

Index

- Abolition of Passes and Co-ordination of Documents Act (1952), 238n26
- activism, 85–6. *See also* protests; social movements
- Adams College (Durban), 70, 82, 85
- adaptive education, 65–6
- administration boards, 239n26
- admissions
- Berea schools, 33, 142, 149–50
 - centralised, 206
 - fee exemptions, 14
 - formerly white schools, 129–30, 181–2, 206, 208
 - lobbying from government officials, 130–1, 181
 - race and class and, 91–2, 205
 - rejections, 140, 208
 - school power over, 36–7, 140–1
 - tests, 145, 257n17, 259n50
 - Umlazi schools, 83, 145
- ADvTECH, 107, 127, 206
- affirmative action policies, 119–20, 160, 205
- African languages, 2, 10, 213, 242n65
- ANC multilingual policy, 103, 210
 - in Bantu Education, 11, 66–7
 - colonial history and, 209
 - devaluing of, 211
 - Nguni and Sotho, 84, 209
 - official languages, 45, 67. *See also* Afrikaans language; isiZulu
- African National Congress (ANC)
- early leaders, 84
 - elections, 172
 - free schooling system, 1, 128
 - free-market economic policies, 125
 - Inkatha relations, 85–6, 183, 247n44
 - jobs with, 113, 121
 - language inequality and, 103
 - Youth League, 82
- Africanness, 136, 196
- Afrikaans language
- as language of oppression, 210
 - nationalists and, 209
 - percentage spoken at home, 45
 - special status, 12, 209
 - state promotion of, 10, 13, 46, 84, 112, 121
 - taught in school, 67
- Afrikaans speakers, 2, 41, 52
- advancement of, 45–7, 112
 - anxiety among, 87
 - association with English speakers, 96
 - decline, 90
 - rugby players, 47
 - shift to English-medium schools, 112, 159, 210
- Afrikaans-medium schools, 25, 46, 156
- Berea, 140
 - losures and mergers, 90
 - desegregation, 94
 - model C status, 96
 - universities, 255n40
- agency, 69, 112, 202
- Alexander, Neville, 84, 209
- Alexander, Peter, 185, 187, 217
- amadlozi* (ancestors), 195
- amakhosi* (chiefs), 57, 66, 191
- amandla* (financial power), 193
- anti-apartheid movement. *See* liberation movement
- apartheid planners, 4, 11, 64, 78, 167
- Argyle, John, 156–7
- assimilation, 57, 222n27, 225n50
- black students, 78, 92, 97, 125, 131–2
 - of domestic workers' children, 262n24
 - mission schools and, 11, 66
 - model C school and, 96–7
 - 'white tone' and, 11, 148
- Ball, Stephen, 255n3
- Bank, Leslie, 237n17
- Bantu Authorities Act (1951), 238n26
- Bantu Education
- academic subjects, 66
 - administration, 239n26
 - African languages and, 66–7, 84, 95, 209
 - core belief of, 47
 - elites, 80–1
 - emphasis on crafts, 242n60
 - expansion of primary schools, 65

- gender and, 68
 resources, 67
 tone of, 55, 73, 78
 underfunding, 61–2
 Bantu Education Act (1953), 11, 31, 55,
 65, 73
 beer, 64, 241n49
 Berea
 colonial settlement, 38–9
 desegregation patterns, 151–4, 260n3
 geography, 29, 51–2
 resident monthly earnings, 89
 residents under five years, 90, 249n74
 upper and lower differences, 33–5, 151,
 232n36
 Berea schools
 admissions, 33, 142, 149–50
 advertising, 137–8
 Bluff children attending, 138–40, 151
 desegregation, 93, 153–4
 matriculation pass rate, 140
 primary schools, 40, 135, 181–2, 260n6
 recruitment, 1–2, 8, 138
 secondary schools, 138, 154, 260n6
 total public schools, 6
 traditional or ‘larney’, 29, 39, 105,
 115–17
 zoning system, 41
 Biko, Steve, 10
 Black (Natives) Laws Amendment Act
 (1952), 31
 black African children, 8, 93, 95, 142, 194
 black Africans
 advancement, 66, 86–7, 212
 call-centre workers, 108
 Durban population, 133–4
 labour, 6, 47
 at mission schools, 55, 65
 physical examination, 101
 removal from Durban, 31, 53
 separated into Bantustans, 209
 term usage, 20
 Black Consciousness Movement, 20, 83
 black economic empowerment (BEE), 113,
 184
 black families
 movement to white areas, 95
 nuclear forms, 157
 obligations to support, 175
 separation of African men, 17
 black middle class, 21, 92, 186, 206
 American, 88
 Bluff, 150, 166
 growth of, 7, 16–17, 79, 199
 parents, 130, 141
 size of, 113
 stereotypes, 175
 ‘white tone’ and, 211
 Black Sash, 64
 ‘black tax’, 188
 criticism, 160
 gendered and racial roots, 55
 moral code of, 196, 209–11
 term usage, 16–17, 175, 204
 wage earners and, 186, 190, 197
 Bluff
 black middle class, 166–7
 community and culture, 51
 desegregation patterns, 151–4, 260n3
 employment/unemployment, 106
 housing, 77–8, 114
 income, 89, 154–5
 Indian residents, 33–4, 166
 residents under five years, 90, 249n74
 ‘rough and tough’ saying, 29, 52,
 115–16
 shack settlement, 167–9
 upper class, 154
 whaling industry, 151
 ‘white’ zoning, 33
 working-class reputation, 41–2
 Bluff schools
 Afrikaans, 46, 48
 Catholic Convent School, 92
 cultural upliftment, 43
 desegregation, 93–4, 154
 employment prospects, 106
 matriculation pass rate, 140
 opening of secondary, 33
 parent involvement, 138
 primary schools, 41, 138–40
 promotion of, 138
 zoning policy, 96
 Bourdieu, Pierre, 8, 101, 103, 252n8
 bourgeoisie
 African, 62
 black, 13, 80
 ‘coconut’, 210
 national, 6, 103
 Bourquin, Sighart, 64, 239n26
 boys’ schools
 compared to girl’s schools, 49–50, 92,
 141–2
 fees, 8, 126, 141, 222n28
 principals, 141
 recruitment, 136–7
 scholarships, 135–6
 switch to co-education, 258n41
 branding, 6, 11, 119, 148
 Breckenridge, Keith, 38
 British Empire, 31, 40, 101
 Broederbond, 46, 234n63
 Brown, Wendy, 3
 Buthelezi, Mangosuthu, 70, 80, 85,
 247n44
 Buthelezi Commission, 246n33

