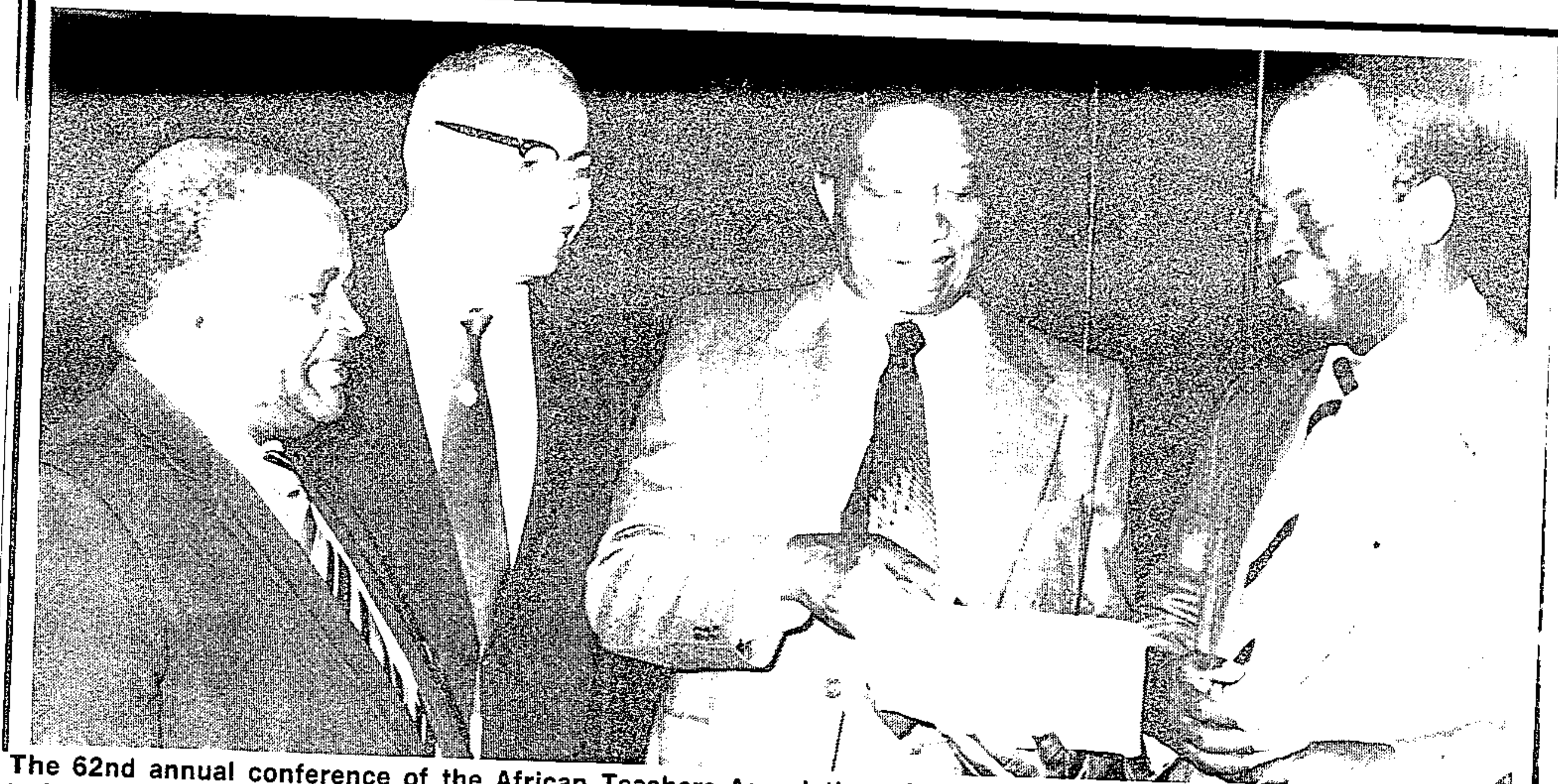


EDUCATION - GENERAL

1984

JANUARY — JULY.



The 62nd annual conference of the African Teachers Association of South Africa (Atasa) opened in Port Elizabeth today. Among those attending are (from the left) Mr FRANK TONJENI, president of the Cape African Teachers Union, Mr A MASIPA, treasurer of Atasa, Mr RANDALL PETENI, president of Atasa, Professor A J TEMBELA, vice-president of Atasa, and Mr H H DLAMLENZE, the general secretary.

By JIMMY MATYU

THE education systems which have been developed by successive South African Governments for blacks have been marked by weaknesses which ruled against effective black human development, Mr R Peteni said in Port Elizabeth today.

He was delivering the presidential addressing at the 62nd annual conference of the African Teachers Association of South Africa (Atasa).

Most of these weaknesses were the result of unwise and misguided policies adopted by the Government and the educational authorities. They pre-dated apartheid.

"The refusal of South African authorities to admit talented black students to local educational institutions compelled some parents to seek sponsorship to send their children overseas," he said.

Government policy had for years been directed towards attracting skilled immigrants from abroad, paying a great deal of money to induce them to come. This should have

Education for blacks is 'marked by weaknesses'

been spent on education at home.

The immigration policy was futile because many skilled South Africans emigrated — often in protest against apartheid.

"The realisation has slowly come to South African decision makers that the whites cannot alone supply all the managerial and business skills, or the technological and scientific know-how that is needed for a country with resources as large as those of South Africa, while the blacks are herded together in rural reserves and urban ghettos as reservoirs for cheap labour," he said.

It had been realised that job reservation and the withholding of union rights had failed. They had been replaced with more progressive mea-

sures.

The question now was what hope did the suggested political changes and educational reforms hold for the development of a completely free, open and fully emancipated South African society.

He asked whether the proposed reforms did enough to prevent a recurrence of the educational crises which gripped the country from 1976.

"If the reforms do not bring full emancipation — both black and white need to be emancipated, the blacks from discrimination and oppression, the whites from a dominant, master race mentality which is a form of slavery — then the reforms are no reforms at all. One cannot divorce education from politics. The two are intertwined.

"But if we attempt to

examine the proposed changes and reforms purely from the perspective of education, can we discern hope for the future in terms of human development?"

To answer this question Mr Peteni invited teachers to consider the facts of the situation:

● A white Minister from the Cabinet is to take charge of black education even though blacks were excluded from the process of selecting the members who were ultimately appointed to the Cabinet. The control of black education was not presented clearly in the white paper, but it appeared that black education would be treated as general education matters and would be controlled by a Minister who would most likely be white. He would certainly not be black, nor would

blacks be involved at any level in selecting him.

● It was a contradiction for the Minister of National Education to state, as he has, that Government policy should allow full scope for self-determination for each population group in regard to education. But he has also stated that black education would be under the control of a Minister who would be a member of the Cabinet — yet there would be no blacks in the Cabinet.

● Mr Peteni criticised the Government for snubbing Atasa when the Government white paper was about to be released for publication. He said all the teachers' associations in the country except Atasa were supplied with copies of it by their ministries and were briefed on its contents.

50 Star 3/1/84 X

Review of white and black education in 1983

By Jean Hey,
Education Reporter

The past year will be remembered by educationists as one in which apartheid in education was entrenched and "crisis in English education" became a catchphrase.

At its beginning some still nursed the hope that the Government would respond to the controversial De Lange Committee's report by relieving education of some core aspects of its separatist policy.

After all, the Human Sciences Research Council investigation was born of heavy unrest in black and coloured education. All signals indicated that urgent and radical changes in education had to be made to avoid further unrest and strife.

In November 1983 — after two years' consideration — the Government said in a White Paper that it would not make such changes. Education would remain "separate but equal".

The one ministry of education recommended by the De Lange Committee was rejected in favour of a system of five ministries, divided on racial grounds. With this final Government response, the report that embodied some hope for blacks and coloureds emerged a damp squib.

Critics attacked the White Paper as a "bureaucratic nightmare" and accused the Government of conclusively shelling the De Lange report of its most significant recommendations.

Yet the Government's conclusive rejection of one ministry of education was in many ways to be expected. The recommendation was at odds with the new constitution accepted by white South Africa in November.

The outcome of the November 2 referendum in itself holds great implications for the future of education.

The new constitution firmly pegs education as an "own" affair. Its implementation means the separate-school system will be solidified and institutionalised more than ever before.

Despite a general gloom among educationists, the White Paper on education offers some significant reforms — although none that may meddle with the major mechanisms of apartheid.

One important recommendation accepted is the formation of a multiracial council to advise on the over-all education policy. The council will only act in an advisory capacity — it cannot implement decisions.

In its White Paper the Government also agreed to bring about parity in the

Separate teaching is here to stay

expenditure a head in the education of the various race groups.

In 1983 parents were also reminded of the cost of education. The Minister of National Education, Dr Gerrit Viljoen, announced in August that the days of free white education were numbered.

It was also the year in which the crisis in English education was forced under the spotlight. The issue is not new. For years poor salaries, sex discrimination and a lack of promotion opportunities have discouraged potential teachers.

For the first time educationists and parents held a mass public meeting in Johannesburg to tackle the problem.

Some accused the English-speaking community of being uncommitted, sluggish and conservative. Others blamed politics and ideology as the cause of the English teachers' exodus.

White women teachers can look forward to improved conditions in 1984. Sexual discrimination — which for decades has plagued the teaching profession — seems to be on the way out.

Dr Viljoen last month announced that from this month all married women would be able to keep their permanent teaching posts.

Two discriminatory pieces of legislation remain, however: the quota system — which in the Transvaal reserves a fifth of all high-school posts for men — and unequal salaries.

The focal issue at white universities during 1983 was the the Universities Amendment Act. Dubbed "the Quota Bill", this law was introduced to restrict the number of black students at white universities by means of a quota set down by the Minister of Education.

The Government's decision in August to shelve the Act defused one of the greatest potential confrontations between the Government and English-medium universities.

By Jean Hey,
Education Reporter

For black education 1983 was a year of riots, boycotts and bloodshed with no sign that 1984 would bring any improvement.

All four "ethnic" universities — Fort Hare, Turfloop, the University of Zululand and the Medical University of South Africa (Medunsa) — experienced serious unrest and student discontent throughout the year.

Causes of the unrest ranged from complaints of overcrowding and fee increases to the commemoration of political events.

The root of the unrest seemed to lie in a fundamental anger against apartheid, and students saw black university officials to be party to separate education — a system they believe ensures inferior education for blacks.

The bloodiest campus incident of the year was at the University of Zululand in October. Five people died and about 100 were injured when students clashed with Inkatha supporters.

At Ciskei's University of Fort Hare there was strong and often violent unrest.

In August students set fire to university buildings, and the following month hundreds were arrested after a demonstration marking the death of Steve Biko. Later the entire student body boycotted classes for at least three days.

The University of the North (Turfloop) also experienced boycotts, demonstrations, postponement of examinations and temporary closure.

Unrest that began on June 16 festered through the whole year, culminating in boycotts and the dismissal of about 400 students.

More than 2 000 Turfloop students refused to write mid-year examinations after some were injured in June 16 demonstrations.

Students who failed to write the postponed examinations were expelled, leading to the entire student body boycotting classes in protest.

The relative calm enjoyed by South Africa's only black medical university, Medunsa, was shattered in June this year when the 800-strong student body went on strike over the dismissal of two Student Representative Council members accused of intimidating students.

The two-week mass boycott of lectures led to a head-on confrontation between the university authorities and students, culminating in the closure of the campus.

Goodbye to black year of violence

The unrest that dominated black universities in 1983 also reached new levels of intensity in schools.

The presence of white teachers at black schools became a major issue as students called for their resignation.

White teachers, they said, were unsympathetic and unapproachable.

Jabulani Technical High School and Progress and Ibhongo secondary schools were three of Soweto's worst trouble-spots.

More than 2 000 students at four Soweto schools boycotted classes in July in support of student clashes with police at Ibhongo Secondary School.

Tearsmoke was used to disperse about 200 Ibhongo Secondary School pupils protesting against the appointment of a white headmaster and the school had to be closed.

In the same month similar dissatisfaction at Progress High School in Pinville, Soweto, fuelled student protest.

About 1 000 pupils at Orlando High School boycotted classes and hurled stones at the school buildings in August when three of their teachers were transferred.

In the Cape, students at Bophaganang School in Huhudi township, near Vryburg, erupted in a wave of violence in August which lasted several days and led to the closure of the school.

More than 500 students went on the rampage, throwing stones and damaging school buildings in protest against the dismissal of several students.

It was a bleak year for black education. At its end came the Government's White Paper on education — a document that entrenched apartheid and rejected the De Lange recommendation of one ministry of education.

The Government's slogan of "separate but equal" remains. Whether black educationists and students will accept it in 1984 remains to be seen.

Professor calls for universal education

By JIMMY MATYU

IN a keynote address today to the 62nd congress of the African Teachers Association of South Africa (Atasa) being held in Port Elizabeth, Professor A J Thembela said the ideal education system was one devoid of all ideological and political "strings" and one that facilitated the pursuit and advancement of knowledge, arts and sciences.

Prof Thembela, of the University of Zululand and vice-president of Atasa, said the basic assumption underlying the conference theme, "Education and Human Development", was that human beings needed to be developed and that education could do something about it.

In this country, the educators had a vital role to play in this exercise.

An education system was one devoid of ideological and political "strings", one which recognised the brotherhood of man and led men to personal freedom.

"The cultivation of the noble characteristics of the love of truth, wisdom, diligence, beauty, nature and life are the ultimate aims of any ideal society," he said.

"Cleanliness and neatness of body and mind, politeness and courtesy, honesty and reliability are the universal characteristics desired by all human persons."

Prof Thembela emphasised that these ideals could only be pursued in a just society.

"The social reality of greed and selfishness on the part of those who possess power and authority prevents the equitable distribution of the resources of this land so as to benefit all its citizens fairly."

"On the other hand the social reality of disease, poverty and ignorance that afflict a vast majority of persons makes them impotent and unable to move towards the educational ideal I have described," he said.

Prof Thembela said that in a situation where there was a conflict between social reality and an educational ideal, those who had been vested with the powers of social structuring and policy-making should ensure that the legislation of the land should promote this ideal.

"In this country the problems are of a socio-political nature. A social situation exists and it is fundamentally unjust."

Prof Thembela said the aims of the education system should be:

● The transformation of society so that it facilitated rather than impeded the movement towards the educational ideal.

