amount of information. Table I provides a more detailed analysis of these data in the form of cause specific mortality rates for defined age groups by sex, in the white, Asian and 'coloured' communities.

If the mortality rates (Table I) are compared with the proportional mortalities for the seventeen rates groups..."
"Education system is to blame"

THERE WAS a fundamental need to overhaul the entire black and white educational system in South Africa, Mr Nicholas Oppenheimer, a director of Anglo-American Corporation, said in Johannesburg yesterday.

Speaking at the 1820 Settlers Foundation Conference on "Free Enterprise and the Individual," he said the schooling system in South Africa for both black and white had not been providing human material suitable for productive use by commerce and industry.

"To a great extent this can be directly attributed to the prevailing examination system and the emphasis on quantity which has pervaded the whole educational system."

He said the mediocrity of the system was more obvious and was revealed more starkly at a time when more blacks, at more skilled levels, were being sought by commerce and industry.

There was no clarity about educational reform in South Africa. The financial implications of equalising black and white education made a solution well-nigh impossible. Lowering this standard of white education was politically unpalatable and not a step that the present government seemed able to contemplate.

Mr Oppenheimer added that much of the criticism of black advancement programmes both in South Africa and the United States had revolved around the fact that no blacks were given titles and the appropriate status symbols.

Mr Oppenheimer said: "In South Africa a pattern shows signs of developing which means that blacks will never really feel part of the dominant white situation despite attempts to modify their behaviour through various processes. If this pattern materialises it will be impossible for private enterprise to insist upon blacks assuming company loyalty while at the same time they feel unintegrated."

"For these reasons companies undertaking black advancement schemes must undertake to insist on preserving the man's culture and on ensuring that black trainees are not the only part of the organisation that has to change in order for black advancement to take place," Mr Oppenheimer said. —Sapa.
The Education and Training Act 1978 will officially come into operation on January 1 1980. It marks another step in the modernisation of education for SA’s blacks — and a giant leap away from Verwoerd’s maxim that the aim of such education was “to keep the Bantu child a Bantu child.”

As the events of June 1976 demonstrated, “Bantu Education” was long a potential flashpoint in SA’s race relations. The new Act, though it does not accede to Opposition calls for a unitary national education system, lays the foundation for compulsory education and free tuition for Africans — thus answering heartfelt pleas from that community.

Further: it enshrines in law the need to negotiate changes with those most directly concerned with the pupils’ wellbeing — their parents.

The key clause states “that it shall be the aim and objective of the co-operation of the parents to introduce compulsory school attendance and free tuition (including free school books) in all areas.”

Significantly, there is no educational ceiling in this clause, and “the Minister may by notice in The Gazette declare that regular attendance at any type of school specified in such notice... shall be compulsory for every black person belonging to an age group and who is resident in an area so specified.”

Naturally, this will not happen overnight. As a spokesman for the Department of Education and Training notes: “Implementation will be gradual, and on a regional basis.” Availability of schools and trained personnel will be factors, but the firm intention is to overcome the neglect of decades.

Furthermore, teaching appointments (and sackings) will now fall directly within the ambit of the Department, rather than as formerly under the control of regional school boards, not all of whose members had educational expertise. So teachers and principals will be on the Department’s payroll, as with white education.

Indeed, as part of a rationalisation process, it is almost certain that the school boards will fall away as the Act comes fully into operation, although individual school committees will continue to handle school funds.

On the issue of vernacular mother tongue instruction, the Act rules that it must be the medium up to Std 2 (at present it is compulsory to Std 4), but there is no compulsion for higher standards. This represents a positive de-emphasis on ethnic instruction in primary schools, which makes the later adaptation to English or Afrikaans schooling a major obstacle.

The Department spokesman notes that free departmental textbooks (though not stationery, maps, and language sets) have been provided to all schools as from this year.

Some might cavil that black education in the homelands is not covered by the Act, and so remains the responsibility of officials in those areas. But the Act should make it easier for African schoolchildren — particularly in urban areas — to get a decent education. And with that there can be no quarrel.
TOESPRAAK DEUR SY EDELE DR P HARTZENBERG, MINISTER VAN ONDERWYS EN OPLEIDING, BY GELEENHEID VAN DIE AMPTELIKE OPENING VAN GENEPAAL MOTORS SE OPLEIDINGSENTRUM TE PORT ELIZABET"! OP 23 NOVEMBER 1979 OM 11h30

As ek vandag hier vir u sê dat dit vir my werklik 'n eer en 'n voorreg is om hierdie pragtige opleidingsentrum te open, praat ek uit my hart uit, want ek glo dat die algemene publiek nie altyd besef wat my Departement, die Staat en die private sektor doen ter bevordering van onderwys en opleiding van die Swart bevolking in besonder nie.

Ek wil dan vandag probeer om in die tyd tot my beskikking 'n paar/................2

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'n paar hoogtepunte uit te lig ten opsigte van die Departement van Onderwys en Opleiding se taak, doelstellingen en prestasies met betrekking tot die algemene onderwysprogram. Ook wil ek graag enkele aspekte in verband met die samewerking tussen die owerheid en die handel en nywerheid ter bevordering van opleiding, nader bespreek.

Allow me to emphasise right at the beginning that the overall aim of my department's education policy is to develop the child"to his fullest potential and "that in provision of education the ability, aptitude and interest of the pupil as well as the training needs of/................3
needs of the country shall be taken into account, and that appropriate guidance shall be given to pupils in this regard". (Education and Training Act, 1979 (Act number 90 of 1979 - Section 3(d)).

In the light of the above, the following assumptions in the provision of education and training with a view to upward mobility seem realistic and appropriate:

(a) The education programme cannot be career-orientated only, but must provide for the overall education and moulding of the pupil/student.

(b) The needs of the individual must be considered.

(c) The needs of the country and the Black community must be kept in mind.

(d) The provision of education and training with a view to both vertical mobility (upward mobility) and horizontal mobility (differentiation) is important.

Before I carry on I would like to give you a few interesting and revealing statistics:

In 1978 more than one and a half times as many Blacks were at school (Transkei and Bophuthatswana excluded) than White, Indian and Coloured pupils taken together. Of the 3.2 million Blacks at school 1.3 million were outside the Black states. (Transkei and Bophuthatswana excluded).
There are more Blacks (~50 000) in Standard 8 this year than the total number of Whites at school in Natal in 1978. From 1967 to 1977 the number of Black pupils in secondary schools increased by 537% – an average increase of 53.7% per year.

More than 23 000 Black candidates (full-time) are writing the matriculation or Senior Certificate examination this year – an increase of 42% since 1978 (Transkei and Bophuthatswana included).

Whilst the percentage of Blacks at school increased from 8.04% in 1950 to more than 20% in 1978.

**Education and Training Programmes for Blacks**

For the/.................6

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For the purpose of this discussion, a distinction can be made between formal and informal education and training programmes. In this context formal programmes are defined as programmes which are fully controlled and maintained by the various education departments involved in Black education.

**Formal programmes**

The 'traditional' programme

Primary, secondary, university education and teacher training can be considered as 'traditional' programmes.

Whilst these programmes are generally well known, the following aspects merit consideration in the context of upward/.................7
of upward occupational mobility:
At the end of secondary education pupils sit for either
the National Senior Certificate or Joint Matriculation
Board Examination. The same requirements that apply to
any other education department in the Republic of South
Africa have to be met.

Degree and diploma courses, in almost every conceivable
direction, are offered at the 3 Universities for Blacks
whilst the new Medical University of South Africa with
a potential output of 200 doctors per annum, was
established in 1978.

Although Standard 8 is at present the minimum entrance
qualification/............8

qualification for primary teachers' training, post-matric
courses, also at university level, are offered in this
direction. It is envisaged in the light of the rapidly-
increasing number of matriculants that the minimum
entrance qualification for teacher training will be
Standard 10 within 2 - 3 years.

Upward mobility of underqualified teachers is enhanced
by in-service training schemes, grants for successful
completion of university courses and adult education
classes. It should be mentioned that the opportunities
for upward mobility in the various education departments
for Blacks are probably unique. Whilst there are already
a few/.....................9
a few Black secretaries for education in some of the Black States, the Department of Education and Training boasts with more than 160 Blacks having reached the rank of Inspector of Schools.

The Technical Education programme.

In anticipation of the report of the Wiehahn Commission and the subsequent White Paper submitted to Parliament, education and training with a view to upward mobility in the technical field received serious attention over the past few years. The following programmes can be mentioned:

(a) Departmental Technical Centres

This programme/...........10

This programme which was embarked upon in 1975 and probably unique in South Africa - if not in the world, provides for technical orientation to pupils in Standard 5 - 8 as an extension of the normal school programme. Pupils from neighbouring schools attend classes for 2 1/2 hours per week at such centres. The following subjects are offered: Electrical work, brickwork, metalwork, woodwork, welding and technical drawing. This scheme which leaves all options open to a pupil after Standard 8, offers a wonderful opportunity to the pupil to broaden in a practical way his knowledge of the occupational world.

It will/....................11
It will interest you to know that at present 14 technical centres are in operation in all the major industrial areas in the Republic. Such a centre was also established in New Brighton and is in operation ever since 1976. During this year † 17 000 pupils per week attended these centres. It is estimated that this figure will rise to † 35 000 per week during 1982 because by then 7 additional centres should be in operation.

(b) Technical Institutes

Theoretical and practical training in the different trades take place at Technical Institutes/.............12

Institutes. National Technical Certificate syllabi for trade theory are followed whilst practical training is correlated with these syllabi. There are at present 2 Technical Institutes in the 'White' areas and 16 in the various Black States. The erection of 14 additional Institutes outside the Black States within the next 4 years is being planned at present.

It might be mentioned that although the primary function of Technical Institutes is to meet the need for pre-employment training, arrangements can also be made for theoretical training on a block release/.............13
Block release system if the need for such training in a particular areas is identified.

In this regard, ladies and gentlemen, I think the General Motors Centre and the local technical institute - now under construction at New Brighton, should join forces to make maximum use of existing training facilities.

(c) Technical High Schools

Courses offered at Technical High Schools are basically the same as in ordinary high schools. However, apart from taking the three languages, Mathematics and Science for matriculation, pupils at these schools must also offer two technical subjects/.............

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subjects including Technical Drawing. This technical matric certificate can lead to university training (e.g. an engineering degree) or a Technikon for training as engineering technician, surveying technician, etc.

(d) Technikons

Advanced technical education at tertiary level is offered at Technikons. A variety of technical, commercial and other post-matric courses are offered on full-time, part-time and sandwich bases. Such training ensures direct entry into commerce and industry. The same syllabi are followed and the same certificates/......
same certificates are obtained as at similar institutions of other departments.

At present courses in advanced technical education are offered at 2 institutions in the Black States and at Mmadikoti Technikon near Pietersburg.

A new R34 million Technikon for 5 000 students is at present under construction near Pretoria and will offer its first courses in 1980.

The Adult Education Programme

Although so-called night schools and continuation classes did exist in previous years, adult education was only really placed/..............16

really placed on a firm footing with the establishment of an adult education section in the Department of Education and Training in 1975. At present 106 adult education centres (and 94 remote campuses) offer opportunities for upward mobility to more than 50 000 adults. The courses offered range from basic literacy courses to Standard 10.

Supporting Services

It should be mentioned that the Department of Education and Training and some Black States have Psychological and Guidance Services Sections which are responsible for psychological testing at various levels and for
guidance to pupils in the selection of courses and planning of future careers.

**Informal Programmes**

Apart from the 'formal' programmes controlled and maintained by the various Departments, several industrial training schemes are in operation in collaboration with organized commerce and industry. I would like to express my sincere appreciation for the substantial contribution organized commerce and industry is making. Proof of this co-operation is the magnificent General Motors Centre.

Ladies and Gentlemen, before I conclude my speech, I would like/.............18

would like to discuss very briefly two more schemes where private enterprise and the Government have joined forces with considerable success.

**Firstly: Public Industrial In-Service Training Centres.** Since 1975 eight industrial training centres in White industrial complexes were erected and equipped by the Department of Education and Training. These centres, controlled and managed by a governing body consisting of representatives from interested employers' associations, administration boards and departmental officials, were established to cater for the common training needs of all local commercial and industrial concerns./................19
concerns. Courses ranging from Typewriting to Forklift Driving are offered. An income tax concession in respect of allowable training costs amounting to an additional 100% of such costs may be claimed by employers who send employees to these centres. 6 619 Trainees attended courses at the eight centres in 1978.

It is my firm conviction that these in-service training centres could be utilised better if companies or firms use them for their general training needs. Training at in-company centres should be limited as far as possible to specific job-training which cannot be done at the public centres, therefore it is of the utmost importance that the General Motors Centre and the local Emthonyeni In-Service Training Centre should work in close collaboration. In this way we could save on costs and manpower utilisation.

Secondly, only a few words about:

Private In-Service Training Schemes:

Industrialists who wish to initiate private in-service training schemes for their Black employees may apply for recognition of their training schemes in terms of the Black Employees In-service Training Act with a view to qualify for income tax allowance on allowable training costs.

The Department/............21
The Department undertakes the inspection of these training schemes to determine whether they qualify for recognition. Professional advice is also given on ways to improve the scheme to enable the company to qualify for recognition. During 1978 72 000 workers were trained through 1 628 approved courses in 328 approved schemes.

Ter afsluiting dan net die volgende paar gedagtes:

1. In die Swart State en Swart gemeenskappe is daar 'n groot behoefte aan bestuurs- en vaklui wat eenvoudig net nie genoegsaam beskikbaar is in die Blanke gemeenskap nie. As die internasionaal aanvaarde/.................22

aanvaarde normale intelligensieverspreidingskurwe toegepas word, sal daar van die 1,46 miljoen ekonomies aktiewe Blankes slegs 248 000 wees wat oor die nodige intelligentie hiervoor beskik en dan word persoonlikheid, aanleg, deursettings-vermoë en so meer nie eens in ag geneem nie.

2. Daar is by my min twyfel dat ons arbeidsituasie uniek is en dat ons die oplossings vir ons probleme intern sal moet vind.

3. Vir anderskleuriges word uitstekende loopbaan= geleenthede as vakspesialiste as 'n eerste fase voorsien juist omdat som ontwikkeling kan plaasvind buite die politieke arena. Terselfdertyd word dit al/.................23
dit al hoe meer duidelik dat vergoeding baie naer aan prestatie gekoppel moet word. As ons werlik produktiwiteit in die hand wil werk, kan ons net nie bekostig om die goeie en die swak werknemer dieselfde salaris te betaal nie.

4. Arbeidswetgewing na aanleiding van die Wichtahn- en Riekertverslae het die afgelope tyd die weg gebaan om heelwat van ons arbeidsprobleme oor die langer termyn op te los. Werkgewers sal grootskaalse pogings moet aanwend om die fasilitite vir keuring, opleiding en ontwikkeling van mense sodanig uit te bou dat dit aan die eise van die hede en die toekoms sal voldoen.

Gesien in/.............24

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Gesien in hierdie lig dan, dames en here, hoop ek dat hierdie sentrum wat ons vandag hier open 'n positiewe bydrae sal lewer tot die welsyn van die werknemers van General Motors.

Dames en here dit is nou vir my 'n voorreg om hierdie sentrum amptelik geopen te verklaar.

Ladies and gentlemen, it is now my privilege to declare this centre officially opened.

UITGEREIK DEUR DIE INLIGTINGSDIENS VAN SUID-AFRIKA OP VERSOEK VAN DIE MINISTERIE VAN ONDERWYS EN OPLEIDING

RELEASED BY THE INFORMATION SERVICES OF SOUTH AFRICA AT THE REQUEST OF THE MINISTRY OF EDUCATION AND TRAINING
Black teacher crisis as enrolments soar

The need for more and better qualified black teachers has reached crisis point, because of an unexpected black pupil "explosion."

The Department of Education and Training's national intake of first year pupils has reached a fairly steady growth rate of about four percent. But the senior school intake grew by about 14 percent this year and the standard 9 intake by 114 percent.

"These statistics show what can only be called a pupil explosion," said a spokesman for the department in Pretoria.

This year the department has 32,000 matric candidates registered throughout the country, excluding the black states. Next year, if pass rate figures remain the same, there will be about 50,000 matric pupils.

In Soweto alone 350 additional teachers are needed for next year. Mr J Strydom, regional director, said 95 percent of teachers who leave are at the junior and senior school levels.

The department is trying to raise the ratio by two pupils a year and since 1968 has reached its annual target. Several factors explain the mushrooming of pupil numbers in standard 9, junior and senior schools and the suddenness of the teacher crisis.

"South Africa has suffered a general population explosion and this, coupled with certain changes in our black education policy and irregular school attendance after the 1976 riots, has resulted in unpredictable schooling needs," said the departmental spokesman.

In 1975 the 13-year black education system, with a transitional year spent in primary school to prepare pupils for high school, was changed to a 12-year system. The transitional year fell away and this year the resulting pupil "bulge" reached standard 9, thus accounting for a 114 percent growth rate in that class.

Although this bulge is expected to even out next year, the number of pupils entering matric will reflect an unacceptably high growth rate and the department does not expect the number of pupils entering standard 9 to drop substantially in 1980.

The entrance age of black school children was lowered last year from seven years to six years and nine months and this year it was set at six years six months. Each year it will be lowered by three months until the age of six, which is the age at which white children enter Grade 1.

This will contribute to even greater demands on any black education department because children reaching standard five will be too young to enter the job market and will have to go to high school. With current drop-out rates, many children leave primary school to go to work.

An increased awareness among black parents of the need for higher school qualifications, coupled with the abandoning of the unpopular Bantu Education system, has resulted in new interest in schooling.

The Bantu Education system was regarded with suspicion and since the establishment of the Department of Education and Training, prejudice against black education is gradually being removed, according to Mr E L Mpeteni, president of the African Teachers' Association of South Africa.

It is not entirely fair to blame the Department of Education and Training for the teacher crisis, said Mr Mpeteni.

"It was impossible to predict this kind of pupil growth rate. The 1976 riots contributed to the explosion with school pupils returning to school to complete their education after being away for a few years.

"Their return has put pressure on standard 9 and 10 teachers, but their presence is only one of the factors involved.

"There is also an unpredictable drop-out rate of pupils who start school and leave as early as standard 1, who can re-
Eager to learn, and thousands more in the pipeline. "It was impossible to predict this kind of pupil growth rate," said a spokesman for the Department of Education. "We can only describe it as an explosion."

But according to Mr Peteni, these measures are not enough.

As is the case in white teaching circles, the best black graduate teachers and top college graduates are lost to commerce and industry, where salaries and conditions of service are better than those in the teaching profession.

"The teaching profession needs to be upgraded. Changes are being made but salaries and service conditions need to be improved," said Mr Peteni.

"It is not always possible to train unqualified teachers who've been teaching for years to upgrade outdated, inefficient techniques and upgrade their teaching standards," said the department's spokesman. "They are there untrained, in uniform, to teach."

Mr Peteni, however, says there are still widespread rumours in black communities that the soldiers are there to "keep an eye on black pupils" after the 1976 unrest.

There are reports that the soldiers are there in case of an emergency. It is quite frightening for the children and although the teachers are doing a good job I believe their presence upsets the children psychologically.

Although black education departments cannot be blamed entirely for the teacher shortage or poorly qualified teachers, the blame definitely lies with the government, according to leading educator, Dr. Franz Auerbach.

"Black education departments have done as much as they could with limited resources. But departmental planning is always circumscribed by money from the Treasury," he said.

"The government has neglected black education financially, particularly from 1955 to 1965, and the effects of this neglect will be difficult to overcome in the short term."

"You cannot produce well-qualified matriculated teachers in less than 14 years and 14 years ago black education was severely hampered by a lack of funds."

"Today we are reaping a teacher crisis sown by an accumulation of financial neglect."
Education cash from sump oil

OLD oil for education — especially black, coloured and Asian education — is the aim of the Oil for Education Trust which will launch its multimillion rand collection programme on November 17.