294 Index

- Caldwell, John, 238n23
 call centres
 earnings, 103, 109, 254n26
 English screening, 109–10, 203
 gender and, 253n23
 language and racial hierarchies, 108–9, 253n24
 relocation to Global South, 253n22
 schooling credentials, 103, 107
 training, 19, 101–2
 capitalism, 6, 46, 56, 175, 199
Careers for You, 89
 catchment areas, 133, 137, 140–1, 258n41
 Catholic schools, 92–3
 Cato Manor. *See* Umkhumbane/Cato Manor
 Chari, Sharad, 229n91
 Chatsworth Township, 33, 181
 chiefs. *See* *amakhosi*
 Chigumdzi, Panashe, 211
Child, The, 89
 Chipkin, Ivor, 184
 Christianity, 58, 68, 233n41, 237n17, 243n76
 Christie, Pam, 91, 96
 civilisation, 10–11, 33, 37
 Clairwood School, 48
 Clase, Piet, 77, 92
 class. *See* social class
 closures, school, 90, 94
 Cock, Jacklyn, 70
 ‘coconuts’, 144, 183, 211
 term usage, 165, 211–12
 code-switching, 15
 Collins, Patricia Hill, 228n77
 colonialism
 British, 31, 39
 chiefs and, 57
 education policy, 65–6
 European, 10
 Fanon’s critique, 6
 language politics, 209–10, 212
 symbols of, 2
 white-owned farms, 56
 Coloureds
 exclusion of schoolchildren, 36
 Natal population, 231n13
 schools, 81, 96
 social class and, 55
 term usage, 20
 Wentworth Township built for, 33, 151
 See also formerly Coloured schools
 competition
 among missionaries, 242n65
 boys’/girls’ schools differences, 141–2, 205
 Durban schools, 21
 formerly white schools, 97, 132, 146, 148
 higher education institutions, 107
 intensification of, 4, 125
 for prestige, 8
 for students, 78
 sports, 8, 135–6
 Umlazi schools, 126, 146
 work, 113
 Connell, Raewyn, 252n8
 Conservative Party, 93
 Convent schools, 91–2
 corporal punishment, 83, 183
 Crapanzano, Vincent, 87, 118
 credentials/qualifications, 102–22, 198
 for call-centre work, 103, 107
 limitations of, 8–9, 202–3
 racial hierarchies and, 82–3, 108–9
 cricket, 127, 136, 258n37
 Curro, 127–8, 206
 customary law, 57, 63, 79

 Dalamba, Yolisa, 132
 de Klerk, F. W., 77, 250n96
 Department of Education and Training (DET), 245n18
 debt, 109, 130, 189
 Desai, Ashwin, 258n37
 desegregation, school
 private school admissions, 91–2, 97
 public school admissions, 93
 schoolchildren’s mobility and, 95
 uneven, 134, 153–4, 260n6
 voting for, 92–4, 96, 204, 250n96
 dialects, 211–12
 Diversity High, 135
 Dlamini, Jacob, 68
 Dlamini, Thobekile, 195
 Dolby, Nadine, 132–3
 domestic workers
 access to housing, 63
 access to local schools, 150, 161, 173, 182, 207
 employer relations, 71–2, 113, 162–3, 244n93, 261n21
 gender and, 50
 ‘kia kids’ (children) of, 93, 95, 161, 163–5, 250n101, 262n24
 living arrangements, 59, 95, 149, 161–2
 relocation for, 54, 59
 school zoning and, 141
 shack dwellers as, 163, 169
 support of schooling, 69–70
 ‘donations’, 130, 166
 Donkin, Rob, 29–33
 drop-out rates, 144, 189–90, 259n49
 Du Bois, W. E. B., 10, 12
 Dubow, Saul, 66
 Durban
 central business district (CBD), 34–5, 101
 changing population profile, 133–4