● The humanisation of individuals within this society so that all persons shall be accepted and regarded as human beings with human dignity.

Another speaker today, Mrs Faith Gasca, lashed out at

the "oppressive and discriminatory" attitude of men against women allegedly practised in branches of the association.

Mrs Faith Gasca, an executive member of Women's Consultant, a wing of Atasa, said the attitude of these men in the lower ranks of the association showed that they had not been "decolonised" enough to know that women had an important role to play in the shaping of history.

Mrs Gasca said the second "training for women teacher leaders" conference held at Sun City last month had recommended that discrimination against women should be abolished in the many areas, including salaries, conditions of service, housing schemes, further training and maternity leave.

Dealing with the election of office bearers, Mrs Gasca said the organisation should be encouraged to increase the number of women office bearers within the association so that they not only filled positions geared for women but also in delegations and in executive posts.

This was opposed by some male delegates who said they feared executive committees might be "landed" with women who were non-productive.

Mrs Gasca said this would not happen. Appointments to executive positions should be made on individual merits and not on the grounds of sex.

Govt policy unwise says Peteni

THE education systems developed for blacks by successive South African Governments were not in the interest of black human development, the 62nd annual conference of the African Teachers' Association of South Africa in Port Elizabeth was told yesterday.

Delivering his presidential address, Mr R Peteni said the black education systems were based on unwise and misguided policies adopted by the Government and educational authorities.

Government policy had for years been directed towards attracting skilled immigrants from abroad, paying a great deal of money to induce them to come. This should have been spent on education at home.

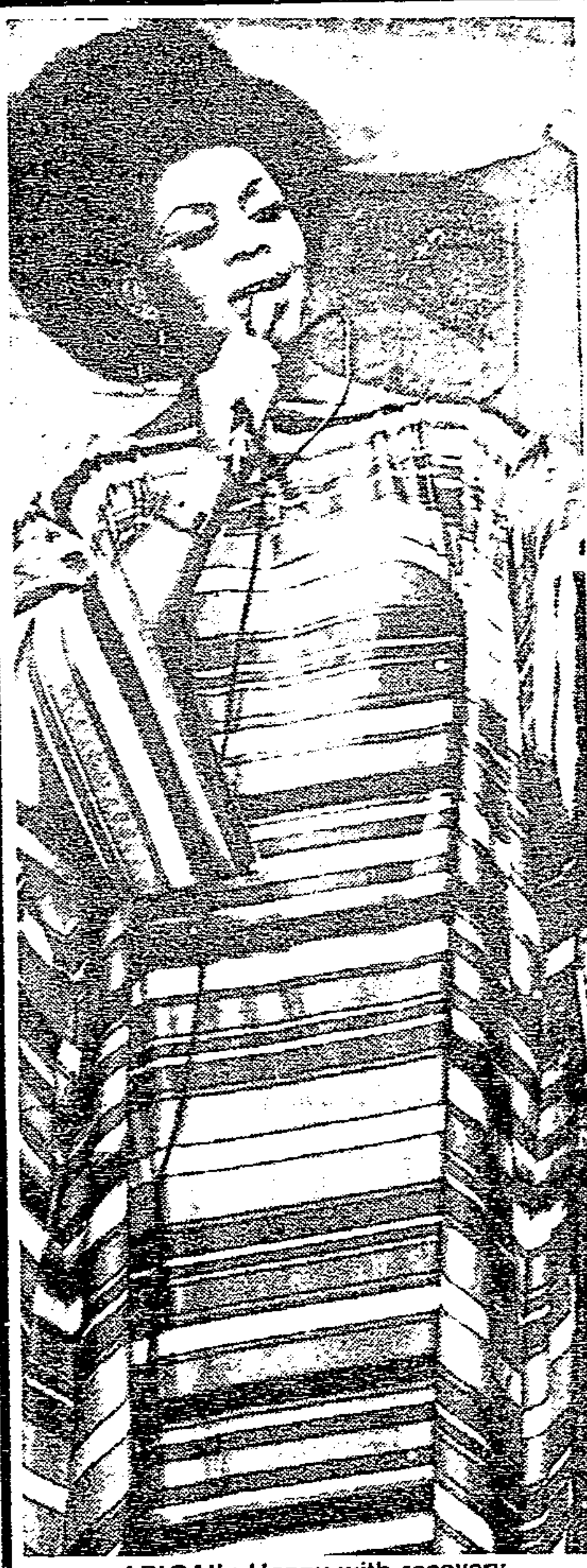
"The realisation has slowly come to South African decision-makers that the whites cannot alone supply all the managerial and business skills, or the technological and scientific know-how that is needed for a country with resources as large as those of South Africa, while the blacks are herded together in rural reserves and urban ghettos as reservoirs for cheap labour," he said.

The question now was what hope the suggested political changes and educational reforms held for the development of a free, open and fully emancipated South African society.

"If the reforms do not bring full emancipation . . . then the reforms are no reforms at all. One cannot divorce education from politics. The two are intertwined "

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Sowetan
5/1/84



ABIGAIL: Happy with recovery.

Mod

FORMER soccer boss Kgomotso "Tso" Modise, who was pumped with six bullets at the weekend has refused the hospital consent to inform the Press on his condition, a Baragwanath Hospital spokesman said yesterday.

Mr Modise, former NPSL manager and presently an executive of an advertising company, was shot by an unknown gunman in Pinville on New Year's Eve.

BUS IN

By MZIKAYISE E THOUSANDS of co in Daveyton township noni are boycotting bus service, following than 50 percent fare introduced this week.

Bus fares in the town increased from 20c to

R70 000 for chains

THE East Rand Administration Board (Erab) has spent R70 000 to buy mayoral chains, which will be presented to the "mayors" of the new town and village councils on the East Rand.

This was said yesterday by Mr J H Opperman, the senior director of Erab, who further said that the gold mayoral chains would be presented to the "mayors" during the inauguration ceremonies

of the various town councils and the village council which will be held next week and the week after.

There are six town councils on the East Rand: Daveyton, Vosloorus, Katlehong, Thokoza, KwaThema and Tembisa. There is also the Wattville Village Council.

Mr Opperman said the Daveyton and Vosloorus town councils will be inaugurated at cer-

emonies to be held ne Thursday, and t Katlehong, Wattvi and Thokoza count will hold their inauguration services on Janu: 18. The KwaThema a Tembisa town coun will have their servi on January 19.

Some of the "mayo who will receive t chains are Mr Noel M. koti from Wattville, Tom Boya from Dav ton and the Reveren R. M. Momo

Govt blamed for blacks' failure rate

By Jean Hey,
Education Reporter

Educationists have criticised the 49,6 percent failure rate of the 1983 black matric candidates as a symptom of separate education, while department officials say they are doing their utmost to improve the pass rate.

No more than 11,08 percent of the 73 841 candidates who wrote the National Senior Certificate achieved a matriculation exemption.

This is considerably less than the 50,5 percent of white matriculants who received matriculation exemption in the Transvaal earlier this month.

However, the Director-General of the Department of Education and Training (DET), Mr J Nienaber, expressed some satisfaction at the black results, saying they "compared favourably" with last year's figures.

In 1982, 50,2 percent passed the DET matriculation examination and 10,4 achieved matriculation exemption.

However, the pass rate was still low because many insisted on taking all their subjects at higher grade, Mr Nienaber said.

HIGHER GRADE

Reacting to the results, prominent educationist and president of the National Education Union of South Africa, Mr Curtis Nkondo, said they represented no significant change.

"If this shocking pass rate continues, black education will be heading for disaster."

Mr Nkondo blamed the Government for the low standard of black education.

"It is not a matter of how many new school buildings are built. Ever since the introduction of

Bantu Education and the division of schools on racial grounds, black children have suffered."

Bantu Education intended to keep the pass rate low so blacks could remain in lower jobs, he said.

Dr Ken Hartshorne, a member of the De Lange Committee, warned that people were becoming fixated with the increase in numbers of black matriculants while ignoring percentages.

"The matriculation exemption is a good indicator of the quality of education. Since 1978 the percentage of matriculation exemptions has dropped from 33 percent to 10 percent," he said.

The fundamental cause of the drop, said Dr Hartshorne, was separate education — a system the De Lange report had criticised and which the Government had refused to repeal.

Atasa stand ^{E. Post} ^{5/1/84} on education system in SA is reaffirmed 50

By JIMMY MATYU

THE African Teachers' Association of South Africa (Atasa) today rejected the "discriminatory" system of education now entrenched in the White Paper published in November last year on the provision of education in South Africa.

At its three-day 62nd annual conference held in Port Elizabeth which ended today Atasa reaffirmed its stand on this issue.

In a Press statement Atasa stated: "We reject the restructuring of education into five Ministries in spite of the fact that the Human Sciences Research Committee investigation into education and other bodies, including Atasa, had strongly recommended a single Ministry of Education differentiated into geographical units only and not in terms of race, colour, religion and sex or on other extraneous conditions of culture and language."

The statement added: "We resolve as Atasa to use all legitimate means to

bring pressure to bear on the Government to attain the objectives of 'Education and human development', the theme of this conference."

The conference urgently called upon the Government to:

- Scrap all discriminatory laws from the statute books, for example the Group Areas Act, the Separate Amenities Act, the Influx Control Act and laws restricting worship because these laws interfered with full human development.
 - Open all institutions of learning and teaching — like schools, colleges and universities — to all population groups and to let black parents exercise their inherent right of choice of school for their children.
- Among the resolutions adopted were:
- That a child whose sixth birthday falls on or before June 30 of a year be admitted to school at the beginning of that year.
 - That the implementation of changed syllabi be preceded by the availability of relevant handbooks.
 - That Atasa appoint a three-man commission of inquiry to investigate the causes of the disastrous matric results, the delay of these results, the chronic leakages of exam question papers and the system of marking and of moderation.
 - That the retirement age for both men and women be 65 years in all provinces and national states.
 - That all women teachers should enjoy the housing loan and Government subsidy thereof, irrespective of marital status.
 - That women on maternity leave receive full pay.
 - That all colleges of education include a course in early childhood education.
 - That efforts be made by departments concerned to close the gap still existing between Government salaries and industrial salaries.
 - That the struggle by Atasa to participate in the decision-making processes on education policies be intensified.

Inadequate Education spending on handicap education for blacks

By Joao Santa Rita

CAPE TOWN — The "appalling" 1983 senior certificate pass rate of 50,04 percent for Africans, and the disparity between this and the pass rates of other education departments was a direct result of the inequal expenditure on education for pupils of different race groups, a Cape educationalist, Mrs Daphne Wilson, said yesterday.

Mrs Wilson is the founder principal of the Institute of Race Relations' Enrichment Programme for black pupils in the Western Cape.

Black teachers speak out

The Star Bureau

PORT ELIZABETH — A ringing condemnation of racist education has been issued at the end of the 62nd annual conference of the African Teachers' Association of South Africa (ATASA).

ATASA yesterday condemned the education system which will be implemented under the new constitution, because it would effectively entrench discrimination in education.

The Association declared: "We reject the restructuring of education into five ministries in spite of the fact that the Human Sciences Research Council investigation into education, along with other bodies, such as ATASA, strongly recommended a single ministry of education, differentiated into geographical units only — not in terms of race, colour, religion, sex or any other extraneous conditions of culture or language."

ATASA called for the scrapping of all discriminatory laws such as the Group Areas Act, Separate Amenities Act and influx control regulations.

As a result of the conference, a three-man commission will be appointed to investigate the low level of black matric passes the leak-

The pass rate of candidates for the white Cape Senior Certificate was 92,3 percent, and that of coloured candidates in the Department of Internal Affairs was 71,3 percent.

Mrs Wilson, who is also chairman of the Institute's Bursary Fund, said the amount spent on white pupils from 1982 to 1983 was R913 per capita as opposed to R253 for coloured pupils and R140 for African pupils.

"Clearly, when six-and-a-half times as much money is spent on a white pupil as on a black pupil, there will be a disparity in the respective pass rates.

"The recent appalling results in the African Senior Certificate pass rate stems partly from the vast disparities in lifestyles between whites and blacks, but also from disparities arising from the enforced departmental ethnic divisions in education in this country.

"They indicate the urgent need for a unified system of education.

As an immediate remedy, Mrs Wilson said properly qualified teachers of any race should be found for African schools, and money should be made available to pay them.

"There are tremendous problems for black pupils.

"Many experience overcrowded living conditions, a lack of home educational background.

"In the schools they find a lack of teachers for specific subjects, and far too few qualified teachers.

"Our experience with black matriculants in our Enrichment classes over the past two years has shown an appalling lack of basic groundwork in all subjects, and a lack of general knowledge.

A lower standard of education, a different cultural background and racism places black matriculants in a far worse position in the job market than their white counterparts, leading employers and employment agencies have said.

This year's poor black matric results have again resulted in a controversy over the standard of education for blacks, but according to some employers that is not the only factor which places the black matriculant in a worse position.

"The standard of education is definitely lower, but that is often not the main cause of disadvantage," Mrs Molly Kopel, spokesman for a leading employment agency said.

"We have found out through our experience that many black matriculants might have a good knowledge of the subjects they learned at school, even better than some white students, but their different cultural background often makes it more difficult for them to understand the commercial world," she said.

The education system should take into account this difference and cater for it, she said.

Dr Henry Fabian, Standard Bank's personnel manager, said experience had shown the cultural background to be the main handicap with black matriculants.

"This can be attributed to many factors including the lack of opportunity to have more contact with the realities of Western culture," he said.

When asked about the general standard of black education, Dr Fabian said black matriculants were now of a much better standard than some years ago.

"They are also much younger. A few years ago black matriculants were 20 years or older. Now they are younger," he said.

Other employers agreed that firms were now accepting more black matriculants, but their chances of reaching top posts were slim.

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Star
7/11/84

Black teachers speak out

The Star Bureau

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As a result of the conference, a three-man commission will be appointed to investigate the low level of black matric passes, the leaking of examination papers, and the system of marking and invigilation.

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"Students are handicapped in comprehension in all subjects because of their inadequate command of English.

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Other employers agreed that firms were now accepting more black matriculants, but their chances of reaching top posts were slim.

A spokesman for a national company said black matriculants were often of a lower standard.