After a 14-month investigation by Mr. Conrie Rontgen, one of the directors of the trust, and other trustees, it was found that 231-million litres of old oil was wasted every year in South Africa.

Of the 300-million litres available for re-refining, only 23% percent is recovered now,” said Mr. Rontgen.

What we want is to motivate South Africa’s six-million scholars to collect old oil for their schools. The money paid for that oil will go to the schools or to any fund nominated by their school.

BOOKLETS

This is the way the Transvaal Education Department has elected to control the funds collected in the Transvaal. However, the departments in other provinces can elect to handle the funds themselves.

The trust is to issue booklets to all the schools for distribution to their pupils. We will also supply the garages with books of stamps. Each stamp will be for one litre.

Through the children, we want to get motorists to donate their used oil to the trust. At present that oil, which is still legally the motorists’, is sold by the garage for re-refining.

He said that 63.4 percent of all oil was changed by doing-it-yourselfers, involving 2,9 million vehicles.

The trust planned to get businessmen to contribute to the cost of five-litre containers which would be handed to school children. This was to start the scheme.

We have arranged with one oil company, and will try to arrange with the others, to swap a full container for an empty one. The full containers would then be collected by our trucks or tankers.

He said the trust had canvassed industry and had been told that it would get all its used oil.

SPORT

The money would be paid to the departments administering the education of the groups and they would use it in any way they saw fit.

Mr. Rontgen said the introduction of the trust would be massive in the Transvaal, to be attended by the administrators and directors of education of the four provinces, as well as top businessmen and prominent personalities.

HONEY CAKE

4 oz flour
1 cup sugar
1 cup milk
1/2 cup butter
4 eggs
1 t baking powder
1/4 cup milk
1 t salt

Mix dry ingredients. Beat eggs and add to milk and butter. Mix with dry ingredients and bake in buttered 1lb loaf tin at 350-375° for 1 hour.

Sift dry ingredients. Beat egg and add to milk and butter. Mix with dry ingredients and bake in buttered 1lb loaf tin at 350-375° for 1 hour.

BEAN SOUP (Serves 3)

1 pkt sugar beans
1 slice beef, ham or bacon
1 onion, chopped with 2 cloves
2 bay leaves
2 carrots, chopped
2 t carrots, chopped
5 t carrots, chopped

Put into enamel pot and cover with white vinegar and bring to the boil. Cook for as short a time as possible to tenderize. Cool. Put few reserved onion and carrot in heat and soak.

Sprinkled with cream and salt to taste.
Sango is lucky, hard-working

HAMPTON SANGO STEMELA (24) a first-year engineering student at Witswatersrand University is a lucky young man. But he is also a talented and hard worker.

He won two scholarships after passing matric which saw him joining the university this year.

While still in matric, he entered the King Korn competition which required him to state what he wished to do once he left school and how he intended making use of this. He won the King Korn package which enabled him to study at the University of the North with all expenses paid.

He chose to do a B.Sc degree and majored in Physics and Applied Mathematics.

After completing his B.Sc at the University of the North, Sango applied for a scholarship to further his studies in electrical engineering and was awarded a four-year bursary. He finally chose one offered him by De Beers.

He is under contract to work for De Beers for two years once he has completed his studies and also works for them now during the eight-week Christmas vacation.

Sango is presently in his first year at Wits, his courses being Electronics, Electrical Power and Engineering Analysis.

He said he was compelled to first complete a B.Sc degree before being accepted at Wits to study for a B.Sc Engineering degree.

At Wits he found their approach more practical than at the University of the North.

After completing his studies, Sango would eventually like to become involved with the design of integrated circuits.

He is a member of the Mofolo Students Union (Mofolo is the residence he is in at Wits) which is an organisation for engineering students. The organisation is involved in helping matriculants in Mathematics, Physics and Biology. They also encourage them to take up engineering because of the grave shortage of engineers especially African engineers.

Help to start a career

MANY adults would like to improve and continue their education, but face a variety of problems.

The problem is revealed in a survey conducted by the Union of the Witwatersrand University Contingent Education (CCE) initiated in the second half of 1978.

The majority of respondents were married, an age of 30 who had obtained at least Junior Certificate (JC).

Many were teachers or housewives living in Soweto.

Most respondents favour the idea of adult education, but some say there are not sufficient facilities available.

The majority feel that courses in practical domestic skills, such as dressmaking, and in academic, commercial, trade and technical subjects such as English, typing, carpentry and electricity are most needed by adults.

Those who have taken part in continuing education usually choose academic courses at a local school, hoping to improve their educational qualifications and earning power.

The following is a summary of the recommendations made to the Centre for Continuing Education (CCE) that:

1. There should be liaison between the CCE and community organisations.
2. An efficient information service should be maintained.
3. The CCE should be expanded to allow for a section to organise special projects.
Probe into Mamelodi school attendance

 Pretoria Bureau

THE DEPARTMENT of Education and Training is to conduct a full-scale investigation into the thousands of children in Mamelodi who are allegedly not attending school, according to the deputy chief public relations officer, Mr J. A. Schoeman.

He was reacting to a statement by Mr M W A派人, the chairman of the community council, who said there were more than 22 000 Mamelodi children not attending school because of lack of funds and facilities.

Mr Schoeman, however, said Mr A派人 might have included in his figure, children under six who were not of school-going age. The minimum age for blacks was six years.

Mr A派人's figure of 22 312 was not known by the Department.

He said although Mr A派人's revelation was astonishing and needed prompt investigation, the Department would be building more schools throughout the country under its five-year plan involving about R100 million.

The Department hoped that after the completion of the five-year plan, the number of illiterate children would be drastically reduced.

Mr Schoeman said it was "difficult" to determine when when compulsory education would be introduced.
Some are more equal than others

"Education makes a man" is a saying. In South Africa our different education systems, it is claimed, make some men more equal than others.

Education in this country is characterized by racially segregated education systems.

Blacks are the only population group who do not have compulsory education. They also do not enjoy the benefits of equal per capita expenditure. (See chart.) To make the system even more unequal, the black education budget includes capital expenditure allotted for the building of schools. Money for new white schools is allocated separately from the education budget.

Therefore the gap between educational expenditure per child is even wider than before the struggle started. It is more than 2,000 between black and white primary school children and more than 4,000 between high school pupils.

In addition school libraries are collected from black households each month towards the maintenance of schools and the building of sports facilities. In Soweto they pay 50c per household a month.

In white schools some of this is paid for by the SANS.

Strong moves are being made by the Government to introduce compulsory education for blacks in the early 1980s. But before then education authorities face much work to do.

At present 3,476,907 black pupils are being taught by 46,704 teachers. If all schools children in KwaNatal and Transkei are included, the school population figure would swell to about 4,5 million.

The concept of children having rights has been highlighted in this the International Year of the Child. In the fourth of a series on children's rights in South Africa, CHARLENE BELTRANNO looks at our education system.

The Department of Education and Training has appointed teachers to secondary schools to teach children of all races.

In 1980, 557 black pupils were taught by 132 teachers, the Department of Education and Training has increased this number to 1,500 and almost 2,000 teachers are now dealing with approximately 30,000 pupils.

The Department of Education and Training states that no fewer than 46,000 pupils will write their matric exams this year.

The budget for the Department of Education and Training in 1978/79 was R100,000,000, almost three times more than the R35,000,000 set aside for Soweto in 1979/80.

A crash building program is underway in Soweto at the moment to cope with the influx of children and in preparation for compulsory education.

The Department of Education and Training has also started creating new schools to cope with the influx of children and in preparation for compulsory education.

The Department of Education and Training has added two new schools to the existing two in Soweto. The new schools are expected to be ready by the end of the year.

Parents are also planning to upgrade and renovate existing classrooms every seven years.

Education for the more than 1,000,000 colored school children has been described by educationists, politicians and parents alike as "outdated.

Schools, they say, are overcrowded. Most of the colored education being provided is not good enough to get into schools.

A comparison for the Black South, which has a high percentage of colored education, states that the standard of teaching is "appalling.

"The teachers often don't seem to care. They don't mark work and don't even mark classwork," said the study.

The biggest problem in Indian education is the lack of qualified teachers.

Indians have possibly the lowest and children have the highest dropout and retention rates, according to education officials.

<table>
<thead>
<tr>
<th>Pupil population</th>
<th>1978</th>
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<tr>
<td>3247297</td>
<td>955668</td>
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<tr>
<td>Per capita</td>
<td></td>
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<tr>
<td>expenditure</td>
<td></td>
</tr>
<tr>
<td>primary</td>
<td>R48.99</td>
</tr>
<tr>
<td>high</td>
<td>R55.42</td>
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<tr>
<td>R187.80</td>
<td></td>
</tr>
<tr>
<td>R363.53</td>
<td></td>
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<tr>
<td>R364.12</td>
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<table>
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<tr>
<th>Schools</th>
<th>1977</th>
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<tr>
<td>11,422</td>
<td>2,062</td>
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<tr>
<td>Teacher pupil</td>
<td></td>
</tr>
<tr>
<td>ratio 1978</td>
<td>1:46</td>
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</tbody>
</table>

| Figures were supplied by the various departments concerned, by the Institute for Race Relations and were given in Parliament last year, Statistics relevant to the number of children applying only to those in the so-called white areas. |
It's a long, hard road for them
**TABLE II**

**New hope for kids**

Educaation Alive has once more come with a fresh hope for the parents and teachers of struggling schoolchildren.

This has come in the form of a book which at the same time is a course based on preventing or breaking down the barriers to study, which were discovered by American educationist, L Ron Hubbard. Each book, which can be bought separately or as part of a package, can be done by the child with assistance from parents or teachers, or in the case of an older student, on his own.

Education Alive is a non-profit organisation which has had some good results in the sphere of education, and offers hope. It has produced the four books with the hope that they would prove invaluable to parents and teachers of bored, resentful, apathetic, dull or struggling children alike.

**SKILLS**

The first book, a manual called "Reading Course" deals with reading skills, which, the manual states, are fundamental to learning anything else. The purpose of the manual is twofold: it can be used to teach a beginner to read, or to correct reading faults.

Using the only acceptable way of teaching reading, 4th phonic method, it equips the child with the means to attack new words, something the whole-word method does not do. Active participation holds the child's interest and provides balance with the theory (the lack of this balance is one of the primary barriers to successful learning).

The second book is entitled "Dictionary Course." It is written for children who can read. It teaches and encourages the use of the dictionary. "If a good grasp of the language is the basis of ability, here is a chance to make the most of your child," the book states.

Its companion, the "Children's Study Course," is mainly for the 6 years to 9 years group. As in all these manuals, each step is carefully graded and the pupil must pass a stiff test before going to the next. Plenty of activity ensures that learning becomes a game rather than the drudgery it might have been.

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<table>
<thead>
<tr>
<th>Condition</th>
<th>Code</th>
<th>2 to 6</th>
<th>7 to 12</th>
<th>13 to 18</th>
<th>19 to 24</th>
<th>25 to 49</th>
<th>50+</th>
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<tr>
<td>Rheumatic Heart Diseases (390-398)</td>
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<td>Hypertensive Diseases (400-404)</td>
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<tr>
<td>Ischaemic Heart Diseases (410-414)</td>
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<td>Cerebrovascular Diseases (430-438)</td>
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<td>Total Circulatory Diseases (390-458)</td>
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<tr>
<td>Motor Vehicle Accidents (E810-E819)</td>
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<tr>
<td>Suicide (E950-E959, E979) *</td>
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<tr>
<td>Homicide (E960-E969)</td>
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<tr>
<td>Total Accidents, Poisoning and Violence (E800-E999)</td>
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<td></td>
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</tbody>
</table>

* E979 "Suicide and self inflicted poisoning by motor vehicle exhaust gas" is a code used in South Africa which does not appear in I.C.D. (6th revision).

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- 5
- 9
- 2
- 0
- 56
- 2
- 49
- 1.0
- 321
- 100
- 59
- 18.2
- 11
- 3.4
- 89
- 27.5
- 324

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See Ref. 13.
EXAMINATION TIME

Black education is fraught with problems. A number of education experts spotlighted some of them at the 10th anniversary conference of the National Human Science Research Council in Pretoria this week.

The Department of Education and Training’s Gerhard Engelbrecht told the conference that one was the demand for universal education on the one hand and the manpower needs of a developing industrial country like SA on the other.

Engelbrecht also pointed to the black school population explosion (more than 23,000 candidates will be writing matric or senior certificate examinations at the end of this year - an increase of 42% over 1976) coupled with a lack of interest by blacks in technical training.

He said: “This can probably be ascribed to a traditional association of anything ‘technical’ with manual labour” (only 6,619 blacks attended courses at SA’s eight industrial training centres last year.)

However, Professor William Kgware, rector of the University of the North, saw matters differently, suggesting that all education in SA should be placed under the control of one minister in one department. Any differentiation to be made should accommodate only the cultural values of each racial group, he went on.

But it was imperative that the education of every racial group in SA be structured according to its own needs, Kgware argued. An education system designed to meet the needs of Afrikaans-speaking children could not be applied to Basotho children.

“For this reason… we plead the case for differentiation, not separation, of the educational system in SA…” if implemented it is likely to eliminate the inequalities of opportunity characteristic of the present systems conceived under the strait of apartheid.”

Engelbrecht felt that although “education and training for upward mobility is in itself a laudable objective… if this did not go hand-in-hand with the acceptance of greater responsibilities and productivity by trainees and employees in industrial training centres, the value of the schemes must be questioned.”

The Human Sciences Research Council’s Dr A.F. Strydom, cited tertiary education as opening fresh avenues for blacks last year. 7,106 such students were accommodated by Unisa alone. Is this enough? Engelbrecht pointed out that a commission had been appointed by the minister of Education and Training to institute a thorough inquiry into the financing of tertiary education in the large black urban townships.

Although it is apparent that the expectation of life at birth for the black has shown a marked improvement between 1961 and 1970, it is not true that black life expectancy is levelling off at a lower age than has occurred in the white community.

It is consistently worse than that of the whites. The ‘coloured’ have higher mortality rates for all the major causes of death apart from cardiovascular diseases and neoplastic diseases in men over 65 years of age. Neoplastic and cardiovascular disease are the two major killers for men in this age group. Life expectancy at age 65 is an entirely arbitrary specification of mortality experience and if lower or higher levels are selected.

The ‘coloureds’ have higher than that of the whites.

Both white and ‘coloured’, males have shown an increasing life expectancy.

...
You may not agree with him but you can't ignore him

Education needs attention

The plight of those children at farm schools is even worse. Teachers sell feeding scheme biscuits to the children at one cent a biscuit and share the profits.

Children are subjected to beating, shouting, in some cases called dogs and the worst type of humiliation an individual can absorb and tolerate.

Because of such treatment children at Maboneng and on the farms play truant. They are told in no uncertain terms that they are children of amagaga (red-blanketed), and therefore eligible for such treatment.

If those complaints against the teaching profession are genuine, then there is something radically wrong. The source of this trouble can be traced back to a speech by Dr Hendrik Verwoerd on September 17, 1953 in the House of Assembly in Pretoria. Edgar Brooke's book, Apartheid, just want to add that if my department is to be blamed for the Native education it will know for which type of higher profession the Native can be trained where he will be able to make a living with his knowledge instead of choosing his own path where he cannot find a sphere of activity thus turning him into a frustrated and discontented being.

In December 1962, Dr D. G. McConkey, writing in the Natal Daily News, found that many native teachers had been depressed by inferiorisation, loss of security of tenure, low salaries and the persistent denial of pension. Service conditions were deplorable. Teachers were overloaded with children. Dr McConkey found out.

Today 17 years later, conditions have hardly changed. The situation needs urgent attention and the sooner the Department of Education does something about it, the better it will be for the children, the teachers, the parents and the blacks in general as well as South Africa.

To say that teachers are "aromatic" is definitely doing it too far and trespassing on their rights and dignity, stretching their patience to the limit. R25.64 per month for a professional person in 1979. If a survey were to be carried out any time now, it would be discovered that morale was at its lowest ebb among black teachers.

Jerry Allingham in his book, 5th Defendant quotes Peter Ray Nassau as having said when he gave up all hope of success and a better life through honest means.

"What matters with the white man is not what you are, but where you come from."

Allingham goes on to say "with those words he sealed the wall of crime."

In the case of black teachers it seems what matters to the Department of Education is not what the teachers are that is, lack of opportunity but where they come from. How can the Department of Education justify paying a teacher R100 a month as a starting salary in the year 1979?

The private sector are contemplating closing the white schools but a government department is busy paying professional people starvation wages in 1979. Teachers are parents too. They have their needs and how can they meet them when they are paid "beer" wages in a country of champagne standards?

Frustrate the parent, the teacher and the student and you will have successfully killed the black nation. These are the most important figures in any society as they are moulders of future generations and nations.

After "consentiously" my black shoes with black polish the other day, I was going down Oxford Street. I met old apartheid going down the street too, all tattered and torrid with what seemed to me to be his swan-song.

This was his dying rhyme:

"Song of sixpence, Revolutionary full of whites, One to seven black states.

Baked in a pie, 19 the white man is not what you are but where you come from.

Allingham goes on to say "with those words he sealed the wall of crime."

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Basa views servicemen 'with dismay'

THE USE of white national servicemen to ease the teacher shortage in black education will not solve the problem of an unsound and discriminatory system of black education.

This is the view of the Black Academic Staff Association (Basa) of the University of the North, contained in a letter sent to the Johannesburg Regional Director of Education and Training, Mr Jaap Strydom. The letter is in response to Mr Strydom's request to black parents to comment on the use of white soldiers in black schools.

Basa said they viewed "with alarm and utter dismay the use of white national servicemen in black education" and strongly deplored their continuing participation in the education of black children because:

● The national servicemen are disseminating propaganda meant to discredit authentic black leaders whilst praising those sponsored by the Government. This is indoctrination and is educationally indefensible.

● A uniformed and armed white national serviceman induces fear in students and inhibits learning. He cannot serve as an effective identification model for students because they regard him as part of the oppressive machinery that they have to contend with daily.

● Over-production in white schools will lead to the permanent employment of white teachers in black schools and create unfair competition with blacks.

● Blacks should be meaningfully involved in the decision-making of their education and not merely consulted. Their exclusion smacks of negative paternalism which negates the democratic principle of self-determination.

The letter also says that black education as it is "is decidedly inferior" to all other systems in the country and suggests that a programme of heavy commitments in expenditure be embarked upon.

"What is needed is affirmative action in order to make up for the existing backlog. The ideal is that there should be one education system for all, under the control of one Minister."
Call for parity in education ‘illogical’

Argus Correspondent

PRETORIA – Economic and demographic factors might eventually lead South Africa to consider educating fewer people to higher educational levels, a prominent educational researcher said.

Dr. H.C.A. Venter, of the Human Sciences Research Council, said this would be a more practical goal in preference to the ideological but unrealistic aim of education for the multitude.

He was speaking during a discussion on advances in education during the NSC’s 105th anniversary conference in Pretoria.

Dr. Venter said the ideological clamour for parity of education between all population groups should be viewed against the already almost intolerable financial burden of education, housing, health services, pensions, welfare services and subsidies.

He said that if only a quantitative expansion of education facilities was envisaged for the black and coloured school population, there was a possibility of educational resources being strained to a point where total collapse was inevitable or at least a serious decline in quality may result.

Realism will eventually have to overtake idealism with a parity of education rather than in the quantity of education for all population groups that may provide higher dividends for all and pupil merit would be the sole criterion in preference to the ideological but unrealistic aim of education for the multitude,” Dr. Venter said.

The allocation of funds for education was a point about which critics of the South African educational system would become inarticulate and irrational.

Ruling out

With the positive expectations casting up into the existing shortfall of experienced black and coloured teachers and the apparent way of increasing expenditure on education to such an extent as to produce increased retardation would be ruled out by the population growth and the consequent school population explosion.