- employment/unemployment, 106, 222n24
- history and geography, 20–1, 101
- housing, 59
- Indian population, 21, 47, 136
- manufacturing, 62
- removal of Africans and Indians, 31
- suburbs, 32–3, 41, 157
- shack settlements, 245n12 *See also* eThekweni Municipality
- Durban Girls' High School (DGHS), 44–9
- Durban High School
- influential leaders from, 40
 - old boys, 29, 41
 - opening and relocation, 39
 - photograph, 15
- Durban Schooling Data, 22, 215
- Durban schools
- desegregation vote, 93, 250n96
 - English and Afrikaans-medium, 29–33
 - enrolment rates, 133–4
 - hierarchies among, 30, 105
 - prestigious schools, 39–40, 141
 - private, 256n8
 - white schooling expansion, 32
- Dutch language, 45–6, 209
- Du Toit, David, 261n22
- economy, 79, 87, 114, 125, 210
- education levels, 71, 89–90, 243n74
- employment opportunities and, 103–4
 - standard 10, 9, 81, 88
 - standard 6, 68
- education policy, 65, 140, 206–7 *See also* South African Schools Act (1996)
- Edwards, Iain, 241n51
- Eiselen Commission report (1951), 66
- Eiselen, Werner, 66–7
- electricity, illegal, 171
- elite schools, 11, 39, 51, 116, 127 *See also* private schools; traditional schools
- elites, 80–1, 121, 210
- Emantombazani* (Place of Women), 167–8
- emigration, 118–19, 254n39
- employment prospects
- Afrikaans schools and, 43–4
 - black occupational advancement, 87
 - educational levels and, 71, 89–90, 103–4, 202–3
 - English-language skills and, 84
 - household income and, 200–8
 - in retail services, 102
 - multiracial schools and, 25
 - schooling hierarchies and, 104–6
 - social connections and, 104, 114–15
 - white-collar, 88, 102 *See also* call centres; labour
- English accent, 4, 121, 205–6
- confidence and, 110
 - for call-centre work, 102–3, 108
 - hierarchies and, 111, 175
 - job prospects and, 110
 - model C, 12–13, 210–11
 - second-language, 212
- English language
- competency tests, 92
 - demand in service sector, 78, 203, 211
 - fluency, 102–3, 109, 111–12, 147, 180, 184
 - homeland promotion of, 84
 - liberation movement and, 84
 - negative connotations of, 212
 - prestige of, 10, 78, 102–3, 122, 209–10
 - racial categories and, 111
 - social power of, 97, 211
 - 'white South African English', 10, 111, 211–13
- English-medium schools, 12, 39, 55, 203
- Afrikaans speakers' move to, 112, 255n40
 - Berea, 154
 - black children's entrance, 78
 - parents as advocates, 121
- enrolment rates
- behaviour and performance and, 184
 - Bluff/Berea comparison, 154
 - formerly white schools, 97, 133–4
 - Indian learners, 48, 136
 - male/female comparison, 58
 - multiracial schools, 179
 - primary schools, 5, 65, 135
 - private schools, 89, 92, 128
 - university, 9
- Entwistle, Harold, 268n23
- Equal Education, 207, 213, 227n73
- Erwin, Kira, 132
- Esperanto, 212
- eThekweni Municipality
- changing population profile, 134
 - desegregation patterns, 152–3
 - racial breakdown, 20 *See also* Durban
- ethnographic research, 18–19, 22, 237n16
- See also* Durban Schooling Data; Household and Schooling Survey
- eugenics, 231n22
- Evans, Ivan, 78
- excellent schools
- multilingual, 214
 - Soweto, 86
 - term usage, 81
 - travel for, 83, 95
- Umlazi, 81–4, 97, 106, 126, 176, 183–4, 213–14

296 Index

- Falkof, Nicky, 87, 261n18
 family size, 59, 88–9, 238n23
 family structures, 25
 changing, 150–64, 186–7
 extended, 156–8, 197, 201, 260n12
 nuclear, 68, 149, 156, 159
 umndeni and *isihlobo* concepts, 187 *See also* black families; white families
 Fanon, Frantz, 2, 6, 10, 12, 103, 209
 Fataar, Aslam, 112
 fathers
 child support, 192–5, 202
 recognition of paternity, 194
 role in children's schooling, 50, 159, 181–2, 202
 total children living with, 17, 159, 187
 fees
 ANC policies, 14
 Berea/Bluff comparison, 140
 boys'/girls' school comparison, 126, 141, 222n28
 college, 107
 excellent schools, 184, 213
 exemptions, 14, 70, 159, 204, 208, 256n12
 for extra teachers, 8
 formerly white schools, 15–16, 130, 174
 mission schools, 68–9
 model school types and, 92, 94
 multiracial schools, 175
 non-payment of, 94
 private schools, 91, 127–8, 147–8, 256n5, 256n8
 public schools, 3, 198, 206–7
 remissions, 184
 rural-urban divide, 15
 township day-schools, 69
 Umlazi schools, 145
 voluntary, 78, 90–1
 FeesMustFall movement, 2, 16, 165
Femina, 88, 261n15
 Ferguson, James, 69
 fertility rates, 59, 189, 238n23
 Fiske, Edward, 259n49
 formerly African schools, 104, 106, 131
 formerly Coloured schools, 104, 111, 131, 184
 preschool, 196
 formerly Indian schools, 21, 166, 184, 203
 fees, 104
 governing body teachers, 131
 formerly white schools
 admissions, 129–46, 181–2, 206, 208
 advantages, 146
 black students at, 78, 131–2
 boys', 8
 competition, 97, 148
 employment prospects, 108–9
 enrolment rates, 78–97, 133–4
 fees, 104, 130, 174
 matriculation passes, 106, 131
 mentorship, 214
 as model C schools, 96, 183, 210
 prestige, 122, 147
 strategic practices, 129–31, 173
 'white tone'/whiteness of, 121–2, 126, 148, 205–6, 211
 free schools. *See* no-fee schools
 Freedom Charter (1955), 9, 83
 free-market ideologies, 13
 Freund, Bill, 48
 funding
 Bantu Education, 61–2
 black/white children ratio, 8, 32, 230n8
 educational resources, 14
 government or state, 189, 198, 246n27
 higher education, 202
 from life insurance policies, 185, 202
 public education, 14–15, 31
 quintile system, 146
 Umlazi schools, 69, 243n83
 white schools, 94 *See also* grants
fundisa (cause to learn)
 a sibling's child, 189
 concept and term usage, 187–8
 fathers' efforts, 193
 mothers' efforts, 190
 relational sense of, 196
 Fynnlands (Bluff), 33, 42, 163, 166, 251n123
 gated communities, 151, 157
 Gauteng Province, 141, 206
 gender
 children's schooling and, 17, 92, 158–9, 192
 choice of school and, 195–6
 fee differences, 8, 141
 identities, 20
 labour force, 176
 language practices and, 195
 parent-child bond differences, 50, 68–71
 race and class and, 19–20, 175, 220n6
 sexuality, 194
 traditions and, 57, 195–6
 work opportunities and, 49–50, 102, 253n23
 Gilmore, Ruth, 19
 Gilroy, Paul, 11
 Ginsburg, Rebecca, 261n21
 girls' schools
 desegregation, 22, 205
 Durban, 39, 44–9, 258n41
 fees, 126, 141, 222n28
 mission, 92, 243n81
 Glaser, Clive, 86