'Employers will have no choice'

Own Correspondent

Employers have no choice but to employ blacks in the technical fields and other areas which were in the past predominantly white, a Human Sciences Research Council report says.

Training of blacks, Indians and coloureds will also have to be stepped up, given the declining growth rate of the white labour force, the report says.

"The educational level (of blacks) of at least standard 10 is increasing at an accelerating rate," it states.

The number of black Standard 10 pupils passed that of whites for "the first time in history" last year, the report says.

The present percentage of black apprentices is "negligible" but the main problem with the utilisation of black labour lies not in their trainability but in "the hearts and minds of the people".

The white artisan gives more attention to la-

bour union membership with its accompanying chances of "upward mobilization" because he "sees himself as an endangered species which should be protected".

"Employers can only delay the day when they are forced through economic and demographic factors to employ blacks artisans and technicians. They cannot escape it," the report says.

Turning to skilled and unskilled labour, the report points out that the percentage of whites in clerical positions decreased from 83 percent in 1965 to 65 percent in 1981, while that of blacks doubled in the same period.

Taking sheer numbers into account, the annual increase in the labour force — 292 000 a year for 1980 to 1985 — could wipe out the shortage of skilled and semi-skilled workers in a year (167 000 in 1981).

But neither the lack of skilled manpower nor the unemployment problem can be offset by employing unskilled workers to fill the present skills gap, the report says.

CARL TEMIS 7/1/84 (50) (A12)

Brewery heist at flat

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eries where the youth, Ndika and Sopanga entered the breweries. He remained in the car.

The three ran from the premises with a metal box. He asked them what was in the box. Sopanga replied that it was "ching" (money).

He had driven off. After about 200 metres Sopanga demanded to drive, saying he was an "experienced driver". He had obeyed because he was scared of Sopanga. They had driven to Ndika's home, where they counted the money.

He went home and had been there only three minutes when the police arrived.

Police radio

Sergeant Freddie le Roux, of the Wynberg police, testified that he had obtained a description of the car and an address of the owner from police radio control and had gone to September's home. He found someone washing the car outside the flat and arrested the person. September was also arrested when he came out of the flat. The car keys were in his pocket.

In the glove compartment he found a realistic-looking toy revolver.

The hearing was adjourned to January 12 for sentence.

Mr A S McCarthy was the magistrate. Mr J L Smit prosecuted. Mr J Kudo appeared for all four accused.

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Single education system urged

Education Reporter

The "appalling" pass rate among African candidates who sat the Senior Certificate exams in 1983, has been strongly criticized by educationists, who have renewed their calls for a single system of education in South Africa.

Speaking in Pretoria this week after the Department of Education and Training (DET) had announced that 50,04 percent of African candidates had passed last year's examinations, the prominent educationist and former senior official of the DET, Dr Ken Hartshorne, said an improvement in results could not be expected until this took place.

Govt spending

Yesterday Mrs Daphne Wilson of the Cape Town branch of the Institute of Race Relations said the gap in the pass rates for Africans and the much higher pass rates for other population groups was directly related to the differences in government spending on education for Africans, coloured pupils and whites.

In the 1983 exams, 71.3 percent of coloured can-

didates passed while the pass rate among whites was 92.31 percent.

Mrs Wilson said it should be noted that for the period 1982-1983 the amount spent per pupil was R913 for whites, R253 for coloured pupils and R140 for Africans.

"Clearly when six-and-a-half times as much money is spent on white pupils as on black pupils, one is going to find a disparity in their pass rates."

Life styles

Mrs Wilson said that at a more basic level, the poor results were caused by "the vast disparity" in life styles between white and blacks and by disparities that existed because of "enforced departmental ethnic divisions" in education in South Africa.

The results showed the urgent need for one unified system of education.

Irrespective of race, correctly-qualified teachers had to be found for African schools and money should be made available to pay for these teachers, she said.

The Institute's enrichment classes had shown that, among African candidates for the Senior Certificate, there was a distressing lack of basic groundwork in all subjects, a lack of general knowledge and handicaps in comprehension and self-expression because of an inadequate command of English.

Mrs Wilson said black pupils frequently faced tremendous problems in living in overcrowded conditions and in lacking a home educational background. Teachers for specific subjects were often lacking, and often there were simply not enough qualified teachers available.

Events

Dr Hartshorne said the drop in the number of African matric exemptions could be traced to the events in black education between 1976 and 1980.

Prior to 1978, about 33 percent obtained matric exemptions, he said.

The drop could be attributed to the fundamental isolation and separation of black education from the general education structure in the country.

Builders await UK decision on new Airbus

LONDON. — Europe's planemakers are nervously waiting to see if Britain will fork up government funds to get the next generation of the European Airbus into the air.

Aviation experts say British participation should ensure the commercial future of the new Airbus A-320, a proposed 150-seat aircraft to compete with American Boeing planes for a share of international passenger traffic in the 1990s.

British Aerospace, which helped build the first two versions of the Airbus, has asked the government for R817 million sterling towards development of the new plane.

If the government agrees to contribute, British Aerospace can become a partner again and the firm would build the wings.

The executive com-

mittee of Airbus Industrie, which groups French, West German, British and Spanish planemakers, decided last month to go ahead with the twin-engined aircraft on the strength of firm orders from four airlines.

But World Airlines have run into some financial turbulence and Britain's Conservative Government, dedicated to private enterprise, is not rushing to put up state money.

Although British Aerospace and trade unions are pressing hard, the government is cautious.

"I do not want another Concorde on my hands," insisted Prime Minister Margaret Thatcher, recalling the costly collaboration with France to develop the supersonic passenger plane.

Concorde was a heavy financial loss to both governments and Mrs Thatcher, a vociferous advocate of thrift, wants to safeguard her reputation as a vigilant guardian of the public purse.

But her remark irked British planemakers.

"It was an unnecessary statement," said British Aerospace spokesman David Bainbridge. "She wasn't

comparing apples with apples. Concorde was a quantum jump into new technology. The A-320 is just a small step forward."

Mrs Thatcher's government is taking a thorough look at the prospects for the new Airbus before making a decision, due to be announced within the next few weeks.

So far Airbus Industrie has firm orders for 47 of the new model and options on a further 41.

Airbus Industrie general manager Mr Roger Beteille says the Europeans expect to fill a third of the anticipated world demand of 6 000 to 7 000 planes over the next 15 years.

If Britain declines to back the project, he says, the consortium partners would take on more work and there could also be more subcontracting. — Sapa-
Reuter

Call by Black teachers for bigger say in education

50
E. Post
7/1/94

By JIMMY MATYU

DEMANDS by members of the African Teachers' Association of South Africa (Atasa) in Port Elizabeth this week should cause the Government and its Department of Education and Training to have some serious second thoughts about black education.

Atasa unanimously resolved to intensify its struggle to participate in the decision-making processes on educational policies.

Members strongly demanded a single Ministry of Education for all population groups. This they believed would eliminate some of the disabilities in black education and also the thorny, recurring problem of poor matric results at black schools.

The Government recently turned down the recommendation of De Lange Commission that there should be one Ministry of Education.

Delegates unanimously called upon the Government to:

- Scrap all discriminatory laws and laws restricting worship as these interfered with full human development.

- Open all institutions of learning and teaching to all population groups and let the black parents exercise their inherent right of choice of school for their children.

Atasa resolved to use all legitimate means to bring pressure on the Government to attain its objectives.

The need for far-reaching reform in black education was a recurring theme in the discussions and papers delivered at the three-day conference.

One delegate described the conference as the most "historic and successful" in the 62-year history of the association.

The president, Mr Randall Peteni, said Atasa was proud of its record of being an organisation which fought against apartheid and all discriminatory and oppressive laws.

Some of its demands were not new — initially they were voiced after the countrywide upheavals by black students in 1976.

Many delegates felt that though the Department of Education and Training had made great efforts to remedy the situation it was moving at a snail's pace, and the gap between black and white education was still very wide.

The matric results for last year, in which half the students failed, were described as "disastrous" and becoming a "chronic case". This was an issue not initially on the agenda, but it soon found its way into the conference discussions.

This year's results, announced during the congress, showed that once again half the students had failed and only 8 000 of the record 76 500 candidates obtained university passes.

Atasa decided to appoint a three-man commission to investigate the causes of poor results, the delay in their release, the chronic leakages of exam question papers and the system of marking and moderation.

It further decided that each province and Atasa independently soon convene a special convention to identify and discuss strategies to improve the position.

Delegates expressed "utter disappointment" at the Government's rejection of the De Lange Commission's recommendation for a single ministry, which would be responsible for broad policy directives, and were most unhappy about the contents of the White Paper generally.

Two special memorandums submitted to the Director-General of Education and Training, made public in a national council report, named influx control, racial discrimination and socio-economic conditions like poverty as some of the factors which contributed to a poor state of black education.

An unusual "first" for the association was that a woman delegate, Mrs Faith Gasa from Natal, stood up against her male colleagues, accusing them of displaying a chauvinistic attitude towards women. She claimed they were "oppressive and discriminatory".

Ironically, Mrs Gasa lost her seat as Atasa's Woman's Consultant

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to cm

Sportsfields planned for 62 black schools

Post Reporter

A PROGRAMME of providing sportsfields for black schools in the Port Elizabeth area is now well under way, under the auspices of the East Cape Townships Playing Fields Fund.

The idea was conceived and the committee set up last year when it emerged that only 11 primary schools in the townships had sports facilities.

The programme will cover 62 schools in the Port Elizabeth area over two years and will also maintain the fields for the first two years.

A separate committee has been established for the Uitenhage area and will provide for 17 schools there.

An appeal to 16 major companies in Port Elizabeth was successful and sponsorship has been

obtained for 20 fields so far. One of them has been funded by the Evening Post.

While not all the 62 schools have space for playing fields, it is hoped that sponsorship will be raised for 50 schools by the end of 1984.

The Department of Education and Training has undertaken to fence, level and plant the playing fields in Port Elizabeth. The grass will be laid by a commercial contractor, and the East Cape Administration Board will arrange for a water supply for the maintenance of the fields.

Parent-teacher associations will be responsible for maintaining the fields once an initial two-year period has elapsed.

At the Kwesi Lomso Secondary School, where levelling operations started today, soccer, rugby and cricket fields will be established.

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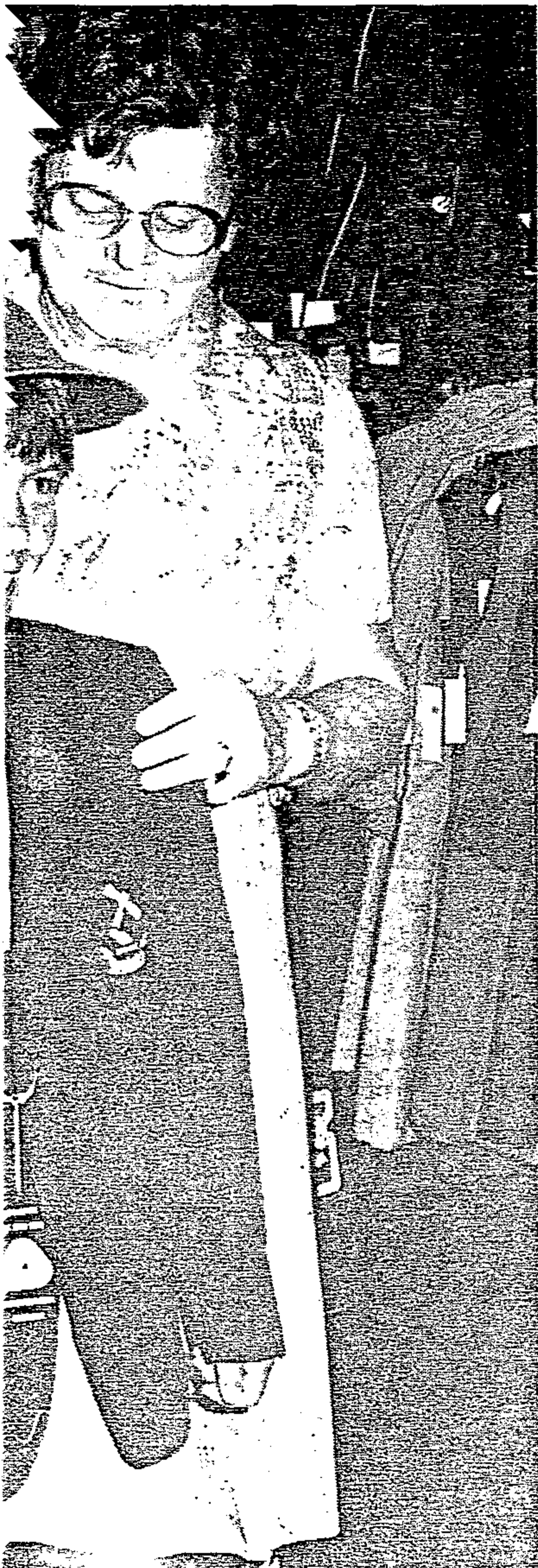
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Sub A with everything he would possibly need for R30. These days, it would easily cost R150.

"A child going into high school would have been fitted out for R50, but now the prices are astronomical, costing parents anything from R200 to R300 per child," she said.

"People who came to me to be fitted as children are now bringing their own children to me to be fitted," said Mrs Le Roux.



KINSON, 13, is fitted out in preparation for his LE ROUX, who has been fitting out children for 35 years.

Uniforms

250 *50*
cost up to

E. Post 11/1/84
18% more

this year

Post Reporter

SCHOOLS re-open this month and mothers who have left it late before fitting their children in full uniforms may find they have to pay up to 18% more than in 1983.

At Alexander Road High School (co-educational), it will cost parents a minimum of R242.05 to fully equip a son enrolled for the first time — only 4.5% more than last year.

But this will be for one uniform only.

This would comprise a blazer, trousers, shirt, tie, socks, shoes, pullover, raincoat, suitcase, track-suit, sports shoes, swimming costume, athletics shorts, vest and tog bag.

The major difference for girls is that they would require a skirt.

Most children will need more than one of each item.

To outfit a daughter starting at Alex and on the same single-article basis, will cost R188.85 — fractionally more than the R188.20 of last year.

At Herbert Hurd Primary School a full school outfit for a boy will cost R165.15 — up 11% on 1983.

For a girl starting there the cost will be R119.55 compared with R104.65 last year — a rise of 13%.