[Note: The text appears to be truncated or damaged in places, with some words or sentences missing or unclear.]
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 Colleges in Soshanguve (Mabopane East) yesterday.

He said a total amount of R4.5-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 schools at Mabopane East (Soshanguve), Fort Beaufort, Cape (Cape), Vlakfontein and Imbilali (Natal).

He further said the college will soon offer training courses for the following teachers certificates: Junior Secondary Teachers Certificate, Primary Teachers Certificate, and the fourth course to be introduced will be for the training of primary school teachers.

"A total amount of R13.4-million from the budget of our department has been allocated for the initiation of various building projects in the current financial year," Dr Hartzenberg added.

The institutions are: 32 senior secondary schools in urban areas; 39 industrial technical centres; two teacher training colleges at Pretoria and Johannesburg; and the extension to the present Soshanguve Teachers' Training College, and 12 technical institutions in urban areas for the technical and practical training in the different trades.

By MALOSE MATSEMELA

... an item of new plant for R60 000 reciation is provided at 12½% p.a. 3% initial allowance is granted for tear being 20% on the reducing are 40% in 19.6 and 42% in 19.7, outed to R45 000 and R50 000 in financial years ended 31.12.19.6

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3. 3. change if the R70 000 is now a can be set off against the taxable res of R50 000? Draw up the eing the deferral method is used.

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emains 42%
Blacks press for mixing

QUE

NEW YORK — Eight black parents have asked the Federal District Court to reopen the historic Brown vs the Board of Education case, alleging that after 25 years, school officials have failed to end segregation in the city's public schools.

One of the eight is Linda Brown Smith, whose father, the Rev Oliver Brown, was the plaintiff in the original suit.

The petition asks the court to compel a local school board, the successor to the Topeka Board of Education, to carry out the Supreme Court's 1954 mandates to create a desegregated and unified school district "with all deliberate speed."

The historic High Court decision, written by Chief Justice Earl Warren, struck a blow not only at legalised school segregation but also at the state-sanctioned separation of races in restaurants, theatres, parks, libraries and other public places.

According to the petition, the school district "currently maintains and operates racially segregated schools wherein the intervening plaintiffs and the vast majority of black students attend schools in which the enrolment of black students is disproportionately high."

"Similarly," the petition goes on, "the vast majority of white students attend schools in which the enrolment of white students is disproportionately high." Among them, the plaintiffs have 17 children in Topeka's elementary and high schools.

As evidence, the parents submitted data from the school district showing that, while 22 percent of the district's 17,480 students are members of minority groups, several elementary and junior high schools have an enrolment of minority students ranging from 49 percent to 72 percent, while at other schools the number of minority students ranges from 3 percent to 8 percent. Topeka has three high schools, one of which has 93 percent white.

SEgregation

The original Brown vs Board of Education case developed because 16-year-old Linda Brown, barred from attending an all-white school five blocks from her home, had to walk five blocks and through a railroad yard to catch a bus that would take her to an all-black school 20 blocks away.

In the current case, the black parents also asserted that the school district had put into effect an open-enrolment policy, established a long-range facilities plan and shuffled school attendance zones in an effort to foster school segregation.

Further to Note 4, assume now that a set profit before depreciation of $60,000 p.a. was for 9.7 percent.

1. How will the answer to 2. be affected by an extraordinary gain on disposal of company, amounting to $70,000, all in the 19.7 financial year?

2. How does the answer to 3. change if a deductible loss, which can be set against income from other sources of $50,000, is added to the income statement assuming the deductible loss is taxdeductible in the current year?

5. Further to Note 4, assume now that a set profit before depreciation of $60,000 was for 9.7 percent.

Draw up the income statement for the current year assuming

a) deferral method
b) liability method

Assume the tax rate remains 42%
By TSHEPO TEMANA

SOME Soweto students and teachers were confused yesterday whether to go to school or not.

The confusion arose from an announcement over the weekend through radio and newspapers that Soweto schoolchildren were given a holiday on Tuesday by the Prime Minister, Mr P W Botha.

This announcement was made after Mr Botha, Dr Piet Koornhof, Minister of Co-operation and Development and five other Cabinet Ministers visited Soweto on Friday.

During his visit Mr Botha had made Tuesday a holiday for Soweto schoolchildren but yesterday a number of students and teachers were seen going to school while most remained at home. Later they went back home as there was no school.

"A Soweto matriculation student, Zwelakhe Skosana (19), told POST: "I am against the holiday. It is not necessary for Mr Botha to give us a holiday and I find no reason for it. I believe it is a way of retarding the progress in our studies."

Selina Seake (18) a Form Three student in Diapont said: "With exams round the corner and our syllabus still behind, due to the Department’s hasty system of running schools, I feel this is a waste of our time."

An Agricultural Science master in Moletsane for Secondary school, who asked not to be named, complained of not being properly informed by the Department about the holiday.

-000

1. What is the balance on deferred tax account in respect of the plant at 31.12.19.7, assuming

a) deferral method

b) liability method?

2. Show how the tax charge will be disclosed in the income statement for the year ended 31 December 19.7, assuming

a) deferral method

b) liability method

(assume there are no other items causing timing differences)

3. How will the answer to 2. be affected by the existence of an extraordinary gain on disposal of a division of the company, amounting to R70 000, all of which was taxable, in the 19.7 financial year?

4. How does the answer to 3. change if the R70 000 is now a deductible loss, which can be set off against the taxable income from other sources of R50 000? Draw up the income statement assuming the deferral method is used.

5. Further to Note 4, assume now that the company has a set profit before depreciation of R60 000 in 19.8.

Draw up the income statement for the 19.8 financial year under a) liability method

b) deferral method

Assume the tax rate remains 42%
Sachsen strikes success in Learning Post project

As many of the people it was intended for, as possible. Learning POST and the Reader have the same purpose and their aims are somewhat related. Briefly they are as follows:

- To teach basic skills which may be of use in the job situation or in the community.
- To provide students with assistance in general topics with which many have difficulty.
- To give adult readers practical information and assistance regarding matters which affect their daily lives.
- To help adult readers improve their general knowledge and understanding as far as historical and contemporary events in South Africa and elsewhere are concerned.

When the publication started it was a four page supplement but it later developed to an eight page one. The paper has eight sections: formal education; informal education; practical information; handcraft; consumer information; front page; self-help community projects; and general information on solar energy.

In each of the headings given above, different topics are dealt with at consistent periods. No topic is left for another until the former has been thoroughly dealt with and duly completed. This is meant to afford the new reader some form of consistency and thereby develop his reading interest.

LEARNING POST also carries two Pitmans in Basic Arithmetic and Elementary English courses.

The aim of the arithmetic course is to teach basic arithmetical processes and its application to daily life, both domestic and employment orientated. For example, some of the problems cover topics like discounts, profit and loss, insurance and general household expenses.

The development of a limited but reasonable ability to handle the English language is the prime objective of the elementary English course of this course. Oral competence and written fluency are also developed.

In order to show the inter-relationship between knowledge and its application, Learning Post has adopted an approach that will integrate the various aspects of learning, namely: formerly-acquired theoretical knowledge, specific illustrations and practical application. For example, electricity could be tackled along the following lines:

- What is electricity: lessons on current, voltage, cells, dynamos, etc.
- Electricity in the house: wiring, plugs, electrical appliances, etc.
- Practical aspects: dangers of overloading, dangers to children — safety, proper use of appliances and attachments, etc.

The integration approach, as illustrated, will follow a thematic development. Themes will be explored along different avenues and at different levels.

Professor S.J. Saunders
Professor H.W. van der Merwe
Nedo-professor B.J. Welsh
Professor Monica Wilson

Konferensie van die Afrikaanse Calvinistiese Boweging, Potchefstroom (Oktober).

(c) Deelname aan Welwaαn-Professionele en Openbare Organisasies

Die Direkteur het aktief geby in die Suid-Afrikaanse Instituut vir Kasse-Verhoudings as lid van die Weskapp-Distrikskomitee, die Nasionale Uitvoerende Komitee en van die Raad.

Hy is Voorvoorzitter van die Quaker Service Fund in die Kaap, die diensafdeling van die Godsdienstige Vriendskring (Quakers), wat gemeenskapsontwikkeling op die platteland en in die stadsegebiede bevorder.

Die Direkteur isokes as lid van die Raad van die Vereniging vir Sozialologie in Suidelike Afrika. Hy is ook lid van die Suid-Afrikaanse Sozialologise Vereniging en van die Internasionale Sozialologise Vereniging. Hy is aangesteek as Suid-Afrikaanse afgevaardigde in die Raad van die Internasionale Sozialologise Vereniging vir die tydperk 1978-1982.

WAARDERING EN DANK

Ek is altyd dankbaar vir die geleentheid wat die jaar- verslag bied om my waardering te betuig aan iedere van die Akademiese Advieskomitee en die Beheerraad vir hulle leiding, aanmoediging en belang in die aangeleenthede van die Sentrum.

Die Universiteit van Kaapstad het benewens hy hydraas tot die besoeksafdeling van die Sentrum, ook vir die Sentrum sodat hy stiging in kantoorruimte voorsien. Met die uitbreiding van personeel het ons die huisie op die laer
South Africa's Black History Makers

9 Sekhukhune 1810

By Alan Paton

DRAWN BY P W Wheeler

Sekhukhune grew stronger, the Born Free school he founded in 1894 was one of the finest of its kind. It was in the 1890s that Sekhukhune turned his attention to politics, and in 1894 he helped to form the Transvaal Native Congress. In 1895 he was elected President of the Transvaal Native Congress. In 1899 he was elected President of the Transvaal Native Congress again. He was a strong advocate of education and worked hard to improve the education of his people. He was a great leader and his legacy lives on in the work of his school and his people today. His quote from the book "Born Free" is about to be turned into a film. The film will be directed by Lee Daniels and produced by Oprah Winfrey. It will be released in 2021.
Big school changes

ZWELISHIA -- Big changes will be made in the system of education in Ciskei.

This was revealed by the Ciskei Secretary for Education, Mr. K. E. Tabata, when he was guest speaker at the Founders Day at Thembalabantu High School here.

Mr. Tabata said accountancy would be one of the optional subjects in urban and agriculture in the rural areas.

Agriculture was irrelevant in urban areas whereas accountancy held more hope for pupils qualified in the subject.

In a bold move to streamline education in Ciskei, Mr. Tabata said his department was phasing out junior certificate as an admission to teachers training colleges.

As from next year matric would be the required certificate.

"We have produced too many primary school teachers and too few with qualifications to teach in post-primary school." Mr. Tabata said.

He said matric was the gateway to many avenues of education and employment.

Gone were the days when some black teachers were despised because they lacked better qualifications.

Education of Ciskeians was in the hands of Ciskeians.

It was not necessary to send Ciskei children to schools outside the territory because there were not facilities. He deplored the 1976 disturbances in schools throughout the country and the racket in school certificates.

The principal of the school, Mr. W. X. Yako, said there was an enrolment of 920 pupils and a staff of 32 teachers.
Is the West Rand Administration Board about to do it again? Wrab has proposed that the 38c monthly school levy which it collects from Soweto residents — in addition to house and site rent — be upped to R1. But Soweto’s education director says he has nothing to do with the levy.

The levy, which has been in force for some years, was originally instituted to finance the building and maintenance of African schools in the urban areas — though there is still a backlog of 7,000 classrooms in Soweto alone.

In terms of the new Education and Training Act, however, responsibility for the building and maintenance of these schools is now to be borne by the State. Indeed, in his 1980 budget, Finance Minister Owen Horwood allocated R10m for this purpose.

Now the proposed levy increase — and uncertainty over what it is to be used for — has caused a stir.

A Wrab spokesman says: “We have found that 38c per family is completely inadequate for its purposes. But,” he is quick to add, “the proposal to raise it to R1 a family needs the full recommendation of the Soweto community council and it has not yet been implemented” (because the council has not given the go-ahead).

Even so, the council — which wants to see the education system run by the Department of Education and Training without Wrab involvement — is sceptical.

David Theohalii, chairman of the council, tells the FM that his council has taken no decision on the issue.

The attitude of the department has been a hands-off one. Regional director Jap Strydom tells the FM: “My department has nothing to do with the school levy.”

The FM understands that the department’s standpoint is that any levy should go to the schools, to be used by them at their own discretion for projects such as sports facilities.
Various study projects Sached offers blacks

In 1955 mean black students would be barred from universities such as Cape Town, Witwatersrand and Natal, etc. In 1958 an organisation which came to be known as the South African Committee for Higher Education (Sached) was formed by whites, willing to help black students to study through the University of London. This programme carried on for 12 years. Students were given bursaries which paid their fees and bought their books, and in addition all students received tutorials and lectures from voluntary teachers.

This did not go well for Sached. In the long run, before students could start the London degree, they had to pass Advanced Level (A Level) examination which they could write only after passing Ordinary Level (O Level) examinations.

This programme involved a minimum of six years of study. Most students - "bookish" - dropped out sooner than this and very few passed their exams. In the 1960s these difficulties, coupled with numerous requests for assistance from students enrolled with UNISA, led SACHED to extend the programme to giving bursaries to UNISA students and arranging tutorials for them. But these students also faced their own difficulties.

- The school system for blacks did not prepare them adequately for university study.
- The poor standard of English taught in black schools made study in English difficult for university students.

For this and many other reasons, SACHED deemed it necessary to work at secondary schools as well as university level. The need for adult education was also in focus.

The result of these decisions was the establishment of non-commercial correspondence college, Turret College, for adults who wanted to study for J.C. and Matric.

In 1975 the Sached Trust was established to guide all the activities of Sached and Turret. The Board of Trustees comprises 13 members, among them Mr T W Kambule, Bishop D Tutu, Bishop Masabi Kubotho, Bishop A Zulu and Prof G R Bonzell, the immediate past Vice-Chancellor of Witwatersrand University.

Its functions include the provision of a stable and flexible educational nucleus designed to contribute to the growing and changing needs of a growing and changing South Africa.

Broadly the aims of the Sached Trust are:
- To assist change for a better, equitable South Africa, given the present complex situation.
- The viewpoint of Sached is that change can be assisted by providing opportunity for black adults to gain skills and awareness of their surroundings and by facilitating wherever possible the growth of community initiatives.
- The perspective is that of the undertutored. Sached aims rather to provide sources which allow for independent self-help. At the same time educational efficiency should not be lost.

Consequently, the Trust is committed to demonstrating the efficacy and efficiency of distance learning systems, i.e. system conveniently accessible, which reach people where they are, rather than attempting to bring them to a central spot. A distance learning system also encourages students to become independent learners.

The following are the projects of the Trust:
- Bursary Project
- Turret Correspondence College
- Publishing Project
- Commerce Project
- Enrichment Project
- Teacher Upgrading Project
- Durham Project

This article shall deal with three projects only, namely: Bursary Project, Turret Correspondence College and Publishing Project.

The Bursary Project, which works through centres in Cape Town, Durban and Johannesburg, helps students who are studying for degrees by correspondence.

Dr Manas Butholozi... on the Board of Trustees.

majority of students who received bursaries enrolled with UNISA.

The most important selection criterion in awarding these bursaries is the potential of the student in his community. As a rule the bursaries do not pay university fees.

It allows students to join the project and make use of the following services:
- Financial assistance in buying prescribed and additional books.
- Provision of tutorial assistance which gives the students the opportunity to meet and interact with both a subject specialist and fellow students.
- Provision of extramural activities to broaden the mind of the student.
- Provision of counselling service. At present there are more than 300 bursary students.

The Turret College is a student orientated educational service. This project provides registering, counselling and supervision services for the students it enrols. Where possible it provides tutorial services and necessary courses such as "How to Study" and "How to Write an Essay."

The major aim of this project is to help correspondence students overcome the many difficulties which face them in their studies. The difficulties are caused both by inadequate preparation by their earlier schooling and problems of correspondence study. Last is the Publishing Project (incorporating the Newspaper Project) which is mainly directed at the adult who might have missed the opportunity to learn reading and writing in their early years of life.

This project primarily involves the publishing of educational material which will be available to its audience in as cheap a form as possible.

In this project the most prominent features are "Learning POST" and "The Reader."

Learning POST was formerly known as Peoples' College, a common supplement of the banned Weekend World. Now Learning POST appears as a regular supplement of SUNDAY POST.

It teaches basic skills which may be of use in the job situation or in the community. It provides students with assistance in general subjects like mathematics. It gives the adult reader practical information and assistance regarding things which affect their daily lives.

The Sached Trust, PO Box 11350, Johannesburg 2000.

It helps readers to broaden their knowledge and understanding of their environment with features on historical and contemporary events in South Africa and elsewhere. Included in Learning POST are two Pitman's courses at the elementary level on English and Arithmetic.

The Reader appears approximately once every 32 days. It contains features, life stories and articles on topics such as consumer advice, education and health care.

All the articles are written in simple English and are appropriate for newly literate adult readers, but many adults with a considerable amount of schooling still find the publication of interest.

It is our intention to break most of these projects down and deal in detail about each once a week in Learning POST.

Enquiries can be referred to:
The Sached Trust, PO Box 11350, Johannesburg 2000.
"THE real challenge facing us is that of devising a school system which will value, respect and utilise the cultural diversity of our society and achieve a solid education for all."

That, simply, is the philosophy on which the Roman Catholic Church has based its "open" schools policy, according to Brother Jude, chairman of the Catholic Education Council.

It all began way back in 1967 when the Southern African Bishop's Conference made the following statement:

"The practice of segregation, though officially not recognized in our churches, nevertheless characterizes many of our church societies, our schools, seminaries, convents, hospitals and the social life of our people. In the light of Christ's teaching, this cannot be tolerated forever."

The logical consequence of this, in so far as it affected education, was to open schools to all children irrespective of race.

The term "open schools", has generally been given schools during 1976. Prior to that the term "integrated schools" had been used.

The term "open schools" has generally been given to "white registered schools." Theoretically this should not be the case daily how best to handle them.

Pupils have learned to mix and to relate to one another without adult complications. Parents and staff are learning to replace ignorance, fear and prejudice with understanding, friendliness and mutual respect.

Brother Jude points out that prejudice ingrained over many years does not disappear in a day. But there has been much change already, he says.

The schools, he says, make no claim to having final answers to large problems, but they are sincerely trying to do whatever is possible within their sphere of influence and within the limits of their resources.

The move to open Catholic schools to all races presents enormous difficulties. But they had to be faced. The experience for all those concerned was painful, but useful.

In retrospect, he says, if there is one lesson it is only that we have been so slow and taken so long in doing what ought to have been done long ago.

At times the Church schools have been accused of seeking confrontation with the State. This has not been the case. The confrontation has been between those running education and the message of the Gospel.

To some extent, the Catholic Church's efforts have been rewarded. He finds it pleasing to note that the recently gazetted Education and Training Act makes provision for the open school situation.

As regards the admission of pupils, experience has shown that in most cases it is preferable for a black child to be admitted to primary schools either in Sub A (Grade 0) or Standard 1.

The reason is that the majority of black schools only introduce written English at Standard 2 level. A child coming into say Standard 1 from a black school is consequently at an obvious disadvantage.

Black parents have generally been found to have high expectations of what the schools can achieve.

Among white parents, there have been those who have viewed, particularly in the early stages, the opening of the schools with apprehension. This was partly due to the insecurity created because of legal difficulties and also through worry about the lowering of standards. Progress has been made with the first, and through contact with black parents whose aspirations and despite they have found to be the same as their, and through their experience of the schools, they have found no basis for the second.

Some parents felt so strongly about opening schools to other races that they sent their children to other schools. Others again have enrolled their children at the schools for the very reason that they are open.
7000 black classrooms
needed TEACH

The shortfall of classrooms for black school-children in South Africa stands at 7000.