- 'going black/going white', schools, 133–6, 147, 156
 Goldberg, David, 3, 10, 119, 199
 Gramsci, Antonio, 8, 18, 211–12, 268n22
 grants
 child support, 193
 social, 13, 145, 180, 200, 264n10
 Grey Street Mosque, 36
 Greyville, 35
 Grosvenor Boys' School (Bluff), 34, 43–4
 Grosvenor Girls' School (Bluff), 50
 Group Areas Act (1950), 30, 53, 73
 end to, 95
 in Durban, 31–5, 231n17
 removal of shacks, 64
 reserve land, 59–60, 238n26
 Grundlingh, Albert, 47
 Guy, Jeff, 57, 62, 236n10
- hair
 Afro-textured, 2, 4, 148
 pencil test, 37, 97, 148
 'Harry Potter schools', 8, 116–17, 122, 156, 203–11
 Hart, Gillian, 229n92
 Harvey, David, 3
 health and illness, 195
 Healy-Clancy, Meghan, 66, 92, 243n81
 hegemony, 8, 211–12
 hierarchies
 cultural practices and, 12
 language, 108, 111, 213
 social, 113
 spatial, 25, 30, 197
 symbolic, 146 *See also* racial hierarchies
 higher education
 access to, 106
 drop outs, 189–90
 employment prospects, 105, 252n15
 funding, 202
 private institutions, 107–8, 119 *See also* universities
 HIV/AIDS, 187, 192
 homelands, 80, 84, 95, 239n26
 Household and Schooling Survey, 22, 105, 146, 154, 179, 216–17
 households
 changing forms of, 17, 174, 186–7
 contributions or support, 71, 187
 differences within and connections among, 175–6, 179, 200, 263n1
 rural economy of, 188
 rural, 180–1
 term usage, 228n79
 umnumzana (head of household), 193
 unemployment in, 200
 housing
 Berea, 38–9
 Bluff, 41–2, 77–8, 149
 boarding accommodations, 180–1
 garden cottages, 161, 261n18
 gender and, 64–5
 granny flats, 160–1
 hostels, 59, 179
 ikhaya (family home), 65, 95, 185–6, 241n55
 imijondolo (shacks), 167, 190, 262n25
 loans, 191
 low-cost, 167, 169, 172
 purchasing, 79, 165–6, 251n123
 rights, 17
 township, 62, 97
 Umlazi, 53, 59–60, 77, 95
 women's access to, 63–4, 240n41, 241n55
 Humphreys, A. S. B., 235n1, 238n24
 Hyslop, Jonathan, 88, 246n30
- ilobolo* (bridewealth), 56–7, 59, 176, 190–2, 194–5
Imizamo Yethu (our efforts), 190
 Immorality Amendment Act (1950), 31
 immigration, white, 233n49
 income
 Berea and Bluff earnings, 89, 154–5
 from call-centre work, 103, 109, 254n26
 household, 200
 school fees and, 128
 shack dwellers, 150–67, 169
 Umlazi earnings, 9–15, 179, 252n4
 white/black people difference, 114
 Indian Business District (Durban), 34–5
 Indians
 Bluff families, 157, 166
 English language and, 111
 population in Durban, 15–21, 33–4
 removal from Durban, 31
 schools, 48–9, 94, 136, 231n17, 256n8
 stereotypes, 136
 workers, 47–9
 indirect rule, 57, 66
 inequality
 class, 78, 80, 208, 211
 cultural, 103
 English language and, 211
 of education system, 18, 122, 198–9, 206–7
 movement of children and, 147
 racial-spatial, 126
 reduction in, 5
 school funding, 14 *See also* wage disparity
inhlawulo (fine or damages), 194–5
inhlonipho (respect), 57, 72, 195–6
 Inkatha, 85–6, 183, 247n44
 Zulu cultural movement, 85–6
 inspectors, school, 62, 81, 129, 206