At Collegiate High School for Girls a uniform will cost R245.05 compared to R202.94 — a rise of 18% — while a primary school pupil can be togged out for R215.35, up R29.36 on 1983.

Prices differ slightly from shop to shop and where certain items of clothing are made with

better material or include braiding on blazers.

The following breakdown has last year's price in brackets followed by the new.

ALEXANDER ROAD HIGH SCHOOL:

BOYS:

Blazer — R53.20 (R53.20).
Trousers — R24.95 (R25.95).
Shirt — R9.80 (R10.90).
Tie — R3.55 (R4.35).
Socks — R2.05 (R2.60).
Shoes — R25.95 (R25.95).
Raincoat — R10.60 (R11.95).
Pullover — R11.55 (R11.95).
Suitcase — R13.55 (R14.80).
Athletics vest — R5.30 (R5.70).
Athletics shorts — R4.70 (R5.25).
Tracksuit — R39.95 (R38.95).
Sports shoes — R7.25 (R7.25).
Costume — R7.45 (R9).
Hold-all — R12.60 (R14.25).

GIRLS:

Blazer — R52.20 (R45.80).
Skirt — R14.95 (R19.50).
Shirt — R7.30 (R6.65).
Tie — R3.35 (R4.35).
Socks — R2.30 (R2.25).
Panties — R1.80 (R2.10).
Shoes — R19.50 (R20.50).
Pullover — R11.55 (R11.95).
Athletics top — R6.05 (new price not available).
Athletics shorts — R5.15 (R6.35).
Costume — R11.50 (R13.60).
Tracksuit — R39.95 (R35.50).
Hold-all — R12.60 (R14.25).

HERBERT HURD PRIMARY

BOYS:

Blazer — R34.40 (R41.90).
Trousers — R16.99 (new price not available).
Shirt and badge — R10.25 (R10.70).
Socks — R2.10 (R2.65).
Pullover — R10.40 (R10.55).
Tie — R5.45 (R6.50).
Cap — R4.75 (R5.15).
Shoes — R15.95 (R15.95).
Plain grey belt — R1.50

(R2.65).

Suitcase — R11.50 (R13).
Athletics shorts — R4.70 (R5.25).
Sports shoes — R7.25 (R7.25).
Swimming costume — R6.25 (R7.75).
Track-suit — R30.95 (R33.35).
GIRLS:
Blazer — R34.40 (R41.90).
Gym — R16.55 (R20.50).
Shirt — R5.60 (R5.65).
Hat and badge — R9.50 (R11.25).
Shoes — R16.50 (R14.95).
Panties — R1.80 (R1.80).
Socks — R1.95 (R2.10).
Raincoat — R9.40 (R11.15).
Costume — R8.95 (R10.25).

COLLEGIATE HIGH SCHOOL FOR GIRLS:

Blazer — R50.10 (R75.90).
Summer gym — R23.00 (R25.70).
Panties — R1.60 (R1.95).
Socks — R2.30 (R2.45).
PT romper — R6.35 (new price not available).
Shoes — R22.95 (R26.95).
Hat and badge — R9.99 (R11.55).
Cardigan — R12 (R11.55).
PT skirt — R5.70 (new price not available).
Black swimming costume — R12.50 (R15.50).
Tog-bag — R8.25 (R12.25).
Tracksuit — R37.95 (new price not available).
Raincoat (navy) — R10.25 (R11.45).

COLLEGIATE JUNIOR SCHOOL FOR GIRLS:

Blazer — R46.80 (R49.50).
Summer gym — R21.00 (R23.65).
Panties — R1.60 (R1.95).
Socks — R1.75 (R1.90).
PT tunic — R11.50 (R12.50).
Shoes — R19.50 (R24.95).
Hat and badge — R9.99 (R11.35).
Cardigan — R10.95 (R10.95).
Costume — R12.75 (R16.50).
Tog-bag — R8.25 (R12.25).
Raincoat (navy) — R9.60 (R10.80).

Sarie recalls cheaper times

Post Reporter

PROBABLY one of the best-known shop assistants in Port Elizabeth is Mrs Sarie le Roux, who has been fitting out children with school uniforms for more than 35 years and has worked for only two employers, one for 25 years, the other for 10.

"It was so different 25 years ago," said Mrs Le Roux.

"It was possible to fit a child going into

Sub A with everything he would possibly need for R30. These days, it would easily cost R150.

"A child going into high school would have been fitted out for R50, but now the prices are astronomical, costing parents anything from R200 to R300 per child," she said.

"People who came to me to be fitted as children are now bringing their own children to me to be fitted," said Mrs Le Roux.



Boys will be boys . . . peak and all! DEAN DICKINSON, 13, is fitted out in preparation for his first year at Woodridge College by Mrs SARIE LE ROUX, who has been fitting out children for their schooldays for 35 years.

Schooling chance for 400

Weekend Post Reporter

HUNDREDS of black children in Port Elizabeth, who would otherwise be out of school, are to be given a chance to further their education.

Mrs Bobby Melunsky, a trustee of the African Books Committee (ABC), announced this week that the organisation would be helping 400 children to pay for their education in 1984.

Poverty and an inequitable separate educational system were the two fundamental causes of examination failure among black school pupils, said Mrs Melunsky.

Overcrowded classrooms and poor studying conditions had all contributed to last year's 50% failure rate among black matriculation

pupils, she said.

The organisation, which was established in Port Elizabeth 14 years ago to raise the educational level of the black community, assists those children who are disadvantaged by financial circumstance but who show promise at school.

Last year, the organisation helped 300 township children with the payment of their school books and stationery.

"But we scratched only the surface," said Mrs Melunsky. "There are thousands who receive no help at all and whose studies are adversely affected. They represent a tremendous wastage of manpower."

Mrs Melunsky said it was an "untenable" situation that the poorest had to pay

for most of their books, while the more affluent got them free.

"In 1984 there is still inequality between the Africans and all the other race groups. In all other State schools, pupils receive everything free, right down to the last rubber.

"But the Africans are still required to buy their own set-work books and to pay for all their own stationery. So long as this inequality remains, there will be inequality in output. No one should be surprised then, by wholesale examination failure."

Mrs Melunsky said there were scores of cases in Port Elizabeth where children of poor families had left school to give a younger brother or sister a chance.

When they returned to school they were at a serious disadvantage.

"Also, when pupils have no scribblers to write on in Sub A they are so lacking in understanding by the time they reach Standard 2 that sometimes they feel it would be more profitable for them to leave school and to find work on a golf course or to beg outside supermarkets," said Mrs Melunsky.

Two pupils who are being helped by the organisation this year are Nozpho and Kholeka Jacobs, both in Standard 6 at Johnmasiza Higher-Primary School.

Nozpho, 14, hopes to become a teacher, while Kholeka, 16, is set on becoming a doctor. Their father has tuberculosis and their

mother is a cripple, so the family is being supported by the two elder brothers.

Mrs Melunsky cited two other cases undertaken by the organisation:

● Bonglwe's father is an alcoholic, perennially out of work and under treatment at Dora Ngiza Hospital. His mother works as a char and brings home R45 a month. Bonglwe's older brother left school temporarily to earn enough money to put himself back in school.

● Nonvuyo and Xoliswa are senior pupils. Their father is dead and their mother receives a small pension. Because of the financial situation, the other children in the family have left school to find work.

Cape Town 17/1/82 (50)

School uniforms: It's up to parents

Staff Reporter

part of the blazer pocket added to the problem.

IT is up to those parents who object to the high cost of new school uniforms to organize themselves and put pressure on school principals and PTAs to change school dress regulations, according to the Housewives League.

"It is far more sensible to have a sew-on badge," she said. "It means that the parent can buy the cheapest blazer she can find and just sew a badge onto it. Then the pupil can wear the same blazer if he or she changes schools."

The senior vice-president of the league, Mrs Lynne Marais, said her organization had lobbied for some years to have uniforms standardized, but could go no further without the support of parents.

"It would also be a sensible idea to standardize the styles of uniforms so that parents could shop around for bargains. Schools could then use hatbands, badges, socks and ties to identify themselves.

"The South African Bureau of Standards did standardize the colours of uniforms a few years ago, but if some schools still refuse to allow their pupils to wear a standard colour, it is up to parents to try and change things."

A quick survey of Cape Town school clothes stockists showed that the cheapest basic outfit for a girl, comprising one tunic, one short-sleeved shirt, one blazer, one pair of shoes, one pair of socks, one tie and one badge, could be had for R53.83.

Badge

Mrs Marais said the league agreed in principle to the concept of a school uniform but felt it should be made as cheap as possible.

A similar outfit for a boy, comprising one pair of shorts, one long-sleeved shirt, one blazer, one pair of shoes, one pair of socks, one tie and one badge, cost R51.93.

"We feel uniforms do give pupils a sense of pride in their school and of course the uniform eliminates competitive dressing to some extent, but it is easy to make a uniform distinctive and easily identifiable without making it expensive."

The most expensive outfit for a girl would cost R115.05, including a hat, and while no comparative figure was available for boys, a spokesman for a shop in the southern suburbs said a complete set of school clothes would cost about R250.

Mr Marais said the practice of making the school badge an integral

Tristan entices priest

Staff Reporter

WHAT started as a joke has resulted in an Anglican priest and his family packing up to go to the remote South Atlantic island of Tristan da Cunha.

The Rev J D Pearson, of the Anglican Church in Caledon, said yesterday that he had applied for the vacancy for a chaplain to the island.

"When we first heard of the vacancy, my wife jokingly asked, 'What about it?'," he said.

The more they thought about it though, the more they resolved to apply for the position.

Father Pearson, his wife Mary and their three children, Philip, 3 weeks, Marianne, 3, and Peter, 5, will sail to the island, 2 400km west of the Cape, on February 6.

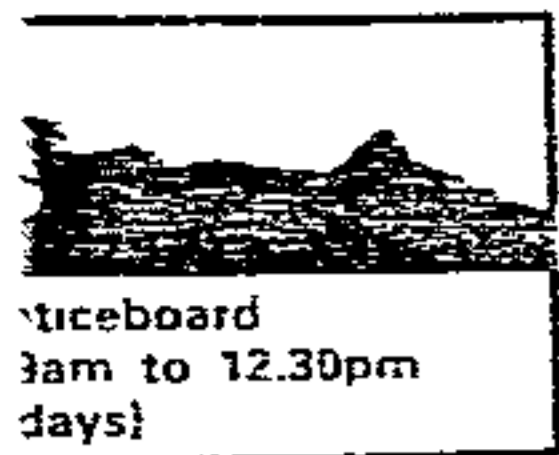
"It's like working in any kind of small parish. The congregation on Tristan da Cunha is a close-knit community, more so because many of the people there are inter-related.

"I suppose then you have to be careful not to step on the toes of people."

There were about 300 Anglicans on the island.

His wife did not like the idea of being cut off from the mainstream and from relatives, but there are other aspects to life on the island the family would like.

They would return after two years.



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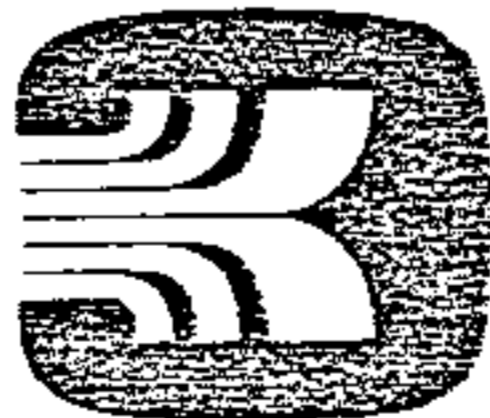
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TV, radio boost for education

18/1/84
By Jean Hey,
Education Reporter

By the end of this year the SABC will have launched educational programmes on TV1, making home study through television a reality in South Africa.

At the helm of the SABC's new department of educational programmes — which includes radio and television aimed at whites, coloureds and Indians — is Dr P J van Zyl.

He is a former professor of education at the Rand Afrikaans University (RAU) and former director of the university's Bureau for Continuing Education.

After less than two weeks in the chair, Dr van Zyl is still busy with

(50) Star
the essential spadework.

"Only when I have appointed staff will we plan our priorities, programmes and approaches," he says.

An ideal starting point, he says, are the recommendations of the Manpower Commission and those of the De Lange Committee.

"The De Lange Report showed up the need for school-readiness programmes, career guidance and the education of parents. These are the type of education programmes we will consider for both television and radio."

Dr van Zyl also intends exploring television lessons on the traditionally difficult school subjects of maths and science.

As a man who for decades has been involved in education and the media, Dr van Zyl sees television as one of the most powerful educational forces at our disposal.

"A television programme can feature sev-



Professor P J van Zyl

eral experts in a short space of time, giving the student the best quality information," he says.

However, this man, who for eight years was a teacher and who lectured in education for 13, believes there are times when nothing can beat the "talk and chalk" method of teaching.

"I am not going to project the idea that television is a superior medium of education. The best approach is the multimedia one," says Dr van Zyl.

The child who is taught by the "talk and chalk" method alone is likely to

become bored because he lives in a visually oriented world, he says.

However, Dr van Zyl believes educational television has a major drawback: it is a one-way method of communication that allows students to be passive.

"Perhaps we will design work-books which we can distribute to the users ... it is certainly a major problem."

Media literacy — another possible obstacle to educational television and radio in South Africa — is fast being overcome by the departments of education, says Dr van Zyl.

"There is a significant movement in the schools of South Africa. One education department has bought 4500 over-head projectors for its schools and others are buying computers.

Dr van Zyl says: "I see teachers as my allies in this effort. Without their co-operation the project would be doomed from the start."

Black education is a problem which affects everyone

The fact that at least a few of the 76 000 black pupils who wrote the Senior Certificate examination in 1983 obtained an "A" symbol in some subjects is a triumph of inherited ability, perseverance in the face of deplorable lack of facilities and a tribute to both those pupils and their teachers.

The high failure rate and the indifferent to low standard of attainment by the large majority is a tragedy, not only for the individuals and their families but also for their community and for the taxpayers of South Africa.

The Department of Education and Training officials and the teachers make many bricks with very little straw and are to be commended on their professional standards and genuine interest in the black pupils under their charge. But the responsibility for much of the tragedy of black education lies with the representatives of the white electorate — the Members of Parliament. Only they have the power to allocate more money to black education, but they are unlikely to do so unless they are assured of the support of their constituents.