In spite of many generous contributions to The Star's TEACH Fund, Soweto is still desperately short of schools. Libraries, laboratories and sports facilities are also urgently needed. So, if you can make a contribution, please send it to The Star TEACH Fund, PO Box 1014, Johannesburg.

Latest donations acknowledged with thanks are:

Previously acknowledged
R 1 767 389.75

Federated Employers' Insurance Co. 110.00
From Stanley and Cynthia Ringo 100.00
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Library Staff Presentation Fund — Witwatersrand Univ. 100.00
In memory of the late Mr T H Frith 10.00
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R Abrahams 10.00
Anonymous 20.00
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R 1 768 389.77
Scheme leaves big holes in parents pockets

That school uniform row again...

WHEN some clothing merchants specialising in school uniforms explored the black market and introduced different colour uniforms for different schools in the townships, the idea appeared acceptable for the purpose it was meant to serve — that is to differentiate children of one school from those of others.

But little was it realised that the project would leave big holes in the pockets of many parents who had to buy a new uniform every time their children left one school for another.

The days when black and white were the standard colours worn by boys and girls in all schools gradually became a thing of the past.

The question of different uniforms for different schools has once more come to the fore with parents stark against it and some teachers and the merchants who supply uniforms in favour. **SUNDAY POST** reporter Sam Mabe reports...

Parents are now realising they should never have been allowed to get off the ground at all, although there are still many school principals who are adamant that the multi-coloured uniform should stay.

This question of the high costs of school uniform has been the most debated topic for years. Reasons advanced by some principals that uniform serves some disciplinary purposes and that it gives children a spirit of belonging are reasonable and acceptable.

But what is causing concern among parents is that teachers enforce the wearing of a uniform in cases where parents just cannot afford it.

In one letter received by **SUNDAY POST**, an angry parent, Mr Stephen Baloyi of Meadowlands claimed that his child, who is a pupil at a higher primary school in Meadowlands, was forced to take off whatever he had on if it did not conform to the uniform of the school.

A few questions that need answering by those who are for the present type of uniform is whether the costs match the advantages, what good can be achieved by enforcing what parents cannot afford and how does one ensure that those without uniform are not victimised.

The answer could be in the standardisation of uniform which to a larger extent could cut down on uniform costs as the same uniform worn at one school could overlap to the next one and children can pass the uniform over to their brothers and sisters with no regard to what school they attend.

When the multi-colour trend started about 15 years ago, certain merchants appeared to be enjoying the support of most schools if not all schools and there were rumours that the company's were giving gifts to principals who supported them most.

This has been denied by the manager of Snappers, Mr Y. Cachalia. He said he has also heard the rumours that he bought cars for some principals and that there was no truth in the rumours.

Many parents and community leaders like Mrs Ellen Khuzwayo spare no words in condemning the new trend in uniforms. Mrs Khuzwayo said she would be happy to see the old black and white trend back as it had no hassles of having to be changed now and again.

Mrs Christine Kambole... school uniforms should be standardised.

...and now a word from the Department
The wearing of school uniforms is not compulsory and tough disciplinary action will be taken against teachers who enforce it by punishing or turning away pupils who do not wear it.

This was said by Mr G W White, under-secretary for the Department of Education and Training. He said school uniforms were not prescribed by the department. It did not matter what students wore as long as their style of dress was acceptable to individual school authorities and parents. It was only when pupils were made to suffer for not having a particular uniform that the department intervened.

Mr White said it was not everybody who could afford to pay for school uniforms and that it was wrong for school children to be penalised if they came to school without one.

"It places a heavy burden on parents who have many other things they have to pay for in life. Personally I would subscribe to the idea of a standard uniform for all schools to be differentiated by badges or girdles," he said.

He said that his department once received an anonymous letter by a parent complaining of a teacher who punished her children for not having a school uniform.

As the name of the school, the teacher concerned and the parent herself was not stated in the letter, it became difficult for the department to take action.

But Mr White stressed that parents should not be afraid to come forth if they had complaints about their children being forced to wear uniforms if they cannot afford it.

SUNDAY POST also received a letter from a parent, Mrs X who claimed that teachers at a Meadowlands school were confiscating clothes worn by pupils if they were not the school's uniform.

Mrs Gladys Gxoyiya, of Orlando West, said she has to spend R100 on her two children at lower primary school. "During our days at school we wore black and white occasionally the khaki shirts. Badges were on the gymnals and blazers to differentiate the schools and parents suffered less expenses than we do today," she said.

Mrs Anastasia Modise, of Naledi, said she has two daughters at higher primary school and a son at high school.

She said: "With the boys I do not have much difficulty because he wears grey pants a white shirt and a navy blazer. But the two girls are at different schools and I buy different uniforms for them."

Mrs Constance Moshwene, of Molapo said her daughter went to high school, and said: "It is utter nonsense," said Mr B S Rajuli, principal of Molapo Secondary School.

He said it would be ridiculous to have all So- weto schoolchildren wearing similar uniforms. It was essential that students of one school be distinguishable from those of another from a distance and using a balance for the purpose would not be helpful.

Dr D T Mohapi, principal of Soweto Secondary School, agreed said Mr Rajuli and also said school children were expected to display exemplary behaviour in public and for that reason it had to be known by the public what school they came from.

He said the reason why prices of school uniforms could not be kept low enough for parents to afford them was that the uniforms were bought from different shops and some were more expensive than others.

The principal of Phefeni Junior Secondary School, who refused to be named, differs with parents and some principals but has views that may be acceptable to both parents and students. Uniform at his school is not prescribed.

"I make no fuss about what my children should wear. They wear whatever they like. They are not required to wear the ordinary dungarees, school dresses and white shirts. Boys wear black pants, others grey with white shirts."

The standard of education is not laid down by what a student should wear, but the quality of the material that he would need to keep them clean and to do his homework.

What determines the value of the material is its resistance to the elements and the cost. But a school uniform should not be so expensive that it will put a strain on the household budget. It should also be such that it will not have to be repainted after a few months. A school uniform should be of a material that will not be affected by the weather and will not be easily fed.
This is a summary of a paper delivered by Professor John Turner of the Department of Adult and Higher Education, University of Manchester, at a conference on “Education and the Future Development of South Africa.”

The paper is titled “International Perspectives on Education for Development.” The topics dealt with in this summary are “National Development” and Education for Development.

EDUCATION plays a particularly important role in the development of a nation.

In discussions of national development one increasingly sees a polarization of two conflicting theories.

The first is the necessity of striving to achieve overall economic growth generally by utilizing the energy, ability, and wealth of a privileged minority. This minority is motivated primarily by the advantage which increased wealth will bring to themselves and their families.

UNEQUAL

The exponents of this theory believe that the efforts of this minority will advantage the nation as a whole, though the distribution of wealth remains unequal and the inequality is likely to be intensified by any success which this method brings it.

They believe that the amassed wealth will trickle down to reach even those people at the bottom of the ladder.

Although the nation as a whole might get richer, the gap between the rich and poor may be actually widening.

POOREST

The alternative model seeks to meet the needs of the poorest members of the community by a massive redistribution of wealth, so that the conditions of the poor may be ameliorated rapidly as opposed to the “trickle down” from the first model.

This model is associated with the so-called “basic needs” approach to economic development which has become increasingly popular as the aid policies of the last two decades, which have been based mainly on the first model, and have been seen to be at least in part ineffective.

FOR ALL

The “basic needs approach” is directed at providing for the basic needs of all people. These needs have been defined as follows: First, they include certain minimum requirements of a family for private consumption: adequate food shelter and clothing, as well as certain household equipment and furniture.

Second: they include essential services provided by and for the community at large, such as safe drinking water, sanitation, public transport and health, education and cultural facilities.

A basic-orientated policy implies the participation of the people in making the decisions which affect them through organisations of their own choice.

PRIMING

Recently economic development has found its supreme expression in “Investment in Education” as was presented in the report of the Commission on Post-Secondary Certificate and Higher Education in Nigeria.

This report gave wide currency to two phases which were to become common currency in educational planning documents. The phases are “investment in education” and “priming the pump.”

“Nothing short of an international operation to pour money and resources into the educational system of Nigeria (priming the pump) would suffice to make available the manpower which is...”
Role of education in a nation

necessary for the economic growth and development of the country."

An educationalist, J K Galbraith, found that in poor countries, the poor accommodate to their poverty and that this is particularly true of the rural poor.

TRAUMA

This accommodation to poverty with its accompanying absence of aspiration, makes poverty self-perpetuating. He says the methods of breaking this accommodation are undoubtedly "trauma and education."

In the past it has most often been trauma — famine, military depredation, pogroms, and other disruptive forms of change. This leaves education as the positive route to change, although it is not sufficient by itself.

The only education which is worth considering is one which will lead to personal development of the individual. This kind of education is only possible in a unitary system of education.

No country can hope to make progress when so large a number of its people are contributing so small a proportion of their potential to offset what they consume.

A society will develop only as the individuals in it develop their true potential and are prepared to give themselves to social efforts to which they feel personally related and in which they have some rights to control their personal destinies.

Prof John Turner of the Department of Adult and Higher Education, University of Manchester, spoke on Education for Development.
ONE OF the real challenges facing South Africa today was that of devising a school system which will value, respect and utilise the cultural diversity of her society and achieve a solid education for all.

This is a view expressed by Brother Jude, chairman of the Catholic Education Council, in a statement when he looked back and at the future of the Catholic's "open" schools.

With the introduction of these schools a few years back, Brother Jude said, "In the first place I'd hoped that remaining legal difficulties can be ironed out without undue delay so that initiative energies and resources can be devoted entirely to the educational aspects involved."

"The real challenge facing us," said Brother Jude, "is that of devising a school system which will value, respect and utilise the cultural diversity of our society and achieve a solid education for all." He said those involved in the 'open' schools movement had no illusions.

He said as far back as 1957 the South African Catholic Bishop's Conference stated that the practice of segregation, though officially not recognised "in our churches, characterises nevertheless many of our church societies, our schools, seminaries, convent, hospitals and the social life of our people. In the light of Christ's teaching this cannot be tolerated forever."

The opening of the Catholic schools to pupils of all race groups has been the response to an "ever increasing awareness of the implications of the Gospel Message in our South African society," said Brother Jude.

There has been a rethinking and planning in the 'open' schools, said Brother Jude. "New teaching approaches are being experimented with, new content is being introduced into the school curriculum in an attempt to broaden its scope and share the richness of our South African society with one another."

"In so doing the schools are beginning to realise the impoverishment with which they had for so long been satisfied. New languages, African and classical studies, new associations, new insights into history, new avenues in literature, are all in varying degrees and ways bringing a new vitality into schools," he said.
Despite the desperate need for adult education in South Africa, especially among blacks, the laws of the land continue to hamper educationists, it was said at a Johannesburg education conference.

The restrictions facing educationists and some positive suggestions concerning adult education emerged at an education conference held at the University of the Witwatersrand.

"During the early 1960s black night schools were closed down by the Government," said Professor C Millar of the University of Cape Town. "Today there is a new wave of activity on the adult education scene, but what kinds of legal and financial constraints will be placed on it remain unknown."

Two factors hampering adult educationists were the Group Areas Act, which prevents the placing of multiracial education centres in the most appropriate areas, and the new Education and Training Bill.

"Under the proposed new Act, anybody who sets up an educational institution has to register the organisation with the Government, or the organisation is declared illegal. This will cut across the many privately organised, non-formal institutions," said Mr J Samuels, the Sached director of operations.

It was agreed that all forms of adult education should be geared towards improving the individual's job opportunities, work ability and personal life, but that special care should be taken to guard against adult education's becoming a means to perpetuate the present apartheid-oriented status quo.
Compulsory education for Africans will come a step nearer when Punt Janson's new Education and Training Bill is passed by Parliament. The select committee to which the bill has been referred has until May 25 to report back, and the legislation is expected to go through this session — despite demands by blacks and the official Opposition for a single education department for all races.

The bill lays down the introduction of "compulsory school attendance and free tuition" in all areas, as an aim of the Department. Stress is laid on the importance of gaining the co-operation of parents in achieving this.

The reference to free tuition and books is clearly an attempt to meet black demands that education should be free before it is made compulsory. The earlier draft of the bill, published for comment last November, made no such explicit provision.

Janson will now have the power to make regular school attendance compulsory in specified areas, and parents who fail after due warning to send their children to school will be liable to a fine of up to R10 or imprisonment of up to 1 month.

Secretary for Education and Training, Joubert Rousseau, has told the "FM" that compulsion will be introduced area by area, depending on whether enough classrooms and teachers are available, and on what proportion of children are already at school. Janson says it will be another year at least before compulsion can be introduced in any area, however.

Rousseau says another major principle in the bill is the explicit provision for the Department to build schools in the "white" areas out of State funds. This too was not mentioned in the earlier draft. However, it was announced in December that the Cabinet had at last agreed that Parliament would provide funds as from the beginning of the current financial year — a decision which Janson hailed as the "tremendous" breakthrough (FM, December 15).

Previously, the capital costs of building schools in the "white" areas fell heavily on the local black community itself, which had to repay the loans granted to administration boards by the Department of Community Development.

In the nine years 1968-69 to 1976-77, according to the Richert Report, capital spending by the State on black schools in "white" areas amounted to no more than R7.1m — against a figure for white schools of R74.1m in the same financial years.

Under the new dispensation, Janson will be able to order the building of the crippling schools backlog, which stands at 7,000 classrooms in the urban areas alone. This year Finance Minister Owen Horwood has promised a budget of R10m for this purpose. But the Department's annual report for 1976 shows that the backlog cannot be made up immediately.

Another key aspect of the new Bill is that black teachers will now be in direct employ and on the payroll of the Department, rather than school boards in the townships. Rousseau has said there were "very serious complaints" from the teaching profession about falling under boards and all of whose members had educational expertise.

The new Bill also lays down as a principle that mother-tongue instruction should be observed. No doubt with the 1976 Soviet upheavals in mind, the Bill stipulates that parents must be consulted in the choice between English and African as medium of instruction where the mother-tongue "cannot" be used. But it is clear how the "cannot" will be determined — or by whom.

Another feature of the Bill is that it retains the provision in the earlier draft of a penalty of R500 or a year's imprisonment for anyone admitting a black to, or teaching at, a school which the Department has not registered or exempted from registration. Although this principle is not new — it stands in the 1953 Act, which the new one will replace — it has provoked vehement opposition, not least because the penalties are now to be much tougher (R500 instead of R100, 12 instead of 6 months).

This year, for the first time, the Department has supplied text-books free to all pupils in the "white" areas. (Set, or prescribed books and stationery are not yet supplied by the State to black schoolchildren.) However, the free text-books programme applies only in the "white" areas. Janson tells the "FM" that homelands government must decide for themselves if they want to provide pupils with free books. "They can decide their own priorities," he says.

As certain powers of self-government have been given to Pretoria's homelands, so the Department has shed its financial responsibility for education there. Bantustan governments must make their own provision for education along with everything else in their own annual budgets, using grants from Pretoria and raising taxes themselves.

Janson tells the "FM" that when Durban's KwaZulu township was handed over to KwaZulu two years ago, the KwaZulu government became responsible for school financing. It's a big grant from Pretoria, being accordingly increased. Janson says that the KwaZulu government must now provide any school buildings needed to make up the backlog in KwaMashu.
420 000
at farm schools

THE ASSEMBLY — There were 420 000 black pupils enrolled at 4 467 farm schools in white areas of South Africa, the Minister of Education and Training, Mr Janson, said in reply to a question by Mr Horace van Rensburg (FDP, Bryanston).

Mr Janson said the schools had a total of 8 040 teachers.

He disclosed that subsidies of R1 000 for one classroom and R3 000 for an additional classroom were paid to operators or owners of farm schools.

To qualify for subsidies, the schools had to comply with standards specified in approved departmental building plans which were supplied free to farm owners.

The state did not provide transport or subsidise the cost of transport for farm school children.
— PS.
Mrs A B Mvemve helps left-handed Mrs Ida Gcansana (who is over 75 years old) with a writing exercise. The adult education classes are held by candlelight because the school has no electricity.

Seeking knowledge by candlelight

Each weekday evening hundreds of people pore over their studies in rooms lit only by the dim flicker of a candle or a gas lamp at the Emdeni community complex in Soweto.

Although the Government is now responsible for the schools at the complex, the community still needs the support of the public to help complete and to run the centre.

The R400,000 complex which was the brainchild of the Johannesburg College of Education (JCE) and was built with the help of The Star's Teach fund, many big companies, private concerns, the public and the local community consists of:

- three schools
- library
- gym hall
- woodwork and project rooms

pupils to a 55-year-old matriculant and a woman of over 75 who is learning to read and write for the first time.

“Mrs Ida Gcansana is determined to succeed despite her age,” said her teacher, Mrs A B Mvemve, who, after doing a special course in literacy teaching has for the last two years, spent three evenings a week in a classroom. She teaches at a primary school during the day.

A large number of matrics attend the classes at Emdeni — 277 at present. They usually take four subjects a year — “six would just be too heavy a burden after a full day's work,” said Mr Dlamini. Some teachers voluntarily come to the centre at weekends to help matrics.

Another problem facing the Emdeni complex committee is the lack of community involvement.
RESponsible

Apparantly the cummunity feels that because the Government has taken over the schools at the complex it should also be responsible for maintaining the other buildings and staffing the library.

"There is a big need for a creche in the Emend area, particularly as many of the people living here are newly married and both husband and wife have to work," said Mrs T Ngidi, chairman of the Emend committee.

The Mary Stewart Trust Fund has offered to build and man a creche at the complex.

FILLED

During the day the three schools at the complex are filled to capacity and more, but the children still have to use the municipal sportsgrounds because the sports fields at the complex have not yet been completed.

"This situation causes quite a few problems," said the principal of the Emend Junior Secondary School, Mr N L Ntabini-shali. "The community uses the sportsgrounds a lot, so we often clash with them if we try to organise sporting fixtures, especially at weekends."

Sports equipment is in great demand both for the school children who mostly play soccer, tennis, netball and athletics, and also for the indoor sporting enthusiasts who would like to use the gym hall for badminton and softball.

Schoolchildren are encouraged to keep the grounds in good shape and a sculpture has been erected in a quadrangle at one of the schools.
Britain to step up aid to blacks in SA

Johannesburg — The British Government has allocated funds for an expanded aid programme for blacks in South Africa, according to the British Ambassador, Sir David Scott.

Addressing the South African Institute of International Affairs, Sir David said that for a number of years the British Council had helped both black and white South Africans with bursaries and scholarships to Britain.

The council had helped blacks, particularly in the homelands, with teaching aids, English text books and in other ways.

"But we wanted to expand this."

Though details of the expanded programme had to be worked out, "I have already informed the Minister of Co-operation and Development of this decision and have had preliminary discussions with some of the non-white universities who are themselves desperately concerned to improve the standard of English language comprehension, particularly among their new entrants.

"Our prime aim is to seek out, in consultation with the agencies already involved, needs which are at present inadequately met, or not met at all, and to help both with teaching assistance and by providing equipment and teaching aids.

"Such help could range from support for adult literacy and teacher training programmes to scholarships for technical and specialised training in Britain."

Sir David said the programme had been approved by the Labour Government but was being implemented by the new Conservative Government.

He referred again to the new government when speaking of South West Africa.

After outlining the lengthy negotiations about the territory's march to independence, he said: "There is now a new card in the pack. That is the arrival on the scene of a new British Foreign Secretary.

"Every now and again the appearance of a new personality may enable a particular deadlock to be broken because new ideas and a new style may provide the necessary lubrication to get things moving again.

"Already I sense that new initiatives are in the wind.

"The way is still just open for a solution which would lead to international recognition and which we believe to be fair to all concerned." — Sapa.
Compulsory education for blacks on the way

Political Staff

THE ASSEMBLY — The authorities were working towards the introduction of compulsory education for black people on a regional basis, the Minister of Education and Training, Mr Janson, said yesterday.