298 Index

- into yabelungu* (thing of the whites), 58, 111, 183
- Irvine, Judith, 242n65
- isahluleki* (a failure), 193
- isifebe* (loose woman), 53–4, 58, 73
- Isipingo transit camp, 169–73, 208–11, 263n30
- isiZulu, 101, 185, 195–6
- call-centre workers, 109–10
 - media, 121
 - schools teaching, 84–5, 181, 183, 213–14
 - speakers, 12, 97, 110–11
- Isolezwe*, 121
- Italian language, 211–12
- izinduna* (chief's assistants), 85
- izingane zabawashi* (children of washer women), 80
- James, C. L. R., 127
- khulisa* (raise), 187–8, 193, 197
- Kros, Cynthia, 66
- Kubeka, Isaac, 83–5
- Kuper, Leo, 62, 68
- KwaMashu Township, 59, 87, 239n26
- KwaZulu homeland, 65, 67, 70, 84–5, 239n26
- KwaZulu Legislative Assembly, 80
- KwaZulu-Natal Province
- funding per pupil, 14
 - jurisdiction, 36, 101, 245n18
 - zoning, 207
- labour
- debt and, 130
 - demand, 48, 74, 115
 - high-skilled, 6, 8, 106, 202, 253n17
 - Indian workers, 47–9
 - uho* (casual work), 113, 169, 177
 - male, 3, 237n14
 - of multiracial school sponsors, 185
 - rights, 162–3
 - rural-urban movement, 56
 - shack dwellers, 150–67, 169
 - strikes and unionisation, 71, 79
 - supervision and management, 85, 108, 184, 253n23
 - togt* (daily labour), 177
 - trade skills, 115
 - travel for, 176–7 *See also* domestic workers; employment prospects; wage disparity
- labour market, 200, 202
- Bourdieu on, 8, 103
 - distance of, 176
 - overseas, 118–19, 254n39
 - public and private sector, 121, 167, 184–5
 - schooling credentials and, 4, 71, 103–4
 - value of 'white English', 126, 147
 - women in, 58–9, 158, 176, 190, 245n10
- Ladd, Helen, 259n49
- Lamontville (Durban), 243n76, 245n18
- Land Act (1913), 56
- Langley, Dorothy D. E., 49
- language politics, 25, 209–10, 212
- languages. *See* African languages; Afrikaans language; English language; isiZulu; Italian language
- Lareau, Annette, 260n10
- 'larney', term usage, 29, 230n1
- liberation movement, 3, 13, 84, 210
- anti-apartheid slogan, 16
 - philosophy, 3
 - schooling system and, 9–10, 14, 86
- living arrangements
- different intimate types, 194
 - legitimate cohabitation, 190–2
 - separate or single-parent, 192–4
 - unlawful, 54 *See also* households; marriage
- loans, 79, 159
- Loram, Charles, 65
- Maasdrorp, Gavin, 235n1, 238n24
- Mabogoane, Thabo, 3, 78
- Mabuyakhulu, Mike, 262n28
- Magaziner, Daniel, 242n60
- Magolego, Melo, 12, 210
- Magubane, Bernard, 82
- Maimane, Mmusi, 5
- Makalela, Leketi, 212–13
- Makhumbuzi Junior Secondary School (Umlazi), 82
- Mamdani, Mahmood, 112
- Mandela, Nelson, 3–6, 66, 125
- release from prison, 18, 77, 247n44
 - rugby interests, 135, 258n39
 - schooling, 11, 55
- Mangosuthu Technikon, 80, 105
- Mansfield School (Berea), 37, 40, 90
- marketisation, schooling
- choice of student, 255n3
 - description, 3
 - formative institutions in, 198
 - growth of secondary schools and, 55
 - new schooling regulations and, 128
 - post-apartheid policy and, 13–14
 - principal's role in, 141
 - race and gender and, 4, 181
 - white families and, 173, 204
 - 'white tone' and, 131
- marketised assimilation, 97, 204
- definition, 4, 22, 78, 125
- Marks, Shula, 57

- marriage
 access to housing through, 64
 choice of partner, 50–1, 202, 261n15
 divorce rates, 159
ilobolo (bridewealth), 56–7, 59, 176,
 190–2, 194–5
 rates, 74, 167, 187, 190, 192, 201
 same-sex, 194
- masculinity, 40, 158, 192–3
- mass education, 5, 55, 65
- matriculation exams ('matric')
 application to university and, 106
 Berea and Bluff rates, 89, 140
 fee collection and, 147
 formerly white schools, 131
 grade inflation and, 94
 job prospects and, 44, 104
 post-apartheid rates, 9, 125, 208, 259n49
 Umlazi schools, 80, 144
 white/black school rates, 94
- Mazibuko, Lindiwe, 121
- Mbatha, Mphiwa, 59, 69
- Mbeki, Thabo, 121
- Menzi High School (Umlazi), 16, 61, 82
- Merebank Township, 21, 33, 151, 166
 train station, 177
- Mesthrie, Rajend, 102, 121, 212, 224n40
- middle class. *See* black middle class; white
 middle class
- migration, 58–9, 187, 201
- military training, 40, 43, 233n53
- Milner schools, 39
- Milner, Lord, 39, 225n52
- mission schools
 as a model for Umlazi excellent schools,
 82–3
 benefits of, 57
 civilising objective, 37
 education for black Africans, 55
 emphasis on individualism, 188
 gender and, 68, 73, 92, 243n81
 leaders educated at, 10–11, 83
 privatisation of, 67–9, 81
 qualifications for teaching at, 18
- models, school
 different types, 92, 94
 model C, 12–13, 96, 183, 210
 model D, 258n30
- moral economy, 56–7, 188
- Morrell, Robert, 40, 49
- Morrison, Alice, 262n24
- mortality rates, 187, 238n23
- mothers
 benefits of place of work, 182
 Bluff, 158
 child bonds, 68–71, 172–3, 190, 227n77
 child rearing, 158
 domestic workers as, 164
 fathers relations, 192, 194–5
 sacrifices, 17
 single, 150, 159–60, 173, 204
 support of schooling, 50, 54, 68–71, 188
 total children living with, 187
- Moultrie, Tom, 237n23
- Mphahlele, Es'kia, 82
- multiracial schools
 black middle class and, 176
 cultural advantages, 103, 122, 184, 203
 definition, 9, 79–96
 fees, 175
 job prospects and, 25, 109, 121
 mothers as advocates for, 195, 202
 occupations of sponsors, 185, 265n20
 struggles of parents, 185–6
 Umlazi learners, 142–3, 179, 197
- Mum's Mail*, 158
- Mxenge, Victoria, 77, 85
- Mzobe, Sifiso, 79
- Natal, 36, 38, 40, 56, 231n13
 desegregation vote, 93
 women as legal minors in, 63, 73 *See also*
 KwaZulu-Natal Province
- Natal Education Department (NED), 41,
 46, 50
 records and surveys, 90–7, 249n87
 school zoning and, 141, 207
- Natal Mercury*, 88, 94, 230n8, 261n18
- National Education Union of South Africa
 (NEUSA), 92–3
- National Party government, 14, 31, 46, 64,
 79
- National Student Financial Aids Scheme
 (NSFAS), 106, 165
- nationalism/nationalists, 67, 84
 Afrikaner, 46, 66, 206, 209
 Zulu, 57, 97
- Native Code of Native Law (1891), 62–3
- Natrass, Nicoli, 185, 199–200, 202, 267n3
- Nederduitse Gereformeerde Kerk (NGK),
 90
- Nel, Philip, 46, 48–9
- neoliberalism, 3, 199, 220n10
- networks. *See* social networks
- New Forest School (Woodlands), 43–4
- Nhlapo, Jacob, 84
- Niehaus, Isak, 188
- no-fee schools, 14–15, 18, 128, 180, 200,
 208
 employment opportunities and, 203
 higher education, 106, 202
 KwaZulu-Natal totals, 265n11
 low prestige of, 147
 quality of, 199
 resource distribution, 5, 199
 Umlazi, 145