Black education thus becomes a moral and an economic problem which affects all citizens of the Republic and all taxpayers.

Black education is not inferior but it is very inadequate. What is needed is a national determination to improve this system quickly — now, not in five years' time.

We should remember that black pupils have to learn three languages from Sub A (Grade 1) and that their learning and teaching from Standard 3 (Grade 5) is conducted through the medium of a "foreign" language — admittedly at the "demand" of the community.

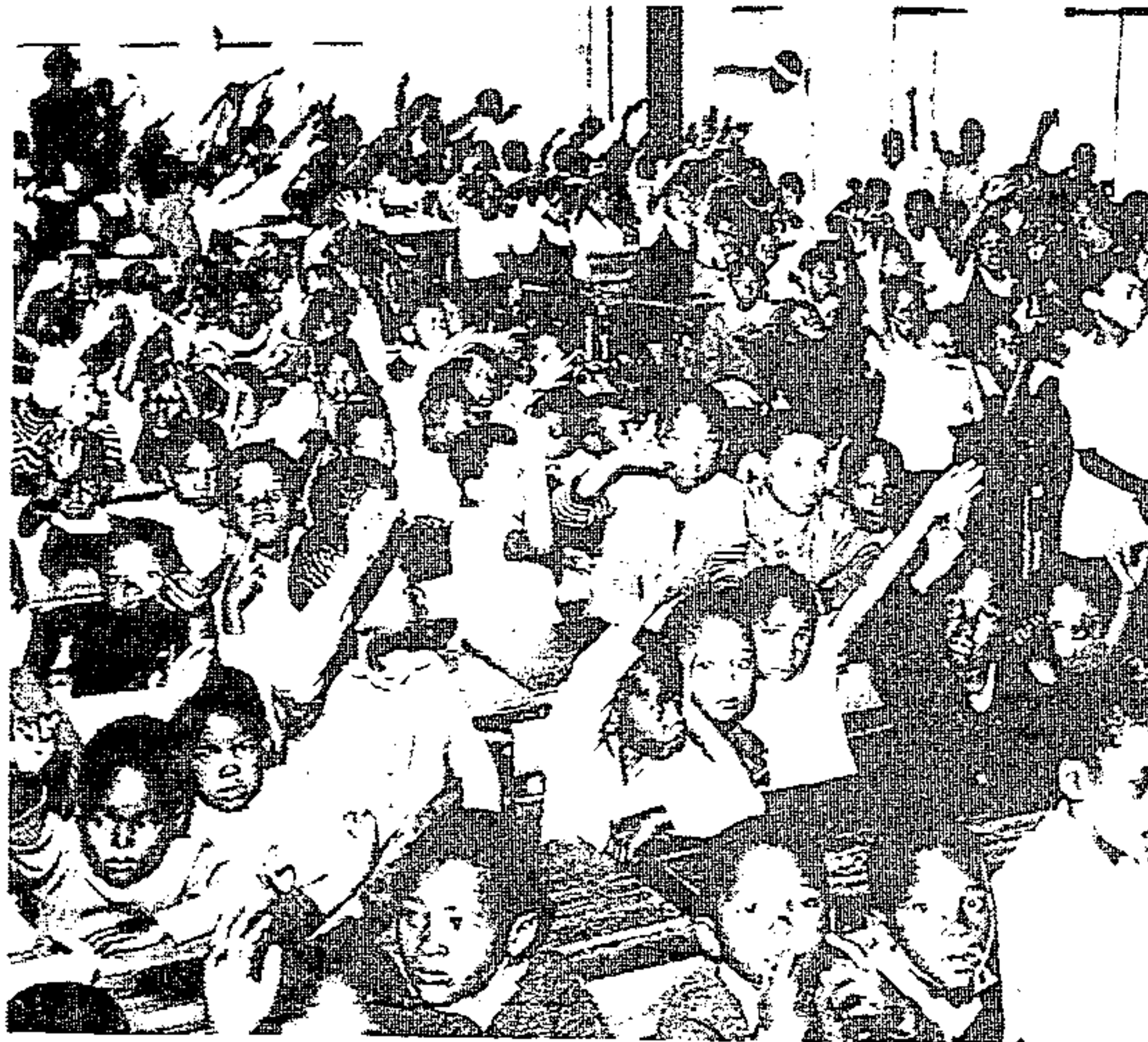
As from 50 to 60 percent of the 6 million black pupils leave school after Standard 2, not all those proceeding to Standard 3 and higher are the most intelligent. The lucky 40 percent-plus, many of only average or less than average intelligence, have parents affluent enough or interested enough in education to ensure they are not left behind.

Dramatic improvements in the learning and teaching in black schools could be achieved if the following requirements were met:

1. Compulsory attendance at school until at least Standard 5.

2. Reduction in the pupil/teacher ratio in primary classes to 1/35 (now 1/48-plus) and to 1/30 in Sec-

A national determination is needed to improve the system now, not in five years' time, writes J L Omond. He suggests how this could be done.



ondary classes where recently improvements have been made in many schools.

3. Provision of stationery and writing materials for all pupils, plus setbooks, textbooks, class readers, dictionaries, atlases and an adequate supply of library books.

4. Provision of adequate science laboratory equipment and also of electricity to ensure the use of audio-visual aids and to enable efficient study habits to be formed on dark days and at night. Better a youngster reading at home or in the public library than being a "tsotsi" in the streets.

5. As the aim of education should be to produce a well-balanced individual the provision of adequate playing fields and sports equipment

for all pupils is essential.

6. Schools should become community schools in the best sense, allowing adults and children to use the school facilities after school and during vacations instead of only for five or six hours a day on 200 days a year.

7. People are more important than buildings — hence the first priority should be the appointment of additional teachers and the training of mature students in an emergency training scheme as was done in Britain after World War 2. This would lead to the reduction of the too-high pupil teacher ratio (No 2 above) even if it meant, for the time being, the use of some buildings for one school in the morning and a second school with its own

staff in the afternoon. This procedure is followed in some New York and Hong Kong schools occupied by three separate schools and staffs every 24 hours.

8. The lack of cultural facilities — books, pictures, newspapers, access to community libraries, TV and radio — in many black homes, let alone the communication between parent and child, implies that the schools should, for the foreseeable future, endeavour to provide those facilities.

This is another reason for the provision of the facilities I have listed, as well as to ensure that the pupils privileged to proceed to "higher" education (Std 3 or Matric or to a university, technical or training college) have that academic and cultural background which white pupils and teachers take for granted. The support, financial and moral, of the private sector, would be invaluable in the provision of such facilities.

9. A National Defence Education Act. In 1958 the US, shocked and alarmed at the Russian launching of Sputnik, passed the National Defence Education Act, enabling the government to make large allocations of money to schools and colleges and universities to improve the "low" standards of learning and teaching, especially in maths and the sciences but later extended to the languages and humanities which, in the long run are probably as important, if not more so.

I suggest the time is ripe for a similar Act to be passed to enable black education to attain parity with other systems.

● J L Omond is a retired inspector of education, Cape schools, and a retired chief inspector of Transkei schools. He lives in Port Elizabeth.

Swelani 3/17/84 (50)

Boycotts continue

STUDENTS at three schools in Tembisa near Kempton Park, yesterday continued with their class boycott, despite an ultimatum to return to class by yesterday.

About 7 000 students at the Jiyane Secondary, Boitumelong and Tembisa high schools yesterday reported at their respective schools for the morning prayers but refused to resume classes.

Expulsion

The class boycotts which started at Boitumelong and spread to the other schools, entered into the third week yesterday.

The pupils are demanding the introduction of an SRC in place of the prefect system. They are also demanding the end of what they call "excessive punishment" and the expulsion of certain teachers.

Meanwhile at a parents' meeting held at the weekend a delegation was elected to meet the Minister of Education and Training to attend to the pupils' grievances. At the time of going to press a spokesman for Det could not be reached for comment.

A sharecropper's son puts his back into black education

EARL YATES knows about the problems faced by rural black children trying to get an education.

The son of a sharecropper in a small town in North Carolina, he figures he had it pretty easy. He only missed one day of school in 10 to work in the fields.

For his older brothers and sisters, education was more of a hit or miss affair. Classes would go on for weeks without their presence, while they cleared land or picked cotton.

It was inevitable that Yates would gravitate towards the field of education, once he'd got his own; and in November he was named director of the international division of Consulting Group Incorporated (CGI), an American company that designs compensatory educational programmes.

As the first international project is set in South Africa, the new director arrived last week to get the help of local non-formal educators in selecting members for a regional advisory/steering committee.

The project is designed to improve the matric pass rate in black schools, by making available to students and teachers materials based on concepts the students will need to know in order to pass.

There are 50 short study guides now being tested in KwaZulu, with questions drawn from English, maths and science matric exams.

The exam they are based on is the one set by the Joint Matriculation Board, which makes the project fairly controversial, as most blacks write a different exam. But another set of pilot worksheets are being designed for Std 8 pupils and will cover the same subjects on the lower level.

The United States government is putting more than R3-million into the project, the money to be dispensed by a government department called the Agency for International Development (AID).

That's where Earl Yates heard about the project. It was the first proposal he studied in his new job as an AID projects officer

By BARBARA LUDMAN

for Southern Africa.

In kilometres, it's not so very far from Enfield, North Carolina, to Washington, DC — but the two are worlds apart.

Until he was 10, Enfield was the only world Yates knew.

The town is so small it supports only one cinema and, in segregated Enfield, that meant whites sat in the orchestra and blacks in the balcony.

He learned a lot in Enfield — like how to harvest cotton off the low-growing plants.

North Carolina farmworkers got down on their knees to pull off the ripe cotton bolls, stuffing the fibres into a bag slung on the back.

But a child Earl's age was just the right height for picking cotton; he recalls he walked between the rows, picking as he went.

Instead of sitting in school he was learning how to care for crops by chopping out the grass — "that had to be more tedious even than picking cotton," he says.

But there was no avoiding the inevitable. "Every person who was in a sharecropping family had to work," he says. "The entire family constituted a labour force."

"What we got was a house that belonged to the farmowner. We got paid a certain amount of money during the year that allowed us to buy clothing and groceries."

"At the end of the year, there was some formula by which the farmer took a certain portion of the profit from the crop and the working family took a portion."

"It was not uncommon that, at the end of the year, the balance sheet was negative. You ended up being in debt to the farmer."

For sharecropping families, there was only one way to improve their quality of life: "Getting out of there," he says, "and making a go of it somewhere else." So in 1954 the family headed for Washington.

"It was a good move for us. My father worked as a labourer and as a short-order cook, but my mother never had to work again."

As for young Earl, he went to a good integrated school and, in time, on to Howard University, which he chose because he could afford it, studying Spanish and French while working to pay his fees.

The ninth of 10 children, he is the only one with a university degree — the first in the family, he says, with a real opportunity of getting "sustained quality education".

He entered university in the early Sixties, when American involvement in Vietnam meant only a couple of dozen advisors, and he found the military attractive.

He joined the Reserve Officers' Training Corps (ROTC) programme on campus.

"There was very little protest on campus," he says. "The few guys who were doing the protesting were considered the whackos."

By the time he graduated, the Vietnam War had become a reality — "and a year later," he says, "they burned down the ROTC building".

By that time he was in the Air Force, based in Britain, studying for an MA in international relations.

He served for a year in Thailand, then left the service as a captain and went to work for the World Bank.

Other jobs followed: a lecturing stint at Bowie State University in Maryland, a year as a student intern for the Africa sub-committee of the House of Representatives Foreign Affairs Committee.

Then, seven years ago, he joined AID as a Washington-based projects officer — getting the papers through so the men in the field could get the money or machines they needed to get on with the job of dispensing United States aid to developing countries.

It required, he says, "a fair amount of fancy footwork" — and he became very good at it.

There were many projects in Africa, but none here.

In 1980 the AID agency thought they

might start spending money in Southern Africa and came up with projects to be funnelled through government agencies in most of the area — but not South Africa.

Then a group of California academics came up with a proposal to upgrade black matric scores in South Africa by providing study guides, working not with the government but with the non-formal sector — and Yates, now attached to a Southern African division, was asked to take a look at it.

This is his fourth trip to South Africa in two years, although his first for CGI, and he talks like someone who knows the place.

He'll tell you that, although South Africa in the aggregate is not poor enough to qualify for United States aid, the black community definitely meets the test.

As an ex-AID officer, he knows that the offer of aid tends to take on the appearance of arrogance.

"People who have devoted their lives and energy to educating black students may be somewhat intimidated to hear a hotshot American group saying: 'Okay, guys, here's the way to do it, and we're going to do it for you.'"

Rather, he says, CGI, now his company, is simply offering help — "a teaching methodology and learning materials that we can make available" — to be used by existing organisations who opt for it.

He's hoping privately-financed institutions that offer education programmes will take up the offer.

He'll stay here a week before returning home to move from Washington to California with his wife, Renée, an economist, and his two children.

Then it will be back to South Africa. Having discovered the country in mid-career, he finds it hard to stay away.

"The human drama that takes place here is professionally and personally fascinating," he says, "and the thought that we might do something to help — to contribute in some small way to resolving the problems that make up that drama — is exciting."

Low education among jobless

Star By Anthony Duigan 6/2/84

Eight out of 10 of the approximately 550 000 unemployed black and coloured workers have less education than a Standard 8, according to the Government's White Paper on a strategy for job creation.

The White Paper, published this week, gave a review of the unemployment situation up to September last year and noted that official statistics of jobless blacks in particular were not satisfactory because they were based only on those who were registered as unemployed.

The 550 000 black, coloured and Asian jobless, according to the White Paper, represented an unemployment rate of more than eight percent for blacks (excluding the four independent homelands), almost seven percent for coloured people and 6,7 percent for Asians.

According to the SA Labour and Development Research Unit at Cape Town University, total unemployment and underemployment throughout South Africa and the homelands is in the region of 2 million, or about 25 percent of the black labour force.

UNEMPLOYMENT RATE

The current population survey estimates indicate that the worst black unemployment rate is in the Eastern Cape where nearly 15 percent of blacks are without work.

This is followed by the Western Cape with just over 12 percent, Natal and kwaZulu with 11,5 percent and the Northern Transvaal with 10,4 percent. The highest unemployment rates overall are among black women (13,5 percent).