Speaking in the Budget debate on his Vote, he said such compulsory education might start sooner than most people thought, provided economic conditions were favourable.

Once the necessary facilities for compulsory education had been provided in an area such as Soweto, the department might start introducing it on a regional basis.

Mr Janson said his department was now working on this, and compulsory education would be introduced as facilities grew.

Reacting to a remark by Dr A L Boraine (PFP Pinelands) that there was suspicion among black people against the Department of Education and Training, the Minister said he regretted that he had to agree this was so.

SUSPICION

Unfortunately such suspicion did exist, but it was the duty of all to allay those fears among black people and to persuade them that there was no cause for their suspicion.

On the issue of a single department of education for all population groups, Mr Janson said he did not believe this idea should be pursued at present.

The needs of the Department of Education and Training were so individual in character that they had to be dealt with on their own.

Dr Boraine urged the Minister to influence the Cabinet to appoint a commission of inquiry into the future educational needs of all South Africans.

Mrs Helen Suzman (PFP Houghton) told the Minister that he still had a long way to go to bridge the gap between the R7,000 spent on educating a white child and the R350 spent on educating the average black child.
Govt aims at equal school facilities

Political Staff

HOUSE OF ASSEMBLY. —
The government announced yesterday that it eventually aimed to have equal education facilities for black and white in South Africa.

The Minister of Education and Training, Mr Punt Janson, also said that the government wanted to introduce free and compulsory education for all black children as soon as possible, but he refused to commit himself to any time scale.

During the debate on his vote in the House of Assembly yesterday, it was also revealed that the department had conducted a thorough investigation into black primary education to find out the quantities of classrooms, furniture and textbooks needed.

The investigation was to find out where and how compulsory education could be introduced most economically and without disruption.

The chief opposition spokesman on education and training, Dr Alex Boraine, MP, asked Mr Janson to elaborate on the inquiry because it was most important and because it would “give us some idea of the cost and manpower required to fulfill the commitments of this department”.

Dr Boraine also called on the government to appoint a commission of inquiry into the future educational needs of South Africa and for the establishment of one department of education for all races.

It was a cry from the heart from black people that they wanted “nothing less than equal educational opportunities for our children with the children of other race groups”.

“It is my belief that blacks will never accept that they have equal educational opportunities so long as there exists a separate department of education and training for blacks alone,” Dr Boraine said.

In his speech, Mr Janson said it was important not to dwell on what had been achieved so far in black education but “we should much rather compare with what we want to achieve.

“There is a big task ahead of us. We should much rather compare what we offer black children to what we offer white children,” he said.

Dr Boraine: “Now you are talking.”

Mr Janson also made it clear in his speech that his department did not have enough funds to provide equal facilities with whites but this was his eventual aim.

It would not serve any purpose to take any privileges away from what white people already had, the minister added.

Later on in his speech, Mr Janson said it was no use talking about what had to be done, action should rather be taken.

“Let them have separate and equal facilities. They need their libraries in the same way as white children do,” he said.

After warning against complacency, Mr Janson said: “I am concerned about the challenge ahead but I know we will succeed.”

The minister also warned that people who burned and burnt down schools would not be tolerated. For every classroom destroyed another 30 children lost their education.

During his speech, Mr Janson said:

- He did not want set a date of five or 10 years before the introduction of compulsory education as he did not want to commit himself to anything he was not sure he could achieve.

- The new bill on education and training, which is being examined by a select committee, will be changed and it would be a great improvement.
GOVERNMENT GAZETTE

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CAPE TOWN, 9 MAY 1979

KAAPSTAD, 9 MEI 1979

[No. 6428]

DEPARTMENT OF THE PRIME MINISTER

No. 1000.


It is hereby notified that the State President has presented to the following Act which is hereby published for general information—


DEPARTEMMENT VAN DIE EERSTE MINISTER

No. 1000.


Hierby word bekend gemaak dat die Staatspresident sy goedkeuring gegee het aan die onderstaande Wet wat hierby ter algemene inligting gepubliseer word—

GENERAL EXPLANATORY NOTE:

Words in bold type in square brackets indicate omissions from existing enactments.

Words underlined with solid line indicate insertions in existing enactments.

ACT

To amend the Indians Education Act, 1965, so as to provide for the change of the names of certain schools and colleges; relating to the transfer of certain schools and colleges; the determination of the conditions of service, salaries, allowances and leave privileges of certain persons employed at certain schools; and the transfer and discharge of certain persons employed at certain schools; to provide that certain acts of certain persons employed at certain schools, in so far as those acts relate to the activities of unlawful organizations or political parties, constitute misconduct; relating to the procedure in terms of which certain persons may be charged with misconduct; to provide for a procedure in terms of which the fitness or efficiency of certain persons may be investigated and for the steps which may be taken if such persons are unfit or inefficient; that the Minister of Indian Affairs may allow certain persons to keep certain moneys; that certain persons in the service of the Department of Indian Affairs be allowed to be members and to serve on the managements of political parties and to attend public political meetings; and that certain persons nominated as candidates for an election of members of the South African Indian Council, be deemed to have relinquished their posts in the Department of Indian Affairs; relating to the classification of certain posts at certain schools; and the conducting of certain examinations; and to provide for incidental matters.

(Afrikaans text signed by the State President.)
(Assested to 1 May 1979.)

BE IT ENACTED by the State President, the Senate and the House of Assembly of the Republic of South Africa, as follows:—

Amendment of section 1 of Act 61 of 1965.

1. Section 1 of the Indians Education Act, 1965 (hereinafter referred to as the principal Act), is hereby amended—

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

"'college of education' means an institution for the education and training of Indian students as teachers;";

(b) by the substitution for the definition of "education" of the following definition:

"'education' means any education other than education provided by a university [or a university college] established by or in terms of any law or [a 'declared institution' referred to in section one of the Higher Education Act, 1923 (Act No. 30 of 1923)] an institution for advanced technical education established in terms of the Indians
Women final-year students at the Johannesburg College of Education began their mid-year exams this week knowing that they will have to scramble for a handful of permanent teaching posts available to them next year. Their 27 men fellow students have 155 permanent posts to choose from.

No hope for teachers’ lib

Final-year trainee women teachers in the Transvaal have been told to apply for permanent teaching posts usually held by men, but have little chance of getting them.

The rector of the Johannesburg College of Education, Professor Boyd, advised the 142 women who will graduate from the college at the end of this year to apply for the men’s posts after he had held a meeting with deputy director of education Professor G du Toit to discuss the reservation of permanent teaching posts for men.

Of 173 permanent primary-school posts advertised in the latest Provincial Gazette, 155 are reserved for men and the remaining of the posts are not specifically reserved for women. This means the 142 women will have approximately 20 permanent posts available to them but 27 men graduates have 155 posts to choose from.

Professor Boyd said although the women graduates had little chance of being appointed permanently to the posts reserved for men, they would probably get them in a “permanent relieving capacity.”

“Professor du Toit has extended his sympathies to women graduates who have trained for three or four years only to be bitterly disappointed at the lack of permanent teaching posts for them,” said Professor Boyd.

The Transvaal Teachers Association does not consider the solution of offering permanent relieving posts satisfactory.

General secretary of the association, Mr J Ballard, said that women who held permanent relief posts could be posted to pupils’ homes or transferred.

If the teacher is not prepared to travel, she could resign and may be lost to the profession. If she marries, she becomes a temporary staff member automatically and loses her medical aid and pension schemes benefits.

Students resent ‘job bias’

Most final-year students of both sexes at the Johannesburg College of Education feel that job reservation for men should be scrapped.

Many believe that the Department of Education’s eagerness to accept English men teachers is detrimental to high teaching standards and that admission to teaching colleges and teaching posts should be decided on merit alone.

In a recent survey conducted at the college, final-year student Mr Rob Sven, (20), told The Star that he thought reserving permanent posts for men was “unfair and absurd.”

“In general, men, especially English-speaking men, are not attracted to teaching because of the salary. Few are interested in primary-school teaching and I think women are more suitable in junior schools, anyway.”

“It is a terrible waste of resources to discourage women from a profession that needs them by reserving permanent teaching posts for men.” Miss Sherry Dorsken (21), who is hoping to teach languages at a Johannesburg primary school next year, said there was no hope of her getting a permanent post.

“I’m assured of a job but it will not be a man’s job and I’ll get it on a permanent relieving basis. Confirmation that the job is still will be at the very last minute and will come only when the school is satisfied that no man has applied for the post. Women get the job that are left after as many posts as possible are filled by men.”

“Somehow this takes away a woman teacher’s incentive to be dedicated to her profession.”
Sweeping changes in education

PROVISION for compulsory education for black children in specific regions is one of many issues dealt with in sweeping new-draft legislation published in Cape Town today.

The Education and Training Bill empowers the Minister of Education and Training to introduce compulsory school attendance in any region and it lays down fines and penalties to be paid by parents who fail to ensure that their children go to school in such a region.

GUIDELINES

The Bill repeals much of the past legislation dealing with black education and provides comprehensive regulations and guidelines for the education system. These include:

- The education in schools maintained, controlled or subsidised by the Department of Education and Training will have a Christian character, but the religious convictions of parents and pupils will be respected in regard to religious instruction and ceremonies.
- The 'universally accepted educational principle of the use of mother tongue' as the medium of instruction will be observed. However, parents will be consulted in the choice of one of the official languages — English or Afrikaans — as a medium of instruction where the mother tongue cannot be used as a medium.
- It will be the aim and objective to introduce compulsory school education and free tuition — with free school books — in all areas with the cooperation of parents.
- There will be co-ordination with the other departments of education with regard to syllabuses, courses and examination standards and the Matriculation or Senior Certificate or an equivalent examination of either the Department of National Education or the Joint Matriculation Board shall be conducted.
Johannesburg — Transvaal Administrator Sybrand van Niekerk announced yesterday he would contest the Roodepoort parliamentary by-election — but said he had no ambition to become a minister or deputy minister.

And the Administrator promised to round off his 13-year term of office which ends on July 15 with a matter he is perhaps most well remembered for — action against schools defying the country's apartheid laws.

He warned those private schools which had broken the rules of admission regarding blacks that they would have to suffer the consequences. He said it was not his decision alone, but that of the executive committee.

"Our stand on this issue is not a threat. It is the consequence of what some of these schools are doing and the fact that regulations are being broken."

"But even after I go, there will be no change in the province's approach on the issue of mixed schools."

As Administrator he always had been above politics. He had never been involved politically since he became Administrator in 1964 and he was confident he could maintain his neutrality throughout the coming session of the budget in the provincial council and for the remainder of his term of office.

Before accepting the nomination he had asked the Prime Minister, Mr P. W. Botha, about resigning as Administrator.

Asked whether his successor would come from the Cabinet, Mr Van Niekerk said he did not know.

He revealed that when Dr Noy Diephuis had resigned as MP for Oudekloof to become State President, he had been offered the nomination. His refusal because he felt at the time he had not completed what he had set out to do.

Meanwhile, there was speculation that if Mr Van Niekerk's successor must be a Nationalist then Mr D. S. van der Merwe, MP, MEC, would be the popular choice — DDC.

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(November 1976)

(University of Natal — Pietermaritzburg)

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Prepare the consolidated balance sheet at 31st December, 1976.

You are required to:

(a) 1976

(b) 1975

and

Prepare the consolidated income statement for the year ended 31st December, 1976.

7. Sales took place and profits were earned evenly over the year.

6. The transfers to General Reserve took place on 31st December, 1976.

5. The dividends were paid on 15th December, 1976.

4. During the period 15th July to 30th September, 1976 the company was insolvent.

3. The profit on the sale of immovable property by L T. on 31st March, 1976 was $1,200.

2. The articles of association of H Ltd do not permit the distribution of capital profits and the declaration of the capital profit as loss on the capital.

1. On 31st December, 1975, the long-term investments amounted to $15,000 and include the following:

- 10% debentures of L Ltd, $1,000.
- 15% debentures of M Ltd, $2,000.
- Shares in N Co., 50 shares, $800.
A bursary scheme to benefit 2 000 promising youngster of all races has been planned jointly by The Star and Post. All it needs now is a co-sponsor who would like to put something of real value back into the community.

writes ELIZABETH WILSON.

During the past 10 years thousands of motivated pupils have been helped to obtain better matric results by The Star, which offers expert tuition on weekday evenings. Weekends and during school holidays in every major centre in South Africa. Now Star Schools plan a special bursary scheme which will benefit 2 000 promising pupils of all races each year.

"There are many talented young people who cannot afford the fees for supplementary tuition," says Mr. William Smith, director of The Star School. "I have no doubt many of these children, with supplementary necessary for the future, would have benefited from the tuition."

We have seen how white and black children have benefited from the scheme. Without a thorough grounding at the school level, it is difficult to compete in the world outside.

Talented pupils await a sponsor

Mr. Smith said several Star pupils are also doing well at University level. They include a number of students who have obtained high distinctions in their matric results.

Useful aid

"As with all Star Schools, we will cater for special needs and provide all that is taught in the classroom.

Mr. Smith explained that his school is currently looking for a co-sponsor to help finance the scheme. "We need at least five sponsors to cover the costs of the scheme," he said.

My application form must be completed and returned to the school office by the end of this month. Those interested may contact Mr. Smith on 0843-0000 for further details.

"We are looking for a sponsor who will contribute at least R10 000 per year to the scheme," he said.

To share name

Mr. Smith said that the bursary scheme was being planned as a joint project by The Star School and Cape Times. "This is a project that would benefit not only the children, but also the parents," he said.

The scheme will provide bursaries for students who achieve good results in their matric exams. Students will be selected on the basis of their performance in academic subjects and their financial need.

Mr. Smith said that he had been approached by several schools interested in the scheme. "I am hopeful that we will be able to find a number of supporters," he said.

The scheme will be launched in the next few months. Interested parties are urged to contact Mr. Smith for further details.

The Star School, which was established in 1962, offers a comprehensive programme of education for students from grades 1 to 12. The school has a reputation for producing outstanding academic results.
Six steps to a new education system
AFRICAN EDUCATION

Building on the future

One of the most important but little remarked features of last week's budget was the allocation of R10m for the building of schools in African townships in the "white" areas. This is the first time the central government has allocated funds for this purpose, enabling the Department of Education and Training to make good its promises to build schools in the white areas (FM December 15 1978).

Until now, most urban schools have been built by administration boards, using loans from the Department of Community Development which town-ship householders have then had to repay. In Soweto, for example, 38c is collected from each household each mouth on a school levy in addition to home and site rent. White schools, on the other hand, are paid for by the State.

Education and Training's total budget is up 26% this year, to R182m. This is the second highest percentage increase permitted by Finance Minister Owen Horwood (the Department of Statistics is the biggest). Most of the rise goes on capital spending, and it is surely needed.

There is a backlog of 7000 classrooms in the urban areas alone. Joubert Rousseau, Secretary for Education and Training, tells the FM that a new classroom costs about R7000, so the backlog will cost R49m to wipe out at current prices. Providing classrooms for the increasing school population will swell the sum even more, Rousseau points out.

Of the R10m for 1979/80, R6m is earmarked for secondary community schools, and the rest for primaries. A further R250000 is allocated as a rand-for-rand grant for schools in the new Ndebele homeland.

The new schools will help the Department phase out the "platoon" system, in which the same buildings house two distinct schools—one in the morning and one in the afternoon.

Teacher training also gets a financial boost. The 1979/80 allocation is up R3.2m (39%) on last year's budget. Three new teachers' training colleges, at Mabopane, Imbali and Fort Beaufort, are among the main projects.
15th instant, I was advised to go on the sick list. As I did not know how long I might be ill or what was the matter with me, I very reluctantly agreed to go away. This practically severs my connection with the school as it is not at all likely that I shall ever have the opportunity of returning. I am very sorry to leave at this time when we are coming to the line for a long time and it is not certain how well they may never go on the trek.

Alick died just as they did. They fell into an ambulance near Nigel, and suffered many casualties. These were three killed, according to the records of the army.

"Major Feilden of a Yeomanry promised to take command of my mule as he has followed me since Bloemfontein. I travelled in a small wagonette ambulance in which there was barely room to lie at full length. There was no room for a sick Officer at Brugspruit, so I spent the night in the wagonette and was fed by Feilden's servant.
equality at schools, says prof

Own Correspondent

POTCHEFSTROOM. — There does not exist a more effective form of undermining the whites — and especially Afrikanerdom — than the common scene of the tidy school bus for whites passing barefoot black children walking up to 10km to attend school.

This is the view of Professor J. L. Bosshoff, former Rector of the University of the North.

Writing in the Calville newspaper, 'Word en Dadel', Prof Bosshoff said education should lay the basis for peaceful co-existence.

"The first requirement to attain this is to do away with inequality. What is being done for one race should be done for the other — and it must be seen to be done," Prof Bosshoff said.

He said a multicultural country could not successfully function by only emphasizing the differences.

Education was the chief factor in finding the balance or else the multicultural concept would collapse.

According to Prof Bosshoff the Press plays an important role in changing attitudes.

He criticised the Afrikaans Press for publishing only "unfavourable" reports on blacks, coloured and Indians.

He also criticised newspapers which were mostly read by blacks which portrayed the white man as either an oppressor or an integrationist.

CHAPTER 4 OF 60

This sensitive matter. Mining Industry should be encouraged to negotiate an accommodation of 1956 (Act 21 of 1956). It is difficult for the present, the parties in the part of the report with such measures existing in the Mines and Works Act, partly to provide safeguards — the Commission did not deal in this part statutory work reservation provisions and that of negotiations between dealing with work reservation provisions and that of publishing the

HAVING ESTABLISHED WHAT, IN MY VIEW, ARE THE ESSENTIAL PRINCIPLES IN
DNE echoes bid for education council

Political Staff.

CAPE TOWN. — A bid to establish a co-ordinating council for all South Africa’s education departments in terms of the new legislation on black education has failed — but the Department of National Education (DNE), which controls white education, has made a similar proposal.

The move to establish “a bureau for the co-ordination and advancement of education” was made by the Mr Andrew Pyper (NRP Durban Central) in the Select Committee on the Education and Training Bill.

He suggested the bureau should determine “the educational needs of the country and ... take such steps as it deems necessary to co-ordinate and advance the education of all population groups”.

He also proposed that the bureau consist of two representatives of each education department.

But Mr P J Clase MP, chairman of the Select Committee, whose report has been tabled in Parliament, rejected the proposal on the grounds that it was not relevant to the Bill.

Another proposal by Dr Alex Boraine (FPF Pinelands) for a council for education and training, consisting of the departments of black education in the homelands, the principals of black universities, members of teachers’ councils and other officials was voted out by 9 votes to three.

However, it was disclosed by the Minister of Education and Training, Mr Punt Janson, during the debate on his vote, that a proposal for an educational co-ordinating body had already been made by the DNE.

Mr Janson said: “I want to mention in passing that a recommendation has already gone out from the DNE to the effect that we should have some sort of consulting body, or whatever one wishes to call it, where we can discuss matters of common interest to the different education departments.”

But the Minister did not commit himself to supporting the proposal.
PFP stands firm on education Bill

HOUSE OF ASSEMBLY. — The Progressive Federal Party yesterday stood firm on its opposition to the Education and Training Bill.

Mr Ray Swart (PFP Musgrave) said the enormous disparity between the standards of black and white education should be eliminated as quickly as possible.

"The sooner it is shown that there are equal opportunities for everybody in this country, the better it will be for all of us," Mr Swart said during the third reading debate on the Bill.

While black education was suffering a tremendous backlog and miracles could not be expected overnight, it was a matter of top priority for South Africa to change this situation as soon as possible.

Nothing could harm race relations more than for black people to feel white children were in a privileged position, because black people knew education was the key to advancement.

An improvement in black education standards would also benefit the economy as it would lead to an increase in productivity.

Mr Swart said that although the Bill was a great improvement on the present situation, the PFP could not vote for its third reading because it enshrined an undesirable system whereby black education was administered by a different department.