300 Index

- nonracialism, 4, 113, 125, 213, 223n38
 Ntombela, Thabisile, 184, 259n50
 Nzimande, Blade, 79–80, 83, 91
- oil refineries, 51, 151, 235n93
 old age pensions, 180, 238n23
 old boys, 29, 41, 116–17, 233n45
 Orient Islamic School, 35, 231n17, 256n8
 outcomes-based education (OBE), 229n83
 Own Schools Association (OSA), 93, 173
- parent-child relations
 financial support, 192–5
 gendered differences, 50, 68–71
 obligations, 188
 reciprocity, 188
 sacrifices, 17, 158, 163, 188 *See also* white parents
- paternalism, 71–2
 patronage, 72–3, 113–14
 phenotypic traits
 classifiers, 36
 hierarchies based on, 10
 school image and, 126, 133
 valuing of, 2, 4, 120, 205
- Pillay, Kathryn, 132
 Plank, David, 13
- poaching
 branding and, 6, 11
 of certain students, 1–2, 8, 141–2, 145
 rugby players, 125, 135
- political economy, 21
 prestige and, 127, 146–7
 whiteness and, 6
- pollution, 51, 151
- population
 Berea and Bluff, 154
 Coloured, 231n13
 Durban, 20–1, 133–4
 eThekweni racial breakdown, 20, 257n28
 shack dwellers, 59, 238n24
 South Africa, 13, 31, 230n7
 Umlazi Township, 53, 176, 236n1
- Population Registration Act (1950), 31, 35, 133
- Port Natal School (Berea), 46–7
 Posel, Deborah, 36, 240n39
 Posel, Dorrit, 229n87, 262n25
- poverty, 187, 194, 262n25
 black, 3–16
 cycles of, 169
 household, 201
- preschools, 88, 196, 248n61, 250n91
- prestige
 of African languages, 213
 changing, 120
- competition for, 8
 cultural, 38, 205–6
 English language, 10, 78, 102–3, 122, 209–10
 hegemony and linguistic, 212
 hierarchy of, 12, 67, 148
 loss of, 135, 147, 156, 166, 223n36
 political economy and, 127, 146–7
 politics of, 121
 schooling market and, 198
 whiteness and, 2, 6, 10, 133, 156, 205
- Preston-Whyte, Eleanor, 38, 59, 69, 237n20, 240n41, 244n93
- Pretoria government, 36
- private schools
 black children's entry, 91–2, 204
 British, 10, 29, 39–40, 206
 Christianity and, 233n41
 desegregation, 25, 91–2, 97
 expansion, 127–8
 fees, 14, 127–8, 147, 206, 256n5
 higher education, 107–8, 119
 number of white children at, 89
 regional patterns and geography of, 256n8
 semi-private schools boundaries, 127
 state funding, 14–15
- privilege
 deracialisation of, 3–7, 12, 199
 grammar of, 5, 204
 of whiteness, 10, 88–9
- Prohibition of Mixed Marriages Act (1949), 31
- Promotion of Bantu Self-Government Act (1959), 67
- protests
 for basic education, 208
 boycotts, 86–7
 against inequality, 18
 student, 16, 204, 212
 transit camp, 170–1, 208, 263n30 *See also* social movements; Soweto Uprising (1976)
- public schools
 desegregation, 92–3, 97
 failures of, 206
 fees, 3, 198, 206–7
 funding, 14–15
 political economy and prestige, 127
 quality, 5
 ‘rough and tough’ Bluff, 6
 semi-private, 127
 state interventions, 128
 white learners at, 133
- quality
 excellent schools, 82
 fee-charging vs. free schools, 199