If white, coloured and Asian unemployment are added together, less than two percent of the economically active in these groups is without work.

Apartheid 'the big handicap' in education

ARCUS
9/2/84

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Parliamentary Staff

THE most significant handicap in the field of education was the apartheid ideology, Mr Horace van Rensburg (PFP Bryanston) told the Assembly.

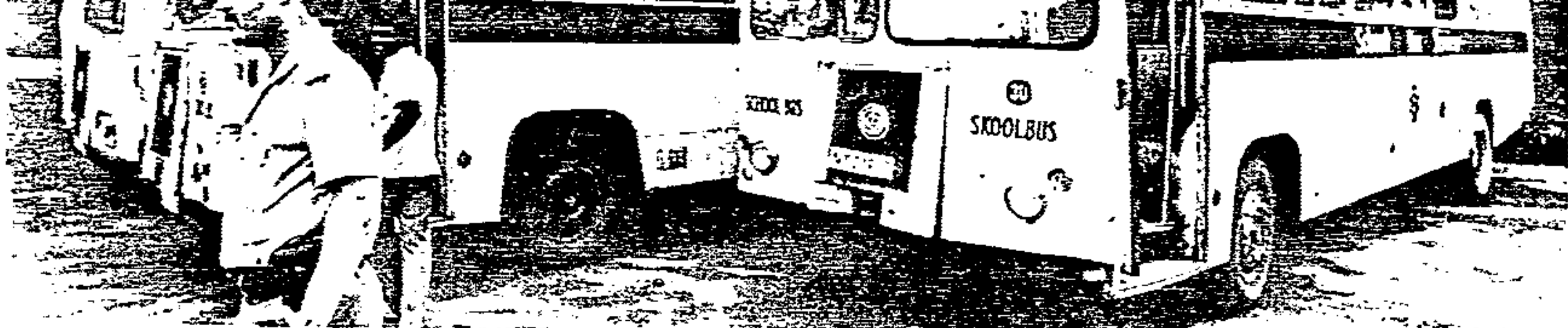
Speaking during the second-reading debate on the Education and Heraldry Laws Amendment Bill, Mr van Rensburg said unless the Government applied drastic surgery, it would continue to have problems in standardising education.

The Bill deals with the standardisation of courses, personnel training and examinations.

With the proliferation of education departments for the various race groups and national states it was more difficult to achieve standardisation.

He said that if the Government had heeded the call of the De Lange Commission for one education department it would have had the machinery to deal with these problems.

Mr van Rensburg welcomed a provision in the Bill which would protect people from "exploiters" who purported to provide courses with the status of technikons.



The three buses taken off the road by traffic authorities. Senior Provincial Inspector P D Noppé is in the foreground. The steering of one (right) has more than 90° play, and the speedo needle is missing. Pictures by PHILIP LITTLETON

School buses found to be unroadworthy

Mercury 9/2/84

By Don Bayley

THREE buses, used to transport hundreds of children to and from school, have been taken off the road by traffic authorities because they were found to be unroadworthy.

School Bus Services, a Stanger company contracted to the Department of Indian Affairs to transport pupils in the town, owned the vehicles.

Parents allege the service was inefficient, often leaving hundreds of children stranded, delivering them to school hours late, and sometimes returning them home after dark.

Mr Eddie Elson, deputy chief of provincial traffic control, said three buses had been banned yesterday after being found 'unroadworthy and unfit for transporting school-children'.

Another two had been taken off the road on Tuesday after it had been found their certificates of fitness had expired.

'All the buses' documentation is also being checked,' he said.

Detectives at Greytown and the Department of In-

ternal Affairs are investigating the matter.

The Mercury inspected the banned buses yesterday and found that two had badly cracked wind-screens, one had more than 90° play in the steering, at least one other had almost no brakes, the engine in one had spewed large amounts of diesel fuel into the passenger section, and none had working speedometers.

None had stamped-on engine numbers, according to traffic officials.

One of the company's bus drivers, said drivers had repeatedly complained that 'the brakes don't work and the steering is defective'. But their pleas, he claimed, had been ignored by the company management.

'I've got to feed my wife and kids, so I carry on driving,' he said.

Jealousy

Mr Haniff Manjoo, a parents' committee member, said children had been asked to walk up hills when buses did not have the power to take their weight.

'I congratulate the traffic authorities.'

Yesterday afternoon about 600 pupils were stranded for several hours, apparently because the suspension of the unroadworthy buses had reduced the company's fleet to fewer than 10.

School parents' committees arranged to ferry the children home in pri-

vate vehicles and in another company's buses.

Mr Dan Pillay, a school committee head, said buses were often overloaded, unsafe and unreliable.

'The service is deplorable. Things were much better before this company was awarded the contract about two years ago, and the position has deteriorated rapidly in the past few months.'

Mr David Masher, owner of School Bus Services, said from Johannesburg, where he has other business interests, that he felt the attention now focused on his service was because of the jealousy of other bus operators.

'They want to get their routes back. Another operator complained to the NPA about a bad set of tyres or something.'

He admitted that buses had been taken off the road on Tuesday after their certificates of fitness had expired because of negligence.

When told of the defects found in the buses suspended yesterday, he conceded that those charged with routine maintenance 'must have failed in their task'.

But he pointed out that there was no garage in Stanger which worked on diesel engines.

Mr Masher claimed that a cartel of other bus operators had been formed against him, and he could only hire buses from one other company when he needed them.

(50) Hammond Q. 61.102
School pupils: *per capita* expenditure

9/2/84
65. Mr H E J VAN RENSBURG asked
the Minister of National Education:

What was the *per capita* expenditure (a) including and (b) excluding expenditure of a capital nature on White school pupils in (i) each province and (ii) the Republic in the 1982-83 financial year?

The MINISTER OF NATIONAL EDUCATION:

103

FRIDAY, 10 FEBRUARY 1984

104

	(a) Expenditure per pupil (including expenditure of a capital nature) 1982/83 R	(b) Expenditure per pupil (excluding expenditure of a capital nature) 1982/83 R
(i) Transvaal	1 141	992
Orange Free State	1 479	1 260
Cape	1 705	1 519
Natal	1 376	1 222
Department of National Education	6 280	5 170
(ii) Republic	1 385	1 211

Note: Private schools are excluded.

(50) Hansard Q. 601.126
School pupils: *per capita* expenditure

10/2/84

62. Mr H E J VAN RENSBURG asked
the Minister of Education and Training:

What was the *per capita* expenditure (a)
including and (b) excluding expenditure of
a capital nature on Black school pupils in
(i) each province and (ii) the Republic in
the 1982-83 financial year?

The MINISTER OF EDUCATION AND
TRAINING:

(a) (i) and (b)(i) Statistics according to
provinces are not available.

(a) (ii) R192,34.

(b) (ii) R146,44.

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Bus companies help out on school route

Mercury Mercury Reporter 01/2/84

THE assistant director of Indian Education, Mr J A C Reinecke, the NPA's deputy road traffic chief, Mr Eddie Elson, and school committee heads converged on Stanger's vehicle testing grounds yesterday to seek a solution to the area's school bus problem.

Earlier yesterday, yet another three buses run by School Bus Services, a company accused of providing a grossly inefficient yet State-funded service, were impounded as unroadworthy by traffic authorities.

This brings the total banned since late last week to eight.

Other bus companies have been called in to assist 'semi-permanently'.

Mr Mohamed Asmal, head of the union of Stanger school parents' committees, said an urgent meeting had been held with Mr Reinecke in Durban yesterday morning.

'Such was the gravity of the situation, Mr Reinecke decided to make an *in loco* inspection immediately,' Mr Asmal said.

After the inspection Mr Reinecke said he had 'seen the immediate problem and applied temporary relief measures'. These were to supplement the service using other companies' buses on the school routes yesterday afternoon, and in the short term.

Concerned

It is reported from Stanger that yesterday afternoon's pick-up from schools went off almost without a hitch. In the morning, however, scores of children were stranded in outlying areas such as, Shakaskraal.

Mr Reinecke added: 'The investigation is still under way. The department is concerned to get the pupils back and forth timeously and safely, but there is an enormous logistical problem.'

He agreed yesterday's busing had been 'a vast improvement' and confirmed he would meet Mr David Masher, owner of School Bus Services, today.

~~50~~ 50 Howard
Q. Col. 731
Grahamstown: Coloured community
10/2/84

113. Mr E K MOORCROFT asked the Minister of Community Development:

How much money was spent in 1983 in (a) Grahamstown on the provision of housing for the Coloured community and (b) the Coloured township of Grahamstown on the provision of improved school facilities?

The MINISTER OF COMMUNITY DEVELOPMENT:

(a) None.

(b) None, but the erection of a new primary school during the 1984/85 financial year is contemplated by the Department of Internal Affairs.

Mother
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JTO—A mother
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Mrs Helena de Cav-
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family unfolded
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the day when the
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next day Mrs
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gave birth to a son
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Licence blow for car owners

Pietermaritzburg
Bureau

VEHICLE licence fees in Natal are to rise by between 25 percent and nearly 40 percent from April 1.

According to an announcement published in the Provincial Gazette yesterday, the increases will hit cars hardest — at between 28 and 37.5 percent — while trucks, trailers and motorcycles will all rise by 25 percent.

The owner of a small car (such as a VW Golf) with a weight of between 1 000 and 1 200 kg. will pay R55 a year instead of R40, while a larger car (such as a Toyota Cressida) of between 1 400 and 1 600 kg will cost R65 instead of R50 to licence.

However, the lowest licence fee for vehicles

under 200 kg. has been raised from R5 to R20 although authorities point out it was still less than in other provinces where such fees ranged from R24 to R33.

A company using a truck with a weight of 3 600 kg will now have to find R275 in licence fees instead of last year's R220, while the flat-rate fee for caravans and trailers of R20 will be increased to R25.

Motorcyclists will have to find R15 a year to use the roads instead of R12 — the same figure as farmers will have to pay for their tractors.

Mr Frank Martin, the MEC in charge of road traffic, said the hefty increases had been necessary to bring Natal more into line with other provinces after many years of keeping licence fees down.

He said the increases on trucks had been kept lower than those on the more numerous cars because any increases on commercial vehicles would be inflationary.

Licensing fees were the province's biggest money-spinner and there were no plans for similar across-the-board increases in other areas like hospital fees or the tote, he said.

Faulty plane

BRITISH Airways flight BA 057 bound for Durban, which left Heathrow Airport at 6 00 p m on Wednesday, turned back soon after take-off when 'indications of vibrations in one of the engines' were detected. The passengers were transferred to another plane.

Huge cut for Natal varsity

30/2/84
Mercury Reporter

A GOVERNMENT decision to slash subsidies will push the University of Natal into the red by more than R1 000 000 for the current financial year.

This was confirmed last night by the university's chief public relations officer, Mr Ray Carroll.

The university received a letter yesterday informing it of subsidy cuts to universities across the country totalling R10 m.

The spokesman said: 'Having raised our fees by 15 percent, which we considered reasonable, we budgeted for a deficit of R305 000. We anticipated meeting that figure from savings in various areas.'

Study

'With the proposed subsidy reduction we anticipate the deficit for the current financial year now to be R1 600 000.'

'To meet this deficit will mean effecting major cuts in expenditure and we will be studying ways and means of doing this.'

The principal-elect of the university, Prof Peter Booyen, said last night: 'According to Pretoria even though the new budgetary formula is going to be applied there is definitely also going to be a cut to universities.'

'We don't really know yet how we are going to handle it.'

'The estimates committee still has to meet to decide how to adjust to this cut in our anticipated revenue.'

Prof Colin Gardner, chairman of the university's Joint Academic Staff Association, said: 'It is going to have unfortunate effects on research and library grants but I don't think it will have any specific effects on the employment conditions.'

Parks Board blamed for smell at St Lucia

Mercury Reporter

ST LUCIA people are angry at the Natal Parks Board leaving flood debris to rot and for putting 120 fishermen out of work.

Dawie Olivier of the St Lucia Publicity Association, said yesterday that since the floods nothing had been done by the Parks Board to clear up rotting debris which was beginning to smell.

The access road to the beach which was washed away has not been repaired.

At least 120 commercial anglers are subsequently out of work as the Parks Board will not allow launch-boats in the estuary,' Mr Olivier said.

Olivier said there were now excellent fishing conditions for salmon, grunter and perch — but because of the Parks Board's obstinacy nobody could launch their boats.

Olivier, board spokesman in Pietermaritzburg said: 'We have advised for scientific reasons not to allow launch-boats in the estuary and we are sticking to that. There was no truth in the other allegations.'

Olivier said they have hired additional labour to clear up the debris starting first with the dead animals to minimise health risks, then the vegetation.

Olivier said they understand also that there are routes to the beach which can be reached by four-wheel-drive vehicles.'

THE FUNDA Centre has opened in Soweto to attempt to tackle the crisis in black education.

Quite appropriately the word funda means "learn" as the centre — completed in October last year — has set out to become the nucleus of various different educational activities.

It is a project of the Urban Foundation, and a number of private companies and individuals have contributed to its R3,5-million development costs.

While it aims to co-ordinate the existing efforts made by a number of interest groups dealing with the dire and varied problems in black education, it also plans to innovate programmes of its own.

Four centres will be based at Funda — an In-Service Teachers' Training Centre, an Adult Education and Training Resource centre, a Teachers' Centre and an Arts Centre.

The Teachers' In-Service Training Centre will concentrate on upgrading the qualifications of teachers in both primary and high schools in Soweto. It hopes to cater for about 1 000 teachers in English, biology, science and maths each year.

"Most of the teachers in Soweto are not qualified to teach, as more than three quarters of them have only passed standard 8 and had two years of teacher training," says the director of the centre, Mr W Davies.

"By introducing this training we will be entering a domain which, up till now, has been the exclusive reserve of the Department of Education and Training."

The Science Education centre, which does in-service training for Science teachers in Soweto, has moved to Funda, which now provides it with treble the amount of space it had last year and two fully equipped science laboratories.

In view of the shortage of qualified science teachers in Soweto, this expansion is significant, says Mr Davies.

In-service training is done on a

(50) RDM 13/2/84

The drive to beat the black education crisis

THELMA TUCH

block basis during school hours. Principals of Soweto schools are contacted and periods — which have to be approved by the DET — are organised for teachers to attend the courses.