Repeating the debate, the Minister of Education and Training, Mr Punt Jansen, appealed to the Opposition not to make statements that perpetuated suspicion among blacks on the delicate matter of education.

He said although the Bill might not be perfect, it had still gone a lot further than could have been dreamt of 10 years ago.

There was no proof for the Opposition's claim that blacks rejected separate education systems.

It was futile and self-defeating for the Opposition to say that there was much wrong in the Bill, but then to claim it would still arouse suspicion among blacks merely because it provided for a separate department.

Statements like these perpetuated suspicion.

The Opposition should work on the positive aspects of the Bill and help remove suspicion by pointing out the good it contained.

Mr Andrew Pyper (NRP Durban Central) said his party would support the Bill as it was a great improvement on the past.

The NRP believed the money was available in South Africa to advance quickly the ideal of effectively improving black education.

He said only 0.5% of the gross national product was spent on education, which was less than most other developing countries.

"It is purely a matter of how the national economy is planned — how the cake is cut," he said.

The Bill was read a third time. — Sapa.
Government urged to drop school apartheid

CAPE TOWN — School segregation must go and the government should stop treating Coloured teachers like children.

This call was made by Mr. Franklin Sonn in his presidential address at the annual conference of the Cape Teachers' Professional Association (CTPA) last night.

Mr. Sonn, who is also the rector of the Peninsula College of Advanced Technical Education, said that school desegregation was inextricably linked to the problem of race in South Africa, and that education was the ideal area where the institutionalised inequality of race in this country should be redressed.

He said: "Separate education means unequal education. Similarly, there can be no doubt that the divided education system has favoured whites.

"For a long time one of the actively pursued philosophical tenets of apartheid has been that contact leads to friction and that contact between South Africans should be minimised. We have seen the opposite of this come true. "This nation's stability and security will increasingly be in jeopardy until all South Africans fundamentally accept the notion of racial equality. I believe this must be enforced by law and I confidently believe that whites will obey the law if it is vigorously enforced. "Therefore want to call on the political leaders of this country to provide leadership on the side of justice and equality to make equal opportunity their goal, rather than popularity. To serve the needs of the country rather than the selfish wishes and fears of their groups. "We are not asking the whites to move out. We are telling them to move over," Mr. Sonn said.

He added that the policy of the CTPA, was full human and political rights for all and that fundamental political change was a prerequisite for educational and social reform.

Mr. Sonn pointed out that state expenditure on schooling amounted to R64 a year for every white child, R22 for every Indian child, R79 for a Coloured and R19 for a black child. This, he felt, once more indicated that apartheid meant inequality.

He warned that the CTPA, representing an organised professional group of more than 12,000 Cape teachers, would during the conference "state clearly that we are not satisfied with the treatment meted out to us and we will give notice that we will oppose that treatment." — DPG.
New deal essential for peace

Qoboza

JOHANNESBURG - Separate development met increasing resistance from blacks because it deprived them of their South African citizenship and birthright, the editor of the Transvaal Post, Mr Percy Qoboza, said here yesterday.

Speaking at the conference of the Study Group on Internal Relations, Mr Qoboza said there was a need for South Africa to seek a new dispensation and an alternative to the present policy of separate development.

He said the policy emphasised the philosophy of race superiority - where "whites must be regarded superior to blacks".

To counter this belief, blacks formed political groups aimed at destroying the concept of race in South Africa "which undermined their manhood and deprived them of their human dignity".

"Their protests were met with violent reaction by the government which introduced some of the worst forms of legislation to deal with black resistance. The more the government tried to suppress our aspirations, the greater the danger of conflict became."

Mr Qoboza said the first place to start with a democratic government was to hold a national convention at which all races would be represented. The convention would have to draw a constitution acceptable to a large section of the people.

Such a convention would have to tackle issues of how to overcome white fear on one hand and black anger and suspicion on the other.

"One can understand the fear of the whites in relation to the numerical strength of the blacks. But I must say there are far too many people in this country who hide behind the facade of this fear to justify the perpetuation of inhuman and insulting policies", he said.

The Chief Minister of Ciskei, Professor T.P. Hlatshwayo, said the conference "has to demonstrate that the prices paid for black education are high and they are not considered in the new dispensation".

Mr Qoboza said the conference must show that the government's policy towards the blacks was a "contradiction in terms".

He said there was poverty and discontent in the rural areas and still greater discontent in the urban areas because of unemployment, insecurity and tenure and citizenship problems.

The urban black was impoverished, but a glimmer of hope had come with the Witsahhann and Raubert com

mission recommendations.

"The majority of black people, including those who have opted for independence, will never accept apartheid and all that it stands for. Apartheid is a policy that morally indefensible and morally degrading, for in spite of its positive qualities and contributions to the preservation of ethnic groups, it is essentially divisive and therefore evil and unacceptable."

He said blacks in South Africa needed new alternatives - a new political philosophy which would embrace all the various groups without one dominating the other.

The former principal of Orlando High School, Mr P.M. Mabasa, said the government was busy making excuses instead of introducing bold reforms, especially in black education.

"Some astronomical sums are spent on defence, and to think that defence has precedence over education underlines how we view priorities. Investing more liberally in black education is the best form of defence for this country."

"If our country, which anticipates great changes, has to undergo these transformations without pain or tears, then education shall have to play a significant role, especially education for black people," he said.

Territories like Transkei and Bophuthatswana had no right to launch universities yet because they needed to build advanced technical schools as development was the prime factor in their education.

He said that if conflict and social unrest were to be avoided, the black education time bomb had to be defused. - SAPA.
DEPARTMENT OF THE PRIME MINISTER

No. 1411. 29 June 1979.

It is hereby notified that the State President has assented to the following Act which is hereby published for general information:


DEPARTEMENT VAN DIE EERSTE MINISTER,

No. 1411. 29 June 1979.

Hierby word bekend gemaak dat die Staatspresident sy goedkeuring gegee het aan die onderstaande Wet wat hierby ter algemene inligting gepubliseer word:

ACT

To provide for the control of education for Blacks by the Department of Education and Training; and to provide for matters incidental thereto.

(English text signed by the State President.)
(Asisted to 20 June 1979.)

BE IT ENACTED by the State President, the Senate and the House of Assembly of the Republic of South Africa, as follows:-

Definitions.

1. In this Act, unless the context otherwise indicates—
   (i) "advanced technical education" means technical education and training of a standard which is higher than the standard ordinarily required for an examination for standard ten or any equivalent examination and which the Minister declares to be advanced technical education for the purposes of this Act; (viii)
   (ii) "Black" or "Black person" means a Black as defined in section 1 of the Population Registration Act, 1950 (Act No. 30 of 1950); (xxviii)
   (iii) "Black state" means any area for which a legislative assembly has been established in terms of section 1 of the Black States Constitution Act, 1971 (Act No. 21 of 1971); (xxvii)
   (iv) "community school" means a school referred to in section 6; (vi)
   (v) "Council" means the Council for Education and Training referred to in section 4; (xviii)
   (vi) "Department" means the Department of Education and Training; (iv)
   (vii) "education" means any education or training, including—
       (a) special education;
       (b) advanced technical education;
       (c) technical and trade training;
       (d) adult education; and
       (e) education provided in any nursery school, but does not include—
           (i) education provided by a university or university college established by or under any law; and
           (ii) "training" as defined in the Black Employees’ In-Service Training Act, 1976 (Act No. 86 of 1976); (xiii)
   (viii) "governing body", in relation to any state-aided school or private school, means the owner or the person managing such school in terms of section 8 (8); (ii)
   (ix) "handicapped child" means a person between the ages of 3 and 23 years who in the opinion of the Secretary is capable of deriving benefit from a suitable course of education, but deviates to such an extent from the majority of persons of his age in body, mind or behaviour that he
Busmen plan protest drive to see Minister

Transvaal school bus contractors plan to drive their buses to the house of the Minister of Education in protest against the Education Department's bus subsidy system.

At a heaped meeting of contractors, Mr. J. van Heerden, chairman of the Transvaal School Bus Contractors' Association, announced that the organization would seek an interview with the Minister of Education, Mr. T. J. Jansen, before July 19th to settle a dispute about outstanding subsidy money and an unsatisfactory subsidy tariff system.

"We will sit and wait until the Minister sees us," Mr. van Heerden said today. "If he refuses the police to take us away, we will drive our buses to his house on the long weekend of September 1st and block the streets for 10 blocks if necessary."

"I've got seven buses, and they'll all be there. We've been ignored by the Transvaal Education Department, the Administrator of the Transvaal and Cabinet Ministers we've approached. We will not be ignored any longer."

The contractors are dissatisfied with the tariff now applicable to school bus services. The tariffs, based on the purchase price, distance travelled, and number of passengers, are inadequate and unsatisfactorily drawn up, according to Mr. van Heerden.

"In January this year we were given an effective half cent a kilometre increase. When the March petrol increase came, we got nothing. In April this year we were given an average 3½ percent increase but we'll wait until at least August before we get paid retrospectively to April."

The TED's tariff system is based on a single trip system from the service pick-up point to the school concerned and does not take into account return trips or distance travelled from bus parking grounds. In effect the latest 17 percent tariff increase will mean 2c a kilometre more for the contractors — but no allowance has been made for the latest fuel price increase.
INSIDE MAIL

WHILE people interested in African education are often surprised and angered by the persistence with which so many blacks — teachers, parents and students — hammer back to the speech made by Dr Verwoerd when he introduced the Bantu Education Bill in the Senate in 1954. Surely things have improved, surely bringing up "that speech" is done only with malice or "for political purposes".

...Such comments fail to take into account that a deep-seated sense of grievance in a community is hard to dislodge, and is often linked to particular words or events.

...For 25 years blacks have felt that their education system is inferior, not because of exploding numbers and a general shortage of funds, but because whites designed it to be of poorer quality. To prove it, Dr Verwoerd's statement: "There is no place for the African in the European community above the level of certain forms of labour," is quoted again and again, not only by politically-conscious students but also at many gatherings of adults.

...Those words introduced an Education Act, and for the following decade steps were taken that lowered the quality of education then available to African children. The steps "proved" the words — that's why the words are remembered.

Here are some of those steps:

1. The State's contribution to African education was pegged at R13-million as "the only way to make a bigger contribution". The Minister said "with new organisational methods much greater educational activity would be obtained with the same amount of money".

2. Pegging lasted for at least a decade. It was a disastrous brake on educational development.

3. School boards had to collect half the cost of building higher primary schools from the local community, while local authorities had to pay for the erection of lower schools. This arrangement lasted until 1969.

4. Faced with the dire need to build more classrooms, school boards felt themselves forced to take the Minister's advice to use money previously allocated to school feeding for "providing schooling for more children" — a cruel choice since undernourished children generally learn poorly.

5. Parents had to pay for pupils' stationery. They still do.

6. Textbooks, with minor exceptions, had to be paid for by parents also — a heavy burden in a poor community.

7. Gardening was made a compulsory primary school subject. Though a later environment-conscious generation may praise this, Africans resented it because it was, and is, not part of the "white" curriculum.

8. The introduction of double sessions in the first two classes "to increase the number of children who can be admitted" was one of the most drastic steps.

Unlike the platoon system, in which two sets of pupils and teachers use the same classroom consecutively each day, it provided only one set of teachers for two sets of pupils. To make this possible, teaching time was cut from the four-and-a-half hours a day common at this level to three hours, thus cutting the teaching hours in the first two years of school by a third, or about 300 hours a year. Teachers had to teach these double shifts on a single salary, and in 1975 the system applied to just under a million pupils (978 000), more than the total white enrollment in South Africa in that year (903 000).

9. Although double sessions are being phased out, they are standard practice for about 75% of all pupils in the first two classes for about two decades.

10. In spite of the reduced teaching time, the State insisted that both official languages must be taught from the start. Although this was done orally only, fitting the home language plus English and Afrikaans into the shortened school day inevitably cut the time for thorough teaching.

11. Insistence on the mother tongue as the medium of instruction to the end of the primary school, that is for eight years, was bitterly resisted, for it meant that more than 90% of pupils who never reached high school were not taught through the medium of English at all, save in English language classes. And, although not strictly enforced, the policy of switching from an African language to two new media of instruction at high school, which could not be justified on educational grounds, made people feel the authorities did not care about the learning problems of African pupils.

12. Teachers were no longer employed by the State but by "Bantu school boards".

13. Many educated people refused to serve on these as a result, teachers complained that they were employed, and often paid, by ill-educated employers.

Widespread allegations of "paying" for posts, especially promotion posts, persisted. When a respected teacher-leader made them public, his school board found reasons for dismissing him. Moreover, men...
could only teach in lower primary schools if they accepted women's salaries, and farm school teachers were on lower pay scales. These pay measures no longer apply, but they are remembered. Pay scales, apart from some cost of living increases, remained the same from 1947 to 1953.

After the introduction of these and a few similar measures, the cost per pupil actually dropped from R17.50 in 1958 to R12.50 in 1960, and the total Standard 10 pass rate sank from 47.3% in 1953 to an all-time low of 17.9% in 1960. The Elselen Report (1951), blueprint for Bantu Education, had predicted 1,391,000 pupils by 1960, a figure that was uncannily accurate; enrolment in 1959 was 1,409,000. But while Elselen estimated that among these there should be 15,000 teachers in training, the actual number was only 5,656, and his hope that four years' schooling could be made compulsory by 1959 has not yet been realised 20 years later.

The educational measures of the fifties have not been forgotten. Subsequent improvements cannot erase the memory of a system that deliberately lowered quality to get "greater educational activity with the same sum of money". Dr Verwoerd's statement: "There is no place for the African in the European community above the level of certain forms of labour" is remembered because the policy of low-quality education at minimum cost implied in it was carried out. That is the basis of the firm rejection of "Bantu" education.

The many improvements of the last decade have been welcomed, but the belief that "the system" was intended to be inferior has hardly been shaken by them. After all, the first Cabinet announcement of a policy different from that infamous 1954 Senate speech was only made on December 30, 1976. Then the Minister stated that his Department wished "to make the most of the potential of the children entrusted to its care" and to reach standards similar to those of all other population groups. But that, alas, was done only six months after the outbreak of the student protests that sparked off such tragic violence throughout the land.
Mr. T. ARONSON asked the Minister of Coloured Relations:

(1) How many (a) Coloured pupils, (b) Coloured students at teacher training institutions, (c) Coloured students at universities, (d) other Coloured students were granted (i) non-repayable and (a) loan bursaries by the Administration of Coloured Affairs and his Department, respectively, in 1978;

(2) what was the total sum awarded in (a) non-repayable and (b) loan bursaries in that year;

(3) what was the number of teaching posts (a) filled and (b) not filled at the latest date for which figures are available.

The MINISTER OF COLOURED RELATIONS:

Education for Coloured Persons in the Republic is a matter falling under the control of the Coloured Persons Representative Council and administered country-wide by its Executive. I have, however, ascertained that the answers to the question are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Administration of Coloured Affairs</th>
<th>Department of Coloured, Rehoboth and Nama Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) (a)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>(i)</td>
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<td>None</td>
</tr>
<tr>
<td>(ii)</td>
<td>3 639</td>
<td>98</td>
</tr>
<tr>
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<td>None</td>
</tr>
<tr>
<td>(c)</td>
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<tr>
<td>(i)</td>
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<td>(ii)</td>
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<td>19</td>
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<tr>
<td>(d)</td>
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</tr>
<tr>
<td>(2) (a)</td>
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<td>R60 850</td>
</tr>
<tr>
<td>(b)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>(3) (a)</td>
<td>25 818</td>
<td>462</td>
</tr>
<tr>
<td>(b)</td>
<td>156</td>
<td>None</td>
</tr>
</tbody>
</table>
Mr. T. ARONSON asked the Minister of Coloured Relations:

(1) What is the total number of Coloured school children in the Republic at present;

(2) whether there is a backlog for Coloured schools in the Republic; if so, (a) what is the backlog, (b) what is the estimated cost of eliminating the backlog and (c) when is it expected to be eliminated.

The MINISTER OF COLOURED RELATIONS:

Education for Coloured Persons in the Republic is a matter falling under the control of the Coloured Persons Representative Council and administered countrywide by its Executive. I have, however, ascertained that the answers to the questions are as follows:

(1) Figures for 1979 are not yet available:
Total enrolment at the end of 1978 = 687 842.

(2) Yes.

(a) 1 981 classrooms.

(b) R33 million.

(c) All the needs for education buildings during the following five years (1979-80 to 1983-84) according to information available at this stage have been programmed. The date on which the backlog will be eliminated cannot be determined at this stage as it depends on the allocation of funds.
Coloured pupils

Hansard (330) 70/79

348. Dr. F. VAN Z. SLABBERT asked the Minister of Coloured Relations:

(a) How many Coloured pupils were and (b) what percentage of Coloured pupils was enrolled in the Republic in each standard from substandard A to Standard X as at 31 March 1978.

The MINISTER OF COLOURED RELATIONS:

Education for Coloured Persons in the Republic is a matter falling under the control of the Coloured Persons Representative Council and administered countrywide by its Executive. I have, however, ascertained that the answers to the question are as follows:

<table>
<thead>
<tr>
<th>Standard (a) Pupils</th>
<th>(b) Percentage</th>
</tr>
</thead>
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<tr>
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<td>16.33</td>
</tr>
<tr>
<td>Sub B . 101 503</td>
<td>14.34</td>
</tr>
<tr>
<td>1 ...... 93 469</td>
<td>13.20</td>
</tr>
<tr>
<td>2 ...... 83 254</td>
<td>11.76</td>
</tr>
<tr>
<td>3 ...... 74 369</td>
<td>10.51</td>
</tr>
<tr>
<td>4 ...... 65 784</td>
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</tr>
<tr>
<td>5 ...... 55 247</td>
<td>7.80</td>
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<td>6 ...... 43 447</td>
<td>6.14</td>
</tr>
<tr>
<td>7 ...... 34 829</td>
<td>4.92</td>
</tr>
<tr>
<td>8 ...... 21 321</td>
<td>3.01</td>
</tr>
<tr>
<td>9 ...... 12 015</td>
<td>1.70</td>
</tr>
<tr>
<td>10 ...... 7 049</td>
<td>1.00</td>
</tr>
<tr>
<td>Total ... 707 923</td>
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</tr>
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</table>
Attempts to narrow education gap—witness

East Rand Bureau

An education expert said in the Circuit Court, Kempton Park today, that black education, for various reasons, was inferior to white education in South Africa, but since 1967 there had been a strong attempt to improve the system.

Dr F E Auerbach was the second witness to be called in the defence of 11 Soveto students, Mr Chief Twala (18) and 10 others, who have pleaded not guilty to charges relating to sedition and terrorism.

The charges arise from the events of June 16, 1976, in which disturbances in Soveto during the next year.

In reply to a question by senior counsel for the State, Mr. K von Lieres, the doctor said it was not his opinion that African education was designed to keep the black man in an inferior position.

However, the speech made by Dr Verwoerd in 1953 in which it was said that a black child should not be educated so as to give him the impression that he could take his place together with the white man and cause a deep-seated sense of being discriminated against in the black community.

DIFFERENCES

Dr Auerbach pointed to some of the differences between white and black education. First, white teachers were much better educators.

Ninety-five percent of white teachers had a matriculation certificate plus a professional qualification, whereas only 11 percent of black teachers were similarly qualified.

Fifty percent of black teachers had the same certificate plus a professional qualification, whereas 10 percent had neither matriculation certificate nor professional training. This was because the numbers of pupils enrolled were few, and the costs were high.

In 1975 the State spent R44 per capita on white children and R44 on black children.

The doctor said there was no significant difference in the matriculation syllabuses for black children and white children.

At the end of Dr Auerbach's evidence the defence closed its case.

Mr Justice van der Merwe postponed the hearing to March 12 for the start of the argument.
Many drop out from UWC

Political Correspondent

HOUSE OF ASSEMBLY. — Two out of every five first-year students at UWC dropped out last year or failed all their year-end examinations.