- primary schools, 55
- public education, 5
- teaching, 80–1
- race
 - and class (re)connection, 3, 91–5, 175, 199, 204, 206
 - boundaries of, 132
 - ‘common sense’ understanding, 55
 - construction of, 19–20, 51
 - fuzziness of, 36, 51
 - identity, 37–8
 - measures of, 37
 - model C and, 96
 - schooling market and, 131
 - talk, 155
 - term usage, 35
- race-class debate, 2–3, 7, 80, 219n6
- racial categories
 - classifications, 30–48, 205, 231n13
 - English accent and, 111
 - in laws, 4
 - persistence of, 32, 205
 - resistance to, 132
 - school image and, 133
 - term usage, 20
- racial hierarchies
 - academic credentials and, 82–3, 108–9
 - black middle-class Americans and, 88
 - making of, 10, 12, 213
 - race classification and, 36
 - schools as agents of, 122
 - state instituted, 55
 - transformation, 197
- racial mixing, 151, 260n5
- racial modernism
 - contradictions of, 55
 - crisis, 79
 - definition, 4, 22, 204
 - local school attendance and, 62
 - school hierarchies and, 29
- racialised market, 25, 97, 125, 148, 211
 - description, 4, 22, 205
- racism, 110, 224n43
 - Fanon’s writings on, 6
 - public displays of, 5
 - in schools, 132
- racialism and, 126, 213
- railways
 - houses, 42, 77–8
 - workers, 45, 50, 78, 244n4
- Rainbow Nation, 2, 120, 211
- rand/USD conversion, 22
- Randall, Peter, 11, 39, 127
- rankings, school, 5
- Reay, Diane, 120
- reconciliation, 3, 17, 120
- Reconstruction and Development Programme (RDP), 167, 169, 172
- remittances, 53, 57, 59, 70, 201 *See also* ‘black tax’
- Rhodes, Cecil John, 2, 31
- RhodesMustFall movement, 2, 16
- Robinson, Cedric, 224n43
- rugby
 - British tradition of, 40
 - compared to soccer, 44, 137, 258n39
 - played by Afrikaans speakers, 47
 - race and social relations of, 125, 135–7
 - scholarships, 8, 30, 116
- rural life, 56–9, 86
 - schools, 180–1, 207, 265n11
- rural-urban divides, 15, 180, 202
- Sahlins, Marshall, 188
- same-sex relations, 194
- Sastri College, 35, 231n17
- Sayer, Andrew, 252n8
- scholarships
 - applications for, 142
 - for white learners, 133, 204
 - immorality of, 142
 - sports, 8, 30, 116, 125–6, 135–6
- schooling hierarchies, 29–30, 211
 - Durban, 30, 51, 93, 207
 - employment prospects and, 104–6
 - formerly white schools and, 122, 147, 175
- scrap metal collection, 167, 169, 172
- Seekings, Jeremy, 185, 199–200, 202, 267n3
- shack dwellers
 - access to better schools, 6, 169, 173, 184, 207–8
 - expansion and relocation, 79, 95, 167–72
 - location of school-going children, 150, 168–9, 173
 - mother-child bonds, 172–3
 - population, 59, 238n24, 245n12
 - tenure security, 264n9
- shebeen* (informal drinking establishment), 180
- sibling relations, 188–9
- simunye* (we are one), 120
- skin colour, 19, 131, 205
- Slum Elimination Bill, 167, 262n26
- soccer, 40, 155
 - loss of appeal, 30, 137
 - teams and tournaments, 137, 234n60
 - working-class schools and, 44–5
- Soccer: South of the Umbilo* (Barker), 45
- social class, 51
 - Bluff, 255n40
 - boundaries, 36
 - formation, 7, 79, 132, 199–201, 204
 - racial classification and, 36–7, 55, 91, 205

302 Index

- social mobility
 black people's, 103, 108, 110
 education and, 47, 79, 86
 English schools as vehicles for, 112
 of families, 151
 intergenerational/intragenerational, 17,
 185, 200, 202–4
 in urban areas, 79
 wage increases and, 71
social movements, 2, 207, 210, 213
Abahlali baseMjondolo (people of shacks),
 167, 171, 207, 262n26, 263n30 *See*
also protests
social networks
 at traditional schools, 112, 122
 Bluff, 114–15
 friends and family, 114, 122, 204
 old boys', 116–17, 233n45
 private schools, 127
 school enrolment and, 182
 schooling networks, 114, 116, 119,
 130–6, 203
social relations, 20, 69, 135, 147, 187
Soudien, Crain, 222n27, 256n10, 257n19
South African Democratic Teachers Union
(SADTU), 129, 206–7
South African Railways and Harbours
(SAR&H), 42, 77
South African Schools Act (1996), 128,
130, 140, 145, 183, 257n17
Southlands Sun, 137
Soweto Township, 86
Soweto Uprising (1976), 13, 79, 84–5, 92
Sparks, Stephen, 51, 235n93
spatial relations, 21, 30, 51, 78, 147,
230n92
sponsors
fundisa concept, 187–8
occupations of, 185
siblings as, 189
white employers as, 164
sports
 Indian stereotypes and, 136
 race classification and, 36, 40, 120, 155
 scholarships, 8, 30, 125–6, 147
 'white', 132–3, 135
 working-class communities and, 44–5 *See*
also rugby; soccer
standard of living, 89, 101
stereotypes, 136, 175
Sykes, Gary, 226
symbolic power, 147, 197, 203
 Bourdieu on, 101, 103
 definition, 9
 of English, 108, 122
Tabata, Isaac, 67
Tambo, Oliver, 11
Taylor, Chris, 21
teachers
 pay and conditions, 8, 71
 qualifications, 80–1
 to pupil ratios, 61, 81, 145
 severance packages, 128
 unionisation, 129, 246n30
 women as, 68
telephone call centres. *See* call centres
Thakur, Pravindra, 231n17
Thomas, Lynn, 131
Thusi, Sandile, 83
Tikly, Leon, 3, 78
Timæus, Ian, 238n23
tone, term usage, 225n52 *See also* 'white
 tone'
traditional schools, 29, 40–1, 203–11
 advantages of, 117–18
 Berea schools, 29, 39, 105, 115–17
 social networks, 122 *See also* Harry Potter
 schools
traditions (*amasiko*), 57, 183, 195
transit camps. *See* Isipingo transit camp
translanguaging, 213
transportation
 bus, 177–8
 costs, 159–60, 175, 185, 263n3
 Durban network, 21
 minibus and *malume* (uncle) taxis, 83,
 178–9, 264n5
 trains, 177
 Umlazi network, 176
Transvaal Province, 92
travel or movement
 to/from Bluff and Berea schools, 153–5,
 166, 173
 financial ability for, 184–5
 to prestigious schools, 5, 83
 resource distribution and, 147
 rural-urban/urban-rural, 180–1, 201,
 238n26, 265n12
 subsidisation for, 41
 Umlazi schoolchildren, 95, 142–4,
 176–9, 184, 197
tribal land, 191
Trollope, Anthony, 38
tuberculosis, 171