According to Mr Davies, an important omission from the De Lange Paper was a carefully structured reference to literacy training and this, he says, is one of the areas which will be dealt with at the Adult Education centre.

The training will be orientated towards both the needs of the community and that of commerce and industry.

"We want to provide educational opportunities to those adults who have missed out. Apart from the existing problems in black education — unqualified teachers, very low matric pass rate — there is an enormous legacy of people who have not had the opportunity for education due to their economic circumstances."

He says that more than half of those black adults between 30 and 40 years have not had an adequate education. Functional literacy is not achieved until standard two and there is a huge drop out rate before this level.

"Existing adult education programmes of the DET are not linked directly to the needs of the community and there is much frustration about this. In conjunction with the Wits Centre for Continuing Education we want to improve the qualifications of existing literacy teachers in the various agencies."

Participating in the teachers' centre — which aims to promote

the professional status of teachers — will be organisations such as the Transvaal United African Teachers' Association (TUATA), the Independent Teachers' Centre, the Council for Black Education and Research (which is presently operating from the centre and investigating last year's poor black matric results) and the Johannesburg Teachers' Centre.

Cultural groups, such as the Federated Union of Black Arts (FUBA), the African Music and Dance Association (AMDA) and the Wits University Drama and Fine Arts departments, will have access to an arts centre also located at Funda.

A number of organisations orientated towards black education have been approached to branch out to Funda, where they will be encouraged to work together and pool their efforts to the existing problems in the area. The motivation behind this is that joint participation is more effective than fragmented efforts.

Negotiations are under way with educational bodies, such as the South African Council of Higher Education (SACED), the Education Information Centre (EIC), the English Language Teaching Information Centre (ELTIC) and the Wits Centre for Continuing Education — which runs various programmes, including the Teachers' English Language Improvement programme (TELIP).

"Most of these existing organisations are based in Braamfontein and the city centre, and the Funda centre — located in Diepkloof (opposite Baragwanath Hospital) — provides them with the opportunity to move into the community they serve," Mr Davies says.

The lack of co-ordination between organisations involved in

dealing with black educational problems was expressed by a spokesman for one organisation.

She says: "There are many organisations devoted towards similar goals but they tend to operate insularly with limited awareness of what other organisations are doing. Sometimes this leads to needless duplication of effort."

In her opinion an important contribution of the centre is its potential as a venue for training programmes. This is because it is presently "extremely" difficult to find appropriate places in Soweto to run courses because of the lack of facilities, such as halls and electricity.

Facilities open to all the users of the centre include a much-needed comprehensive reference and lending library, a hall and a cafeteria.

Adequate opportunity is now available to the private sector to involve itself with the development of black education, and Mr Davies encourages companies to take part in "pulling some of the shots" as to what is done with the funds they donate.

In March the board of directors will be drawn from the participating users of the centre and the Urban Foundation, and in April a non-profit Section 21 company will be registered to control the centre's activities.

As one educationist comments: "Funda is an impressive centre with good facilities. But just how much it achieves with dealing with the problems inherent in this trouble-stricken area of black education will depend on how it is used."

States Mr Davies: "The challenge for 1984 is to get the centre operational ... largely teaching teachers and training trainers".

US black education aid loses some SA backing

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Mous 14/2/84

Education Reporter

ASSISTANCE to the controversial US-Government funded university preparation programme (UPP), to aid black education in South Africa, has been withdrawn by the South African Committee for Higher Education (Sached), and St Barnabas College in Johannesburg.

The programme, which has had mixed reaction from South African educationists, is being drawn up by a Californian-based business, Consulting Group Incorporated, with financial backing of about R2-million from the US Government.

It aims to provide educational opportunities for black South African pupils who have not had access to "quality education" to prepare them for matriculation examinations, and to improve skills of black teachers and tutors who teach in non-formal settings.

"Potential"

Course materials, which include study guides and worksheets in mathematics, science, and English, mostly prepared in San Diego, have been criticised for conceptual and factual errors. Worksheets are still being drawn up.

Many of the errors were outlined in a 124-page evaluation by the Urban Foundation.

While some educationists believe that the programme has great potential in spite of its flaws, others are not so optimistic.

Mr John Samuels, national director of Sached, said they had been contacted to help prepare some of the material.

"Credibility"

"However, it became evident that the CGI was just using us to provide credibility to the programme, which we don't think it warrants.

"There was also a lack of clarity on the part of the UPP on what the material was, how it was going to be implemented, and to whom it was directed.

"There is no chance of this programme having any meaningful impact without significant local involvement. For this to happen, they would have to start again from scratch."

Mr Michael Corke, headmaster of St Barnabas College, a private non-racial school, said the CGI had made contact with his school several times over the past three or four years.

He said St Barnabas was sympathetic to any attempt to provide high-quality study-aid material to pupils who had had poor educational opportunities.

"We do not endorse any of the consulting group's programmes, nor is the school making use of their university preparation programme.

"St Barnabas has no plans to introduce this material now or in the future."

On Friday, a meeting to set up the structure to implement the programme on a regional basis was held in Johannesburg and was attended by the UPP project director, Mr Earl Yates.

Expressed concern

Attempts to contact Mr Yates before he returned to America later on Friday were unsuccessful.

Delegates from informal educational organisations from the Western Cape said that while they would like to use some of the material, they had declined to set up a regional committee to implement the programme.

They said representatives from other centres seemed enthusiastic about setting up regional committees — especially in Natal, where the Urban Foundation has funded the reprinting of 200 000 study guides.

Expressing concern at the low percentage of the overall budget allocated for implementing the programme, one delegate said the UPP would provide only master copies, and local organisations would have to find finance to reprint the material.

Among those who back the project is Mr Stan Kahn of the University of the Witwatersrand academic support programme.

He said he felt much of the criticism was unfounded, and the programme had "the potential to reach a very large number of people. I know that where it has already been implemented on a pilot basis, students are lapping it up. It is a very good and valuable teaching aid," he said.

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vehicles were damaged,
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The senior superin-
tendent of Kalafong
Hospital, Dr C Joubert,
said eight pupils were
treated for teargas inha-
lation.

Violence flared last
Wednesday following a
boycott of classes by
most of Atteridgeville's
high school pupils that
began last month.

Among the boycotting
students' demands are
that pupils not re-ad-
mitted when schools re-
opened be accepted and
that "excessive" corpor-
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TEN STEVENS

Coloured voters roll is half full

Staff Reporter

LESS than half of the eligible voters for the coloured general elections planned for later this year have registered, according to figures given by Labour Party secretary, Mr Fred Peters.

Of 1 456 549 potential voters, 674 287 were on the voters roll at the end of March, 1983.

Registration is compulsory for everyone over the age of 18.

Mr Peter Marais, leader of the People's Congress Party, said he had objected to an early election because the majority of eligible voters were not registered.

Mr Fred Peters said unregistered voters could apply for registration cards from the Department of Internal Affairs Electoral Office, Administration of Coloured Affairs, Private Bag 9089, Cape Town 8000.

The last time registration cards were sent out to coloured people was in 1979. Anyone who had moved since then had to re-register.

People who were not sure whether they were registered could send in their names and addresses to the Labour Party office in Athlone to be checked against the voters roll, even if they voted for another party, Mr Peters said.

Teachers await January salaries

Education Reporter

SEVERAL teachers employed in schools falling under the Directorate of Coloured Education have not been paid since December and are having to rely on friends and family to help them out.

The press liaison officer for the directorate, Mr N Eales, said yesterday that he did not know how many teachers were involved. It appeared the affected teachers were whites.

He said the problem had arisen because the directorate employed white teachers on a temporary basis each year. It was up to school principals to send in the necessary forms to ensure that salary pay-

ments coincided with the new year.

While the directorate had notified and reminded principals of their obligation to send all documents concerning the appointment of teachers to head office before the end of the school year, the directorate's instruction had not been heeded by many school principals, Mr Eales said.

This had meant that documents for the appointment of teachers with effect from January 1 were still being received "at this late stage".

Mr Eales said arrangements were being made for these teachers to receive their salaries "as soon as practically possible".

Policeman praised

Staff Reporter

A POLICE sergeant who swam through turbulent seas off Three Anchor Bay to save a drowning woman has been commended by the Commissioner of Police, General Johan Coetzee.

On September 3 last year, Sergeant J van Lill rushed to the scene when he heard in the Sea Point charge office that a woman was drowning.

He strapped on a life-belt and swam through the icy water in an attempt to reach the woman, who periodically

disappeared under the water in a gully about 40m from the beach.

Sergeant Van Lill fought a strong current to bring her back to shore, but it was then established that the woman had already died.

"It is evident that this member, well aware of the danger to which he exposed himself, acted undauntedly to save a life," General Coetzee said.

He said Sergeant Van Lill's conduct was praiseworthy.

Too late for classification DEATHS

HEATH. — Dorothy left us on February 13, 1984, to join her late husband, Sydney, in God's company. Pat, Ron, Pam, Lynn and Eric will miss mom's loving and generous nature. Funeral at 10.30am, on Thursday, February 16, at the Congregational Church, corner Marais Road, Sea Point. Instead of flowers, donations accepted to the Leo Heath Memorial Fund.

LUKAS. — Peter, aged 50 years, passed away suddenly on February 8, 1984. Deeply mourned by his wife Mildred, daughter Shirley, son Henry, and relations. Service at Goodall and Williams, Wasserfall and Hardick Chapel, Main Road, Observatory, on Wednesday, February 15, at noon; thence to Klip Cemetery. Arrangements Goodall & Williams, Wasserfall & Hardick. Phone 47 1150.

MAC SYMON. — May Our dear granny May passed away very peacefully on Monday, February 13. Lovingly remembered by Bobby and Phyllis, Graeme and Stephanie, Fiona and Bob, and Stuart and Margaret.

MAC SYMON. — May, Dearly beloved mother of Bobby and Mary passed away peacefully on Monday, February 13, 1984. Funeral arrangements later.

MAC SYMON. — May, our darling mother and granny, passed away peacefully on Monday, February 13, 1984. Always remembered with love and admiration by Mary and Kenneth, John and Alicia, Rosalind and Clive, and Andrew, Robert, and Carianne.

SMITH. — Victoria Kate (Kittie)

CONTRACTORS TO S.E.B.A.A.



SNAPPY SERVICE
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CAPE TIMES 14/2/84 (50)

More spent on white pupils

Political Staff

HOUSE OF ASSEMBLY.

— Eight times more money per pupil is spent on the education of white children in South Africa than on blacks.

This has been disclosed in written replies by cabinet ministers last week and yesterday to questions in Parliament by the PFP spokesman on education, Mr Horace van Rensburg.

The Minister of Education and Training, Mr Barend du Plessis, said

that in the 1982-83 financial year R192, had been spent on each black child, including capital expenditure. The per capita costs excluding capital expenditure were R146.

The Minister of National Education, Dr Gerrit Viljoen, said in a written reply to a question that during the same period, R1 385 per head had been spent on white school children throughout the country — including capital costs. The amount per head, excluding capital

costs, was R1 211.

The Minister of Internal Affairs, Mr F W de Klerk, said during the 1982-83 financial year there had been an average of about 758 260 coloured pupils at school and colleges each day. During that time R377 304 958 was spent on coloured education. A further R72 624 750 was spent on capital development.

(This gave an average per capita expenditure, including capital costs, of R593.)



Mrs LYN JONES

Companies increase interest in education

COMPANIES in Port Elizabeth were becoming increasingly aware of the contribution they could make to the education of their own employees and employees' children, the newly-appointed co-ordinator for Read, Educate and Develop (Read) in the Eastern Cape, Mrs Lyn Jones, said yesterday.

The organisation in South Africa is planning a massive programme of growth over the next five years and has already attracted more

than R2 million in aid from the private sector for the implementation of its projects throughout the country.

Read aims to co-ordinate private sector initiative in an attempt to alleviate the manpower dilemma in black education.

The programme's Port Elizabeth operation recently received the welcome boost of R12 500 from Phillips Carbon Black.

Mrs Jones said this would be used for the up-

grading of library facilities and the promotion of reading, literacy, independent study and research in black schools in the area.

The Read Education Trust programme was launched in 1979, the result of the manpower dilemma in black education which had led to a serious oversupply of under-qualified labour and a shortage of skilled and supervisory personnel.

Read is focusing increasing attention on teacher

training colleges and in-service training programmes as the point of maximum impact for the improvement of standards in black education.

Some of Read's achievements include the provision of libraries to more than 200 schools in South Africa, the development of a portable box library system for schools which do not have room for permanent libraries, the development of training courses for headmasters, teachers and

librarians and the launching of the Adopt-a-School programme.

Read also plans to move beyond the schools to launch a community outreach programme to encourage black parents to play an active role in their children's educational process.

It is also establishing careers guidance reference sections in schools and is creating a series of audio-visuals to prepare students for the working world.

Parliament

Teachers' Bill amendment opposed by CP

CAPE TOWN — The Conservative Party was not prepared to support the South African Teachers' Council for Whites Amendment Bill because the Minister of Education, Dr Gerrit Viljoen, had said the principles of education were contained in the new constitutional dispensation.

The CP MP for Rissik, Mr Daan van der Merwe, said this during the Bill's second reading debate in Parliament yesterday.

The Bill provides for an extension of the period of office of present council members and further regulates its powers to strike teachers off the register.

The NP MP for Johannesburg West, Mr Roelf Meyer, appealed to the CP to support the Bill, as educational principles could be discussed when the White Paper on the De Lange Report was debated.

Mr Pat Rogers (NRP, King William's Town) said any profession should have one standard and one statutory body.

Replying to the debate, Dr Viljoen called Mr Van der Merwe's speech "most opportunistic" with Mr Van der Merwe's sights probably set on tomorrow's Soutpansberg by-election.

There had to be certainty among all groups that edu-

Fewer whites get treatment under Compensation Act

By DIRK VAN ZYL
Political Correspondent

CAPE TOWN — Fewer white workers received rehabilitation treatment under the Workmens' Compensation Act during the financial year ending February 28 last year than in the previous year.

This emerges from the annual report of the Workmens' Compensation Commissioner released yesterday.

The report says this can be ascribed mainly to the fact that more white workers in the labour force are earning more than R12 000 a year and are therefore excluded from benefiting from the Act.

The number of black patients treated had increased slightly.

Occupational therapy and physio-

posts were vacant out of an authorised establishment of 465, and 44% of occupied posts were filled by officials with "extremely limited experience of the activities of this office".