The Minister of Coloured Relations, Dr Hennie Smit, said yesterday, that 218 students or 12 percent of first-year students dropped out during 1978. A further 522 or 28.6 percent failed in all subjects at the end of the year.

He was replying to a question from Dr Frederick van Zyl Slabbert (PP, Rondebosch).
No uniform education yet says Minister

EAST LONDON — The placing of all education under one State department could not be effected within the next five or ten years, the Minister of Education and Training, Mr. T. N. H. Janson, told a delegation of The African Teachers Association of South Africa (Atasa) in Pretoria.

Such a drastic change of policy was not possible. There were four independent provincial administrations controlling white education in the country, the minister said.

These would first have to be converted to this idea before legislation establishing such a department 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 reaffirmed 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. — DDB.
Adult education centre to start soon

Staff Reporter

AN ADULT education centre designed especially for teachers, but open to all who wish to obtain or improve their Senior Certificate qualification, is being started next month by the Urban Foundation.

The centre is to be housed in the modern facilities of the Savio College in Lansdowne Road, Lansdowne, which is set in attractive surroundings and offers plenty of parking space as well as being easily accessible. Classes are to be held in the afternoons.

The Savio Adult Education Centre was planned in conjunction with a panel of leading Western Cape educationalists. Any person wishing to obtain a Senior Certificate will be able to attend classes in a wide variety of subjects for a fee of only R5 a subject a year.

Classes will be taught in both official languages by tutors selected for their teaching ability and qualifications. The centre will be funded by the Urban Foundation, which has voted R40,000 for the project.

Anyone wishing to study at the centre should speak to the Urban Foundation at 22 2341, and watch the press for application forms.
Schools survey 'painful'

Comparisons of white with Negro schools in November last year proved to be a "painful and poignant experience" for a Black South Fact-finding Committee, their congress in Cape Town heard yesterday.

Many facilities proved to be inadequate; there was a "woeful lack" of gymnasiums and sports-fields; grounds were "bereft of grass", and there were no tuck shops. Some schools had not been replaced or repaired since the riots over two years before and deserted premises remained vacant.

Within the system laid down, the director of education and his assistants were trying to do their best for black education, the report said.

It added that "the undercurrent of senior pupils' unhappiness with the curriculum and the language of instruction was, however, probably only out of sight, ready to emerge should some spark ignite grievances".
PRIVATE schools in the Transvaal are quietly going ahead with racial mixing - despite the fact that virtually none of them have official approval.

One private school on the Rand has admitted so many Black pupils this year that they make up a third of the school's total enrolment. At least two schools have taken in Black boarders.

Despite the conservative position maintained by Mr Sybrand van Niekerk, the Transvaal Administrator who has granted only five applications for Black pupils to attend private schools, it is now estimated that nearly 300 African, Coloured and Indian pupils are in fact enrolled at these schools.

And all signs are that unless the Government insists on a more flexible attitude on the part of the Transvaal, the present situation may lead to a showdown between Transvaal authorities and the private schools, notably those of the Catholic Church.

Mr van Niekerk has put the ball back into the Government's court by asking the Minister of National Education, Mr Wyllie Cruywagen, for a precise interpretation of the Cabinet ruling that Black pupils could be admitted to White schools only in highly exceptional circumstances.

Mr Cruywagen said this week that the Cabinet had still to consider the request.

One private school without direct church links seems to be leading the field in the Transvaal as far as the scale of integration is concerned.

The Sunday Express has learned that of its 500 odd non-White pupils, about 40 are Indian, 20 are Black and one is Coloured.

The headmaster told the Sunday Express that the integration policy was working "extraordinarily well" and that minor problems encountered at the beginning of the year had been ironed out.

Among Anglican and private schools of other denominations, the situation is less clearly defined.

Mr Peter Nixon, Progressive Federal Party spokesman on education in the Provincial Council and former teacher, said this week he was delighted to hear that private, non-Catholic schools were also integrating their students successfully.

These schools would be observed with interest throughout the country, he added.

"This is obviously the type of thing that is going to become commonplace in the future."
We then went on for some miles and had breakfast about 11 a.m. My only food from 5 a.m. the previous day was a square inch of chocolate and two small biscuits. I had a tin of potted meat, tea and a small tin of jam in my wallets, but I was too cold and tired to go out in the rain to fetch them from the horse lines, and when I looked at my wallets in the morning, I found that I had in them.

My servant was trustworthy so there was no reason why I should worry, and I did not.

The Carabineer patted the crest of the range we marched along, and 22 of their horses died of cold during the night. Many mules also died. Mules cannot stand cold wet weather. They are much more sensitive than horses to wet cold. The main transport had not come up the big hill so that their animals were fairly sheltered.

14th October We marched towards Vryheid getting into the town on the 16th instant. The Greys left Vant's Drift on the 27th September 500 strong and by the time we got into Vryheid, 101 of our horses had died and 103 horses were sent
The combined movement did some good as the various columns captured over 80 prisoners, and must have killed and wounded a few. They also got over 2,000 cattle and some wagons. Our Body Snatchers shot a woman in the arm and have been much chaffed about it. The woman was moving about in the bush among Bantu people.

12. Dr. F. VAN Z. SABLBERG asked the Minister of Public Works:

What was the capital expenditure on schools for Coloured pupils in the Republic during the financial year 1977-78?

The MINISTER OF PUBLIC WORKS:

R30,692,401.

Cape Town: archives building

12. Mr. R. J. LORIMER asked the Minister of Public Works:

On what site in Cape Town is the new archives building to be erected?

The MINISTER OF PUBLIC WORKS:

The Roeland Street prison site.

Mr. R. J. LORIMER: Mr. Speaker, arising out of the hon. member's question, is he able to tell us why the site offered by the Department of Community Development was not accepted, while the site of the Roeland Street gaol was?

The MINISTER: Mr. Speaker, if the hon. member wants an answer to that he should table a question.

We marched all night and were near the laager by daylight. A kaffir said there were quite 150 or 200 Boers in a laager.
Chronic shortage strains pre-schools for blacks, coloured

THERE is a chronic shortage of pre-schools catering for black and coloured children in the Cape and many of those that exist are threatened with closure because of lack of funds.

The problem was highlighted this week by Miss Ann Short, director of the Athlone Early Learning Centre and Mrs J M Nel, financial administrator for Grassroots.

In a survey conducted by the Athlone Early Learning Centre (ELC) it was estimated that there are only 92 centres for the 141 000 coloured children and 16 centres for the 20 000 black children in the greater Cape Town area.

OVERCROWDING
Apart from the deficiency in numbers, many of the existing schools with insufficient facilities and poorly trained staff leave much to be desired.

The problem of overcrowding is enormous. In one school in Guguletu, which has holes in the surrounding wall, desperate mothers push their children through the holes on their way to work, rather than leave their children unattended for the day.

'However, the basic problem,' said Miss Short, 'is a financial one. Until more funds can be channelled into the community services aimed at preschool children, progress will remain slow.'

SUBSIDY
Preschool facilities for coloured children may apply for two kinds of subsidy from the Administration of Coloured Affairs.

The Education Department provides a nursery school grant-in-aid to centres for children aged two years or more, which amounts to R5,00 a child every quarter.

The Welfare Department provides a creche subsidy of 20 cents a day for every child who attends and whose joint parental income does not exceed R150 a month.

There are no state subsidies available to private pre-school centres for black children.

However, the six centres managed by local authorities are fully subsidised by the Department of Plural Relations. These centres provide about 27 per cent of the available places.

'It is critically important that a child is adequately stimulated in the early years if he is to achieve later at school and in other walks of life,' said Mrs Nel.

FAILURE RATE
'Failure rate at the moment among the lower income groups in Sub A is between 15 and 20 percent and in the townships as high as 96 percent.'

Yet very few of even the existing pre-schools are able effectively to promote the development of the children they serve because of untrained staff.

In the centres for coloured children, only 21 percent of the supervisory and teaching staff are qualified nursery school teachers.

The backbone of the pre-school personnel have no formal training and about a Standard 6 education.

In the centres for black children expertise in early education is even more limited.

The Athlone Training Centre, which offers a two-year course for nursery school teachers, only trains 20 teachers a year for the whole of South Africa.

The entrance qualification is a Junior Certificate.

The only other form of training available is an in-service course lasting one year at the Athlone Early Learning Centre.

COURSE STARTED
In 1977, there was no formal training for black nursery school teachers in Cape Town, but a course was started this year at the St Francis Adult Education Centre in Langa.

The University of South Africa offers two correspondence courses which are equivalent to the three-year Diploma in Nursery Education and the four-year Higher Education Diploma (Pre-Primary) offered by white training institutions.
Blacks’ education inferior, says expert

KEMPTON PARK. — Black education, for various reasons, was inferior to white education in South Africa, but since 1967 there had been a strong attempt to improve the system, an education expert said in the circuit court yesterday.

Dr E E Auerbach is the second witness to be called for the defence of 11 Soweto students, Mr Chief Twala, 18, and 10 others, who have pleaded not guilty to charges relating to sedition and terrorism.

The charges arise from the events of June 16, 1976, and other disturbances in Soweto over the following year.

In reply to a question by senior counsel for the state, Mr K von Lieres, the doctor said it was not his opinion that Bantu education was designed to keep the black man in an inferior position.

However, in a 1955 speech Dr E F Verwoerd had said a black child must not be educated so as to give him the impression that he could take his place together with the white man. This had caused within the black community a deep-seated sense that it was being discriminated against.

He pointed to some of the differences between white and black education. Firstly, white teachers were much better educated.

Ninety-five percent of white teachers had a matriculation certificate plus a professional qualification, whereas only 11 percent of black teachers were similarly qualified.

Fifty percent of black teachers had a J C certificate plus a professional qualification and 16 percent had neither a matriculation certificate nor professional training. This was because vast numbers of pupils enrolled but very few matriculated.

In 1975 the State spent R64 per capita on a white child and R44 on a black child.

There was overcrowding in black schools and it had been estimated, taking into account double sessions, that the average black teachers taught three times as many children as the average white teachers.

The doctor said there was no significant difference in the matriculation syllabus for black children and white children, but at primary level there was a fear of differentiation when gardening was introduced as a subject for black children.

The language issue was a difficult one because all children had to have a knowledge of official languages in the country.

The question was not whether to change the medium of instruction to one of the official languages but how and when this was done.

At the end of Dr Auerbach’s evidence, the defence closed its case.

Mr Justice Van Dyk postponed the hearing to March 12 for the start of argument.

Sapa

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**Bibliography:**

1. Sapa

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**Discussion Topic No. 3 cont.**

**Economy** (1977) 7(1):129-131

**South Africa Journal of Economics** (1977) 45(1):109-112

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**Discussion Topic No. 4:**

**History** (1977) 2(1):103-106

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**Discussion Topic No. 5 cont.:**
Free schools on the horizon

Cape Town, Plans—The Government is preparing plans to make it possible for certain people to provide an education in regions where there is a lack of educational facilities. The Minister of Education, Mr. Armstrong, will introduce this plan to Parliament. The plan involves setting up schools in areas where there is a shortage of education facilities.

Ngoni history was far more vivid in the minds of the people than was the largely mythical history of Young. The Ngoni past was relatively recent, and, when compared with the droning realities of labour migration and ecological degradation, gloriously eventless, all the stories of popular doom stories were used in a popularised fashion.

When the Zulus moved to the Ngoni area, they were not welcomed. This was suggested by Mr. Chirumura, who stated that the Ngoni would be better off with a chief who was not a Ngoni. He suggested that the Ngoni should be taught the value of education and that they should be encouraged to develop their own education system.

Thus, by accepting a school, the Ngoni were intent on creating tribusl schools, and in this they were assisted by the school and texts of the Livingstonia Mission. It is in this context that the whole question of language policy arose, and decisions were made about language policy which are still felt today.
Compulsory schooling plan delayed

Pretoria. — Compulsory black education will not be introduced in South Africa in the foreseeable future.

This was announced on Wednesday night by the Minister of Education and Training, Mr T. N. Jansen.

Addressing more than 100 University of Pretoria students at a National Party meeting in Pretoria, Mr Jansen said compulsory education for blacks in South Africa would not be introduced for several years yet.

He said it was impractical and financially impossible for at least the next two years.

Mr Jansen was speaking at the first meeting this year of the recently formed National Party student group, Nasionale Akte Tuk, who are campaigning for allowing party politics back on to the university campus.

Campus Ban

Party politics have been banned from the campus by the Students' Representative Council for many years.

Amid heckling from Boer and National Party supporters and other individuals, Mr Jansen refused to answer questions concerning the alleged involvement of the Prime Minister, Mr J. F. W. de Klerk, in the Dullstroom corruption case.

He rejected questions to the findings of the Erasmus Commission which cleared Mr. de Klerk of guilt concerning the activities of the defunct Department of Information.

Mr Jansen invited questions on the policy to give evidence before the Erasmus Commission on the allegations.

Not Policy

Concerning the decision of the Transvaal Attorney-General, Mr J. N. de Beer, not to prosecute General Hendrik van der Bergh for his statements about the Erasmus Commission, he said it was not policy of the Government to interfere in the decisions of the Attorney-General.

On the question of the new constitutional dispensation of South Africa, Mr Jansen said that whereas decisions of the proposed three Parliaments depended, they would be determined upon.
Six new schools for the Cape Midlands this year

By Charles Mogale

PORT ELIZABETH — The Administration Board for the Cape Midlands (ABCM) has embarked on a project to build eight schools in areas under its control this year.

The move comes six weeks before the date set for the Department of Education and Training to assume responsibility for building and general maintenance of all black schools in the country.

According to an ABCM tender advertisement last week, the project entails building six lower primary schools — three in Port Elizabeth, and one each at Kirkwood, Bedford and Adelaide, one higher primary school in Port Elizabeth and a junior secondary school at Kirkwood.

The project includes extensions to a higher primary school building in Kirkwood.

A spokesman for the ABCM said the project was "routine" on the part of the Board. He could not say how long it would take to complete the buildings.

The supply of more school buildings should, to an extent, alleviate the present overcrowding problems reported in township schools, particularly in Port Elizabeth.

Overcrowding most rife in secondary and high schools, has resulted in the Port Elizabeth Community Council sending a two-man team around the schools with the intention of easing pressure at the worst places.

The team comprises Mr A. L. Dwesi and Mr D. Mbane.

Meanwhile civil leaders reacted to black students' inability to continue with secondary and university education because of financial and accommodation problems.

One blamed the economic situation and unrests, and suggested that the best way of raising funds for the education of some students would, under the circumstances, be to appeal directly to the public.

On the accommodation problem, several leaders urged the building of more schools.
Cruywagen stays out of private schools row

The clash between the Government and churches intensified today as a church leader openly supported mixed schools defying the Administrator, and the Minister of National Education refused to stop in.

The Minister, Mr Cruywagen, said in an interview today he had no control or say over provincial authorities. He said the Transvaal decision to withhold approval of black, coloured and Indian pupils entering private schools, was in the hands of the Province.

The Anglican Bishop of Johannesburg, the Right Rev. Timothy Harris, issued a statement declaring that he would fully support Anglican school heads and governing bodies who "find it necessary in good conscience to defy the ruling of the Administrator of the Transvaal."

The call to the Minister from the Transvaal Provincial Council's Opposition spokesmen on education, Mr Peter Nixon, MPC, after the MEC in charge of education, Mr David van der Merwe, Brink, last night said action would have to be taken against private schools admitting black pupils without provincial sanction.

Mr Nixon said today: "The Province cannot talk about people breaking the law. The Cabinet decision to allow black children into the schools under highly exceptional circumstances means that the Government has waived its right to rely on the law, since legally there is no provision for the admission of the children."
85. Mr. D. J. DALLING asked the Minister of Plural Relations and Development:

Whether consideration has been given to abolishing or limiting the application of the existing Curfew regulations; if not, why not; if so, (a) what decisions have been taken, and (b) when will they be implemented.

The DEPUTY MINISTER OF PLURAL RELATIONS AND DEVELOPMENT:

Yes.

(a) It has been decided that this control measure still serves a purpose towards the good order and must be retained, but it will be applied with circumspection.

(b) Falls away.
Compulsory education on a regional basis

*1. Dr. A. L. BORAINIE asked the Minister of Education and Training:

Whether his Department has completed its investigation into the feasibility of introducing compulsory education on a regional basis; if so, (a) what were the findings and (b) what steps have been taken or are to be taken in this regard.

†The DEPUTY MINISTER OF EDUCATION AND TRAINING:

No.

(a) Falls away.

(b) In preparation for the introduction of compulsory education on the level of primary education, the necessary steps are being taken to—

(i) eliminate double sessions;

(ii) supply all textbooks free to pupils;

(iii) put into practice a new deal for the erection of school buildings;

(iv) introduce level education for the mentally handicapped; and

(v) introduce teacher training for level and remedial education.

Dr. A. L. BORAINIE: Mr. Speaker, arising out of the reply given by the hon. the Deputy Minister, could he give the House any indication as to how long this investigation is going to take and when it is going to be completed?

THE DEPUTY MINISTER: Mr. Speaker, unfortunately it is not possible to give an indication at the moment.
3.3.2 Employment figures first five months of 1977. Statistics (rather than Minir fit with the series we have serious problems.

| TABLE 37: COMPARISON OF AVERAGE EMPLOYMENT |
|-----------------------------------------|----------------------------------|-------------------------------|--------------------------|
| Average employment Jan - May 1976      |
| Iron Ore                                | 9 472                           | 0,4                           |
| Chrome                                  | 8 396                           | 31,1                          |
| Manganese                               | 9 314                           | 3,0                           |
| Coal                                    | 80 924                          | 11,7                          |
| Asbestos                                 | 19 370                          | 14,8                          |
| Tin                                     | 2 836                           | 7,4                           |
| Total                                   | 647 735                         | 1976 AND 1977 51              |
| Percentage change in average employment |
| 1976/1977                               |
| Total                                    | 6,5                             |

Notes:
1/ Copper appears to have been 'others' (which we have taken Plewan) to constitute 'other' mineral category of innum, in line with 2/ 'Quarries' here seems very close to 'Quarries and Salt' which we have previously labelled 'Other' (in line with Plewan).

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)
Exam results being probed

PORT ELIZABETH — The results of all black schools which did exceptionally well in the 1978 matriculation and junior certificate examinations are being checked against their record in previous years.

This was explained by the Public Relations Officer for the Department of Education and Training in Pretoria, Mr. G. Engelbrecht, yesterday in response to questions relating to alleged irregularities in East Cape schools.

Pupils and schoolmasters in the East Cape believed some results had been held back because inspectors had been asked to account for exceptionally high numbers of first classes and university exemptions.

The results of some schools were available as much as two weeks before others and some junior certificate results have still not been released.

Mr. Engelbrecht said this was largely due to some papers having been received later than others. His department was still waiting for some papers.

The check on schools which did exceptionally well, he said, had been introduced following irregularities in the 1977 examinations.

The investigations had shown no irregularities in examination papers from East Cape schools, he said.

The check was in no way a reflection on the integrity of any of the schools. — DBN.
### Protest at mixed language classes

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<tr>
<th>Limited Knowledge</th>
<th>Good</th>
<th>Very Good</th>
<th>Outstanding</th>
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<td>Ability to communicate by role-playing</td>
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<td>Emotional maturity</td>
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<td>Extent of previous training</td>
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<td>Quality of previous training</td>
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</table>

CAPE TOWN. — A group of Germans are out to stop blacks attending language classes at the German School.

The group, which calls itself Informa 2002, has been campaigning against moves to hold multiracial German language classes at the school for several months.

The chairman, Mr. Gerhard Sixt, said the course — for 45 black children and three whites — was due to begin yesterday. He said pamphlets were being handed out to the black pupils.