ubuntu (humanness), 196, 211–13
ukufunda (to learn), 188
ukufundisa. *See fundisa*
ukukhulisa. *See khulisa*
umalume (uncle), 178, 264n5
umfundisi (teacher/priest), 188
Umkhumbane/Cato Manor, 59, 64, 167,
238n24, 241n51
Umlazi Commercial, 81–2, 246n27
Umlazi Comtech, 82, 246n27

- Umlazi Township
 Chappies, 77, 79, 95, 182–3, 244n3
 class differences, 62
 employment/unemployment rates,
 105–6, 176
 establishment and housing, 53, 59–60,
 64–5, 77, 95
 malls, 185
 population, 15, 176, 236n1
 schooling location of children, 142–4,
 201
 social division, 17
 transportation system, 176–9
- Umlazi Township schools
 admissions and exclusions, 125–45
 average fees, 145
 employment prospects and, 105–6
 excellent schools, 81–4, 97, 106, 126,
 176, 183–4, 213–14
 matriculation pass rates, 80, 144
 primary and secondary, 61–2, 69, 73, 80,
 142–4
 total public schools, 6
umlungu wami (my white person), 72–3,
 113
umuzi (homestead), 53, 56
 underclass, 200, 202, 211
 unemployment, 79, 201
 by race, 6, 222n24
 current rates, 5
 English language and, 79–84
 higher education and, 104, 106, 202–11,
 252n15
 household, 200
 uniforms, 50, 69, 200, 256n9
 Union of South Africa, 31, 45, 56
 United Democratic Front (UDF), 86,
 247n44
 United Nations Educational, Scientific
 and Cultural Organization
 (UNESCO), 67
 universities, 67, 106–7, 210, 255n40
 enrolment rates, 9, 88
 racial branding, 119
 University of KwaZulu-Natal, 119,
 255n40
 ‘up-classing’, 30, 156, 203
 urbanisation, 31, 58–9, 237n20
uyazitshela and *uyazifonela* (tells themself or
 phones themself), 196
uzenza umlungu (you make yourself like a
 white), 185
- Vahed, Goolam, 231n17, 256n8
 Vally, Salim, 132
 Van Tonder, Jan, 42, 50
 Varsity College (Durban), 107–8
 Verwoerd, Henrik, 47, 68
- vote, school desegregation, 2, 77, 92–4, 96,
 204, 250n96
 Vukuzakhe High (Umlazi), 80–2, 84–5, 87,
 144
- Waetjen, Thembisa, 231n17, 256n8
 wage disparity
 call-centre work, 109
 gender and, 54, 158, 176
 race and, 6, 38, 88, 129
- Weber, Max, 9
- Wentworth Township, 33, 51, 151, 166
 white children
 living with their fathers, 2–17, 159
 movement for school, 137
 nannies of, 261n21
 obligations to parents, 160–1
 at private schools, 14, 89
 recruitment of, 1, 138
 schooling at the Bluff, 137
 white families, 17, 36, 94
 Afrikaans-speaking, 210
 Bluff, 149–50
 domestic workers, 72
 extended, 156–8, 260n12
 schooling market and, 173, 204
 white middle class, 154–5, 211
 white parents, 25
 children’s obligations to, 160–1
 choice of school, 96, 120, 146, 155–6,
 260n10
 vote for school desegregation, 77, 93, 204
 ‘white tone’
 black middle class and, 211
 gender and class components, 8
 linguistic dimensions, 12–13
 of formerly white schools, 122, 147–8,
 175
 schooling market and, 2, 131
 term usage, 11–12, 205–6
 ‘white sports’ and, 120, 132–3, 135 *See*
also whiteness
- White, Hylton, 195
 whiteness
 as a branding tool, 11
 -blackness binary, 58, 136, 206
 boundaries of, 148
 businesses in selling, 131, 257n18
 classification, 36, 55
 configurations of, 41, 120, 126, 183
 cultural signs of, 4, 25, 33, 96, 127, 132
 definition, 10
 delinked from white people, 3, 30, 205,
 211
 history of, 10
 perceived selfishness of, 196
 prestige of, 6, 12, 156, 198, 205 *See also*
 ‘white tone’

304 Index

- whoonga* (heroin-based drug), 189
 Willis, Paul, 198
 Wolpe, Harold, 219n6
 women
 discrimination and oppression, 54, 73
 education for, 53, 58
 emancipation, 63–4, 73, 79, 240n44
 employment opportunities, 49–50, 79,
 158, 245n10
 middle-class, 49
 over-schooled, 58, 73
 pregnancy, 193–4
 single, 63–4
 teachers, 68
 traditional practices, 195–6
 urban migration, 58–9, 187, 237n20
 See also mothers
- working-class schools, 37, 41, 44
 sports, 44–5
 working-class whites
 culture, 44–5
 derogatory terms for, 38
 in middle-class lifestyles,
 154
 racial upliftment, 37
 ‘up-classing’ of, 203
- Zanzibaris, 33–4, 36
 zoning, 14, 40–1, 140–1,
 207
 Zuluness, 57
 Zuma, Jacob, 113, 121
 Zwelibanzi High School (Umlazi), 81–2,
 84, 144