The pamphlets, headlined boldly with the word "warning," tell black students: "You can learn the German language, you can study the German culture but you can never be a German."

The German culture could not be absorbed by blacks and blacks should "trust" in their own heritage.

The pamphlets say black students have been misled by promises that they will be admitted to the school once they have learned German. The Department of Education has not given the school permission to admit blacks, they say.

In an interview Mr. Sixt said he "had nothing" against other races but felt Germans had the right to "preserve their own identity." He said he represented a large number of local Germans who felt the German School should be kept strictly for Germans only.

Mr. Sixt also had postcards protesting against the classes. He said local Germans were sending the postcards to the Minister of Foreign Affairs in West Germany.

Spokesmen for the school could not be contacted.

2. Please list material presented for audition:

3. Having interviewed the applicant about his/her application is based on:

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Sapa
The Plan p employment programme: physical a (health, e immediate: difficult facilities villages s into the α villages ar within this that the pr reduced if s

The Plan emp subject of s is required. departments greater prep the use of s processes, lots of dig prescrip Pilot Proje Project (te are, the at sufficient

It is partit 1973 by Rob Paper propos that one has knowledge on In 1973 Chaml tribution of For instance, 1. Para. 4.53

ciseki teaching posts crowded

EAST LONDON — The shortage of schools in the Ciskei is causing many teachers to leave the profession to join industry and commerce. When schools opened in the Ciskei yesterday a large number of teachers flocked to the offices of education inspectors in the hope of getting posts. At the Mdantsane circuit inspector's offices, teachers who were in queue included some who had passed the teachers' course four years ago, but it appeared there were no posts available for them. The large number were young girls who had left training schools last year and wanted to join the teaching profession. The acting Mdantsane circuit inspector, Mr. A. M. Bam, said he had to cope with a large number of applicants. He said more teachers came into the profession than compared to the rate schools were built which made it difficult for education officials to place teachers. At Mdantsane there are 25 lower primary schools, 14 higher primary schools, four secondary and four high schools. The teachers' training schools — both at Mdantsane and Zwelitsha — are expected to produce more than 300 teachers this year. A spokesman for the Ciskei Education Department said it would be difficult to list the number of schools in the Ciskei off hand as schools were being graded and some had been completed just before the schools re-opened yesterday. It was also difficult to know the number of teachers employed by the department as some had resigned. Two Mdantsane teachers who completed their course last year, Miss Nandipha Mrubata and Miss Nobi Zondani, said: "We are desperately in need of teaching posts." Miss Mrubata said she was attracted to the teaching profession because she had gathered there was a shortage of teachers. "What is the use of taking a teachers' course and then having to work as a labourer?" she asked. Miss Zondani said if the Ciskei Education Department did not build more schools there would be a brain drain of teachers. She said teachers were there to give the black child knowledge. Miss Zondani said although there was unemployment in industry she would try to get a job for a year to raise the fees for a degree or a special course as the teaching profession seemed useless without schools. — DDR.

Thousands begin their education

EAST LONDON — It was back to school for thousands of pupils when schools in the Ciskei and Border re-opened yesterday. At certain schools enrolment started on Monday because of the large number of applications. Yesterday the turnout of pupils at various schools was described by principals as brisk. Hundreds of sub A pupils were brought by their parents and relatives. Although the total enrolment could not be ascertained, the rush was reported at all lower primary schools at Mdantsane and Zwelitsha. Pupils arriving for the first time were in high spirits, but many of them burst into tears when left behind with teachers by their parents. The principal of Khanyisa Lower Primary School in Mdantsane, Mrs. M. N. Xorile, said out was big compared to previous years. The principal of Mzingisi Lower Primary School and Pakamile Lower Primary School, Mrs. E. B. Zokuza and Miss F. Katya, each reported an excellent turn out. Both schools started enrolment on Monday. Mrs. Zokuza said because of the big roll at their schools they would have to do double shifts. She hoped they would cope with the big number of new pupils. More pupils were expected to be enrolled during the course of the week. Other lower primary schools which have double shifts in Mdantsane are Zuzile and Isitsha in Zone Eight; Nonuzo and Nongero, in Zone Seven and Tembeka and Inkqubela, in Zone Nine. — DDR
Back to school...

Staff Reporter

ALMOST 1 500 000 black South African primary and secondary pupils — excluding the homelands — will be streaming back to school today. Mr G Englebrecht, chief PRO of the Department of Education and Training, said yesterday.

He said he based his estimation on a possible increase of about 100 000 on top of last year's 1 400 000 pupils. More than 30 000 teachers will be needed.

He said Mr J Strydom, the Johannesburg Regional Director, was in a better position to estimate Soweto's pupil population.

Mr Strydom had already told the Press that 170 000 primary and secondary pupils will be getting to school from today.

Mr Englebrecht added that equating black and white standards of education depended on quality of teachers and his department wanted to offer pupils the "best it can, given present resources".
Serious crowding in Indian schools

Schools in four Indian areas in the Transvaal are overcrowded to the point where the State has been forced to ask Muslim and Hindu schools to help with accommodation.

Indian leaders say Indian schools in Lenasia (Johannesburg), Laudium (Pretoria), Actonville (Benoni) and Roodepoort (Vereeniging) are overcrowded because the Department of Indian Affairs ignored warnings to build more schools or add classrooms to existing schools.

Education committees are concerned by the Department of Indian Affairs' "lax" attitude towards the problem. The department has admitted that Indian schools, especially in Lenasia, are seriously overcrowded because of the population increase through resettlement in the Indian suburbs.

A spokesman for Indian Affairs' Department of Planning said they had been informed about the increase in the number of pupils. However, it took five years to plan a school and 24 to 36 months to build one, the spokesman added.

Civic leaders, broadcasters and educational committee members said they believed there was no proper liaison between the Departments of Indian Affairs, Planning and Community Development.

"Group Area resettlement was going on at a fast pace while no adequate provisions were being made in schools to accommodate the surplus children," said a civic leader, former teacher and now educational committee chairman, Mr M. Doores.

Meanwhile, crowded primary schools have been ordered by Indian Affairs to send their standard 3, 4 and 5 children to high school, a situation which has incensed parents.

Rural Development in Botswana

Sample Survey of Squatters in Unibell

Mining Employment in South Africa, 1946-2000

Sample Survey of Squatters in Crossroads

R1,50

R1,50

R4,00

R2,00

R1,50
A chilly morning greeted little Nonpumelelo Mokoena as she set off for the first day of school in Orlando, Soweto, today with her books. When she saw our photographer, she hitched a ride from him and he could not resist stopping to help.

10. David Selvan
11. Sheila Niven/Charles Simkins
12. Johann Maree/Janet Graaff
13. Norman Reynolds
14. Johann Maree/Judith Cornell
15. Norman Bromberger (FORTHCOMING)
16. Gordon Young (FORTHCOMING)
17. Johann Maree

**P.T.O.**

**Housing Cost**
Cape Town

**Confusion as black pupils go back to school**

A Study of
in Cape Town

Residential

Rural Development

Sample Survey

The delay in announcing junior certificate results caused some confusion today as hundreds of thousands of black pupils returned to schools throughout South Africa.

In Soweto there was a slow return to school but all was quiet and police kept in the background. Education authorities said they were confident the opening of the new school year would go smoothly.

Two of Soweto's best-known schools, Orlando High and Morris Isaacson, opened their doors for the first time since 1977 when unrest closed them.

**NORMAL**

Mr. A. Mthembu, principal of Orlando High, said today the registration of pupils was going normally. By mid-morning more than 300 pupils had turned up for Form 1 and Form 4, the only classes at the school this year.

At Morris Isaacson more than 100 pupils waited to register early today.

There appeared to be no sign of any major school boycott despite the meeting at the weekend where a vociferous section of nearly 2000 parents and pupils decided there should be no return to school until "Bantu Education" had been abolished.

**TRANSFER**

Another factor which seemed to add to the confusion today was the transfer of pupils from higher primary schools to secondary schools.

"We are still waiting for figures of pupils from the Regional Director of Education and Training in Johannesburg," said Mr. Moses Motsumu, principal of Nasadi High School.
1.3.4 In these facts to do with the overall shift in geographical location of the industry, the contraction of historic centres and the fundamental explanation of employment development, Soweto expects full schools.

Soweto education authorities are expecting more than 170,000 pupils in full classrooms when schools open tomorrow — in spite of the rejection of 3,000 teachers by the National Union of Teachers, therefore, to the industrial action. Labour will continue to fall from 100,000 last year on a return by many people at yesterday's parent-student meeting in Soweto as the nature of the work in the mines require a technical description of face in contact with the stope. Commenting on yesterday's meeting at Regina Mundi Cathedral in Soweto, Mr. John Strydom, said today he was confident that schools would be filled tomorrow.

1.3.5 There is a return of the data — since we can see that this tonnage of ore milled, gold output, ore-grade, per worker per year, we shall not attempt to cast this against the variable of pupils, Mr. Strydom said that most of pupils in the June 1967 edition of the Soweto Education Authority's newsletter, the estimated 170,000 pupils were not interested in these variables, this is beyond us now.

1.3.5.1 Gold output rose from 1952 to 1970 — though forty-four secondary schools were available for the estimated 27,000 secondary school pupils, Mr. Strydom said. The Department of Education and Training is spending R4.6 million on the building of more schools in Soweto during the past few months, the number of this period of this period is expected to exceed 800,000 in the next few years to reach 1,000 tons (the all-time high). The development of the new field of productive mines (from 43 in 1962). This showed up in increased tonnages of ore being milled and treated every year — tonnages which moreover were of average higher grade throughout most of the 1950s since the newer mines in general had a higher grade than the average of the established industry.
4. Employment in 'Other Mines' (mainly Platinum)

4.1 In this study we are going to assume that in recent years this category of mining employment is almost entirely employment on platinum mines. This view is based on statistics provided by The Star.

4.2 What is the truth of the matter? NOBODY in South Africa should forget the dissatisfaction over black education which helped spark one of the bloody events in South African history on June 16, 1976. Feelings in the townships still run high on that subject. This was confirmed at a meeting in Soweto yesterday when the Soweto Students' League (itself militant on the need to scrap the present black education system) urged pupils to go back to school tomorrow and to fight the system from within. There was considerable opposition from tens of hundreds of parents and children who attended the meeting in the Regina Mundi church. While there may be the suspicion that the SSL wants children back at school because it makes for easier organisation, the fact is that the meeting underlined the tremendous opposition to the present education system.

4.3 A rough estimate suggests cyclical influences. In fact the years 1958 to 1964 (inclusive) show considerable fluctuations and no growth - at least in the sense that only in 1965 was the 1957 level of employment improved upon.

Back to school in Soweto

Times as much on educating a white child as it does on a black. This blatant discrimination lies at the root of the dissatisfaction over black education.

Fortunately there are signs that the Government has learned something in the past two years. Positive changes are in the pipeline. There is a move towards compulsory, free education for blacks. More free books are being made available and there will be more money for black schools in the next financial year.

These changes are not nearly enough and education cannot be eliminated as a cause of friction until the people concerned feel they are getting equal educational opportunities. Most responsible black leaders know that the system cannot change overnight. However, if their responsible viewpoints are to be strengthened, the Government must act fast. The authorities must provide evidence of meaningful progress towards the common goal of an education system acceptable to most black people. 1979 will prove crucial in this regard. In the meantime, black parents and pupils can help their cause best at this stage by filling the schools tomorrow.
Top school can legally take blacks

BY ROY DEVENISH

One of Johannesburg’s elite private schools, St Stithians College, has opened the way for the admission of students of all races.

Mr Justice Esselen this week granted an application in the Pretoria Supreme Court brought by the chairman of the college’s board of trustees, Reverend Stanley Pitts.

The application was for the removal of an obstructive clause in the Trust Deed — by which the governing body ran the school — which limited the admission of pupils to whites.

And there will be a great increase in the number of blacks attending exclusive private white schools in Natal and the Cape this year.

Mr F A Loots, MEC in charge of education in the Cape, said it was likely that there would be an increase of 10% on last year’s figure of 391.

In Natal, Michaelhouse, which had only one coloured pupil in attendance last year, will receive six new Indian boys as well as St Anne’s school for girls.

Mr Pitts said yesterday the move by St Stithian’s was in line with Methodist Church policy. It had been felt for some years that the restrictive clause should be removed when the time was right.

The application to the Supreme Court followed a resolution by the St Stithians College Council to open the school to all races.

The College has about 850 pupils in a high school and a preparatory school.

Mr Pitts said they had received applications from other race groups to enrol at the College for some years, and he now felt the church had removed stumbling blocks which were in the way.

However, he said, there was still a “confused position” in the country, and the school council was waiting for a statement from the Government to show the way.

In the Cape, Mr Loots said:

“Everything is working well. In fact, we are rather pleased at the way things are working out as far as integrated private schools are concerned.”

In Natal, Mr Neil Jardine, rector of Michaelhouse, commenting on the admission of the new Indian pupils, said:

“This is the policy of the school and we hope to make it work well.”

Mr Anthony Cheetham, rector of St Anne’s, said six Indian girls would attend the school for the first time this week.

Four of the six girls admitted to St Anne’s would be in residence and all six of the Michaelhouse boys would be in residence.

When Mrs R E Lewis, the headmistress of Epworth school in Maritzburg, was asked to confirm reports that her school had opened its doors, she replied:

“We will have 70 new pupils arriving and whether they are black, white or any colour is immaterial.

The Roman Catholic school, the Convent of Our Lady of Fatima, in the exclusive suburb of Durban North, will open its doors to blacks for the first time this year.

Hilton College has no black pupils at present but the Rector, Mr R G Slater, said:

“In the case of a black pupil applying we would apply the same criteria as to any white student.”
Black pupils turned down

JOHANNESBURG — The Transvaal Provincial Administration had approved only three of 219 applications from Black pupils for admission to private schools, a senior official of the administration confirmed here yesterday.

The official said 216 applications—from Black, Indian and Coloured pupils—had been turned down.

The Administrator of the Transvaal, Mr. Sybrand van Niekerk, said people had used all sorts of loopholes in the past to admit Black pupils to private and church schools.

The private schools had intimated that they were not aware of the requirements or that permission had to be granted to admit Black pupils, and in this way had admitted many Black pupils.

"Now we in the Transvaal have decided to support the Cabinet decision to allow only exceptional cases to attend private schools."

"We have circulated the Cabinet decision to all schools and have fully informed them on how the decision affects the Transvaal," Mr. van Niekerk said.

Factors

There were three factors in the past which had enabled private schools to admit a Black pupil: The pupil must be able to finish his curriculum, be socially adaptable, and the parents must be able to pay the school fees.

"Not one of these reasons is highly exceptional. If a child is not able to finish his curriculum then he is out of place anyway."

Mr. van Niekerk said that in accordance with the country's laws there was no authority to give permission in any instance for Black and Coloured children to attend White schools.

(Sapa.)
Schools swamped by Group Act influx

Lenasia schools are facing an accommodation crisis because of a rapid increase in schoolchildren being resettled in Lenasia under the Group Areas Act.

Parents and teachers committees said this week that they had warned the department about this.

Hundreds of primary school children are being transferred to high schools which in turn are trying to make space for their own pupils.

Trinity High School, for Standards 6 to 10, has been ordered to take an overflow of about 200 pupils from Standards 4 and 5.

The school has no accommodation for them and the Lenasia Muslim Association has placed 10 rooms used for religious instruction at the disposal of the school.

Trinity hopes to have 10 new classrooms in the next few months.

All eight primary schools are being forced to send pupils to the four high schools in the area.

Educational committee members are also concerned that Standard 10 pupils who have failed are not re-admitted for a second chance because of overcrowding.

Meanwhile, hundreds of pupils still living in Fordsburg, Pageview and Diagonal Street, Johannesburg, who have passed out of the four primary schools in these areas, have no high school of their own.

The department has decided to transport them to Roodepoort High School.

This has angered parents who pointed out that two white schools have been standing empty in Ninth Avenue, Mayfair — adjoining Fordsburg — for more than three years.

A spokesman for the Department of Indian Education said 14 schools had been planned for the next five years in Lenasia.
Uniform education rejected

DURBAN — Although it was natural blacks should clamour for uniform education in South Africa, it was not possible for them to have an identical syllabus to that of whites, KwaZulu's Chief Minister and Inkatha president, Chief Gatsha Buthelezi, said here yesterday.

Opening the annual conference of the African Teachers' Association of South Africa, he said he always had misgivings whenever people spoke about uniform education for all race groups.

Although blacks had become sensitive about differentiation based solely on colour because Bantu Education had been devised to make blacks "hewers of wood and drawers of water," he doubted whether most people knew where blacks were headed when they spoke about uniform education.

Although blacks were confident of ultimate victory and the creation of a free and open society, "we have also to accept that even if South Africa were liberated tomorrow, we will, for the foreseeable future, be a country of contrasts, with development sections and under-developed sections."

Blacks would have to catch up with a lot on many fronts because of the disparities in the systems of education for whites and blacks.

"We have to take into account that after generations of oppression our system (of education) has to have a liberating element. We are struggling for the liberation of all the people of South Africa, including the oppressors, who are not free so long as they continue to oppress us," Chief Buthelezi said.

He attacked leadership elements that had emerged in the wake of the Soweto riots, and quoted Robben Island prisoner and ANC leader Mr. Nelson Mandela and former Chinese leader, Mao Tse-Tung, to defend his role in trying to achieve liberation for blacks. — SAPA.
Parallel education not on—Buthelezi

Own Correspondent

DURBAN—KwaZulu's Chief Minister and the Inkatha president, Chief Gatsha Buthelezi, said in Durban today, that although it was natural that blacks should clamour for a uniform system of education, it was not possible for blacks to have an identical syllabus to that of whites.

Opening the annual conference of the African Teachers' Association of South Africa, he said he always had misgivings whenever people spoke about a uniform system of education for all race groups.

Although blacks had become sensitive about differentiation based solely on colour because Bantu Education had been devised to make blacks "hewers of wood and drawers of water," he doubted whether most people knew where blacks were headed when they spoke about uniform education.

FUTURE

Chief Buthelezi said that, although blacks were confident of ultimate victory and the creation of a free and open society, "we have also to accept that even if South Africa were liberated tomorrow, we will, for the foreseeable future, be a country of contrasts, with developed sections and developing or underdeveloped sections."

Mr R L Peteni, president of the association, said it stood for one united South Africa in which there would be no balkanisation, regionalism or tribalism.

Mr Peteni said his association wanted a South Africa which would not be split into warring factions.
12. Total employment in all wi
not so surprising giving that over our period
of the total.

12.1 Total employment seem
between 60 and 80 per cent
employment does so too, and
between 60 and 80 per cent
12.1.1 Between 194
sector employment (wi
jobs were added to th
This represents 15 y
rate of 2 per cent p
12.1.2 In the year
continues but at a slower rate and subject to apparently increasing
fluctuations. If one simply takes the employment statistics at their
face value and fits a constant growth rate to the change between
1961 and 1976 the rate at which jobs are created in the second half
of this 30-year period turns out to be one-tenth of what it was
between 1946 and 1961 viz. 0.2 per cent per annum. If (as we have
argued above in the case of gold) one allows for some supply-side
constraints in 1976 to 1976 - and if one takes the first 10 months'
employment figures for 1977 as establishing the probability of an
annual average of about 700 000 workers in employment this year,20
then the growth rate rises to about 0.6 per cent per annum - still quite
distinctly below that for 1946-61.

12.2 The underlying reasons for the different employment growth records
in the two periods are fairly clear.

12.2.1 In the period to 1961 employment in gold mining was
expanding - adding about 95 000 jobs to the total. This impulse
was imparted to the overall total. Similar expansion of output and
employment in coal, asbestos, quarries and salt and manganese ore
(to take the obvious candidates) reinforced the growth tendency.
It appears that technical progress was not yet of the sort (or at the
rate) to damp down employment growth markedly - in the face of
rapid output growth.