Staff worked 48 000 hours overtime — 7 000 more than the previous year — and as a result "relatively few complaints were received regarding the administration of the Act".

A total of 210 479 accidents were reported, 218 185 assessments levied for payment by employers and 489 005 awards made for benefits and medical services rendered to injured workers or their dependants.

Assets and liabilities of the accident fund increased by R87 098 199 from the

Eviction clause 'erodes rights'

CAPE TOWN — The Government was eroding common law rights with a Bill that would empower the Community Development Board to evict a tenant under certain circumstances, the PFP spokesman on housing, Mr Colin Eglin, said yesterday.

He was opposing the Second Reading of the Community Development Amendment Bill, which makes provision for the board to evict its tenants for failing to pay rent or get out when lawfully required to do so.

The solution was not to give the State more

The joy of literacy

RR645 10/2/84 50

LIZ MACKENZIE

FOR adults who cannot read or write, the labels on supermarket goods, a letter, their children's school books or names in the telephone directory are as meaningless as Martian. The wealth of words is a closed book.

But this book has been opened and its pages are being slowly turned in literacy classes in Constantia for black adults who have had scant chance to learn the joys of literacy before.

And their hunger for further education has expanded these classes into a school which goes up to standard eight, at the end of which the official exams are written.

It started seven years ago after Joan Williamson and a friend had heard about Operation Upgrade, a literacy course designed by a missionary in the West Indies and brought to South Africa by a Methodist minister.

"Their headquarters are in Durban and they were travelling the country giving talks on what they were doing," says Mrs Williamson. "You had to invite them to your parish or ladies group. A Sister Marina gave a talk and two of us went along. Her talk made us realise that we had the ability to teach other people. So we started a literacy class in our garage for the servants of our parishioners. And everybody gets taken home by volunteers afterwards."

A Group Areas Act permit is officially required for the literacy course because it is a racially mixed gathering. But the permit al-

lows only locally employed blacks to attend the school.

The students are employed in Constantia as farm labourers, domestic workers, gardeners, chauffeurs.

An average of 75 students come regularly for classes at the Catholic Church where space has been made available to them. Last year there were 35 voluntary teachers, 12 for the literacy classes.

"We ask every teacher to give one hour a week and the smaller the classes, the faster they learn." There are never more than 10 students to a class.

The students take anything from three months to one year to learn to read and write.

"It depends on their ability and on how you come across to them. Even the teacher's personality sets up a barrier for some people. You have to be extremely tolerant and patient and encourage every little advancement the person makes. You have to be aware of the other person's difficulties."

Because the Western Cape is a coloured preference area, blacks work under contracts which have to be renewed annually. "They go to the Transkei for about two months. But it's quite amazing, the advances they make."

Literacy is taught with charts of pictures and words. It takes five days intensive training to learn to teach it.

"You show the chart, say the word, then write it. People have got to be literate in their own language first. We had two Xhosa women who taught the Xhosa classes. I learnt



Mrs Joan Williamson, founder of the literacy classes and school for adults watches Father David Musgrave present Cordelia Xuzza with her standard eight certificate.

Xhosa specially for this, then went and did the Xhosa literacy course. We also ran a class for Europeans who wanted to learn Xhosa.

"Once you have made people literate they want to go on. So we got a permit to run the school up to standard eight. I went to Pretoria four years ago and got the permit from them."

"They had sent me an official form but it doesn't mean a thing. There are 75 students and only three toilets. But I pointed out to them, they are only there for an hour at a time. And if you fill 'none' in the form next to 'How many desks?', it looks odd, but we all sit around trestle tables.

"So when I explained to them what I was trying to do, they were very good to me.

"You have got to use the syllabus and any

textbooks published by the Department of Education and Training."

Mrs Williamson says they need new ideas for this year. One is to use more films and slides.

"I am very disappointed with the lack of assistance from the local employers. When a

student joins us I send a form back with them to their employers saying their employees are attending the school and asking for assistance with finance, transport and teaching. But the parish is very good about transport, paying for the petrol and volunteers take everybody home afterwards."

By Kate McKinnell
Imagine yourself stranded in a foreign country, unable to understand or read the language. Imagine trying to find a job, a home — trying to survive.

This is reality for three million black people living in white areas in South Africa. They cannot understand, speak, read or write English.

But there are people trying to solve the problem. Volunteers teach at church centres of concern, and organisations such as Learn and Teach and Using Spoken and Written English (USWE) concentrate solely on this issue.

"But literacy teaching has just not caught on as it should. It seems the younger people who have the energy and ideas so essential for the classes are content to leave the work to older enthusiasts," says Mrs Basia Ledochowski, co-founder of USWE.

"As Mrs Sheena Duncan, national president of the Black Sash, said recently, literacy teaching is one of the most worthwhile projects in which people in South Africa can participate.

Helping black people to become literate



Mrs Basia Ledochowski . . . "literacy is worthwhile".

"It provides people with the freedom to improve their situation and can help poverty-stricken people to lead fuller lives," says Mrs Ledochowski.

To prepare new volunteers and update teachers' knowledge and methods USWE holds regular 26-hour intensive training workshops.

"We teach volunteers to completely break away from the authori-

tarian classroom situation, always bearing in mind that their students are adults. In classes students tell the teachers what they need to learn and classes are geared towards learning relevant information," says Mrs Ledochowski.

The students learn how to cope — with necessities like filling in official forms and bank slips, buying goods in stores and applying for a job.

"There is pressure from the students themselves to be taught from primers because they have been brainwashed into believing text books provide the only worthwhile form of education.

"We are developing our own textbooks, but teachers also have to build up a relationship of trust with their classes so the students will accept new methods and see they actually may be more useful," says Mrs Ledochowski.

She says in the United States much literacy training is undertaken by students and some are even given course credits from universities for completing an allotted time as a teacher.

Nothing like that exists in South Africa, but universities are beginning to include courses on teaching English as a second language.

● Anyone interested in teaching literacy should telephone USWE at 646-5721.

AR 17/2/84 20

Black education — a triumph or tragedy?



Schooling for blacks is not inferior but it is very inadequate, writes JOCK OMOND, founder of the Office for the Gifted and Talented in the Cape and a retired inspector of schools. He suggests measures to effect improvement

THAT at least a few of the 76 000 black pupils who wrote the Senior Certificate examination in 1983 obtained an A symbol in some subjects is a triumph of inherited ability, perseverance in the face of the deplorable lack of facilities and a tribute to both those pupils and their teachers.

The high failure rate and the indifferent-to-low standard of attainment by the large majority is a tragedy, not only for the individuals and their families but also for their community and for the taxpayers of South Africa.

The Department of Education and Training officials and the teachers make many bricks with very little straw and are to be commended on their professional standards and genuine interest in the black pupils under their charge.

Affects all

But the responsibility for much of the tragedy of black education lies largely with the representatives of the white electorate — the Members of Parliament. Only they have the power to allocate more money to black education, but they are unlikely to do so unless they are assured of the support of their constituents. Black education thus becomes a moral and an economic problem which affects all citizens and all taxpayers.

Black education is *not* inferior but it is *very inadequate*. The increase in numbers of pupils attending school voluntarily, and in the numbers reaching

Senior Certificate proves the system is not inferior. What is needed is a national determination to improve this system quickly — now, not in five years' time.

We should remember that black pupils have to learn three languages from Sub A (Grade 1) and that their teaching from Standard 3 (Grade 5) is conducted through the medium of a "foreign" language — admittedly at the "demand" of the community.

All black secondary schools have to follow the "common core syllabus" as those of other races do and have to attain the minimum standards for admission to universities. That a number do succeed is a triumph over many difficulties.

Seeing that between 50 percent and 60 percent of the 6-million black pupils leave school after Standard 2 not all those proceeding to Standard 3 and higher are the most intelligent. The lucky 50 percent-plus — many of only average or less than average intelligence — have parents affluent enough or interested enough in education to ensure they are not left behind. Three percent of the 3-million leaving school after Standard 2 (90 000) are likely to be gifted/highly intelligent, as will 3 percent of those staying at school.

The cynic may question if this drop-out of pupils — due partly to the lack of compulsory attendance — is not a waste of 50 percent or more of the black education vote. Where would you and I be if our ancestors

had left school after Standard 2? The lack of facilities which are taken for granted by white parents, teachers and pupils is partly the cause of poor examination results, which should not be the only criterion of a "sound education."

Requirements

Dramatic improvements in the learning and teaching in black schools could be achieved if the following requirements were met. Whether this will be done depends on the support of the politicians by the electorate.

- Compulsory attendance at school until at least Standard 5.
- Reduction in the pupil/teacher ratio in primary classes to 1/35 (now 1/48+) and to 1/30 in secondary classes where improvements have recently been made in many schools.
- Provision of stationery and writing materials for all pupils is imperative to ensure that each pupils can write at least one exercise in every subject every day. You can share a dictionary or text book but you cannot share an exercise book.
- Provision of all required textbooks, setbooks, class readers, three dictionaries and an atlas from Standard 3, reference books for all teachers and pupils and an adequate annual supply of library books if the pupils are to profit from the teaching.
- Provision of electricity at least in urban areas to ensure the use of audio-visual aids and to enable efficient study habits being formed on dark days and at night.

- Provision of adequate science equipment in science laboratories in all schools.

- Provision of adequate playing fields and sports equipment since the aim of education should be to produce a well-balanced individual.

- Schools should become community schools, in the best sense, allowing adults and children to use the school facilities after school and during vacations.

- People are more important than building, hence the first priority should be the appointment of additional teachers and the training of mature students in an emergency training scheme as was done in Britain after World War 2 to reduce the too high pupil teacher ratio.

- Provision by schools of cultural facilities to make up for the lack of books, pictures, newspapers access to community libraries, television and radio and communication between parent and child, to ensure that pupils privileged to proceed to "higher" education have that academic and cultural background which whites take for granted.

- A national defence education Act, such as the United States — alarmed by the Russian launching of Sputnik in 1958 — passed enabling the Government at first to make large allocations of money to schools, colleges and universities to improve the "low" standards of learning and teaching in maths and the sciences and later in languages and the humanities which, in the long run, are probably as, if not more, important.

Education apartheid to stay

AKGUS
24/2/84
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Parliamentary Staff

THE Government firmly adhered to the principle of separate schools and separate education ministries for the different race groups, the Assembly was told today.

Mr P J Clase (NP Virginia), a National Party spokesman on education, confirmed that the Government would not deviate from education apartheid under the new constitutional dispensation.

He rejected any suggestion that the Government was moving towards racial integration in schools or that there would be a lowering of white education standards.

Mr Clase said that under the new constitution there would be five ministries of education — one for each of the white, coloured and Indian groups, one for black education, and one for certain "general affairs" in education.

"A tragedy"

The siting of schools would continue in terms of the Group Areas Act under the new dispensation.

Mr Clase moved a private member's motion thanking the Government for its White Paper on education and calling on the Assembly to endorse the principles set out in that document for the provision of education.

Opposing Mr Clase's proposal, Mr Horace van Rensburg (PFP Bryanston) said it was "a tragedy for South Africa" that apartheid would remain in education.

If the Government really wanted to move away from discrimination, it need only scrap its White Paper and use the recommendations of the De Lange Commission as a means for getting away from apartheid.

Straitjacket

The Government, however, was refusing to go beyond "the narrow confines of apartheid". It had pulled a straitjacket over the recommendations of the De Lange Commission.

That commission had recommended a single ministry of education for South Africa. Such a ministry could have been the starting point for removing apartheid and racial discrimination "from top to bottom".

'Matric failures just small sign of crisis in black education' Problem 'cannot be solved by the present education system'

Education Reporter **27/2/80**
BLACK education is in the midst of a crisis, says Dr Neville Alexander, director of the South African Committee for Higher Education in the Western Cape.
 He was addressing a weekend seminar on the crisis in black education, held by the Council for Black Education and Research.
 He said the "disgraceful" matriculation results for black pupils under the Department of Education and Training last year were just the tip of "a massive problem manifesting itself in all sorts of ways such as the boycott in Pretoria".
 "The life chances of generations of African youth have been amputated. They have been rendered crippled by a system of education over which blacks do not have any control."

Dr Alexander said while improvements had been made following boycott action by pupils in 1976 and 1980, the situation had "gone back".
 "We can't expect to change the system by one act. There are a lot of things we still have to do."
 "Education is one of the main measures by which a society reproduces itself and maintains the status quo."
 "For the status quo to be retained, skills and values and beliefs which the society holds dear have to be passed on."
 Dr Alexander said it was for this reason that the Government had "every interest and possibility of having total control over the education system."
 He urged teachers to "exploit" loopholes in the system and to use alternative material to improve the education of black people.

Education Reporter
THE crisis in black education, which began more than 30 years ago, cannot be resolved under the present separate education system, a professor says.
 Professor Ezekiel Mphahlele, head of the Department of African Literature at the University of the Witwatersrand and national president of the Council for Black Education and Research, was interviewed at the weekend.
 This followed his opening address at a seminar organised for teachers by the Western Cape branch of the council.
 He said the crisis had been accumulating since the introduction of the Bantu Education Act soon after the National Party came to power.

"And every year this crisis becomes worse. It is an accumulative process and reproduces itself in a vicious circle. Poorly trained and motivated teachers produce even more poorly trained and less motivated pupils, who in turn become the teachers in our society. And so it goes on," he said.
 A major cause in the crisis of black education had been the introduction during the 1950s of tuition for black pupils in the mother tongue. This had lasted a decade and, by the time English was reintroduced as the medium of instruction, a whole generation had not learnt the language.
 He said the council believed that while the present school system continued it should be supplemented by alternative non-formal education structures.

Minimum temperature at D F Malan Airport will be between 12 and 14 deg C.

THE MOON

Full moon	Mar 17
Last Quarter	Mar 24
New Moon	Mar 2
First Quarter	Mar 10

THE SUN

Sets today	1938
Rises tomorrow	0632

THE TIDES

High water:
 Today: 0120; 1330
 Tomorrow: 0201; 1410

Low Water
 Today: 0729; 1952
 Tomorrow: 0808; 2025

WATER TEMPERATURES:

Sea Point:

Sea	14 deg C
Pool	22 deg C

Muizenberg:

Sea	19 deg C
Pool	22 deg C

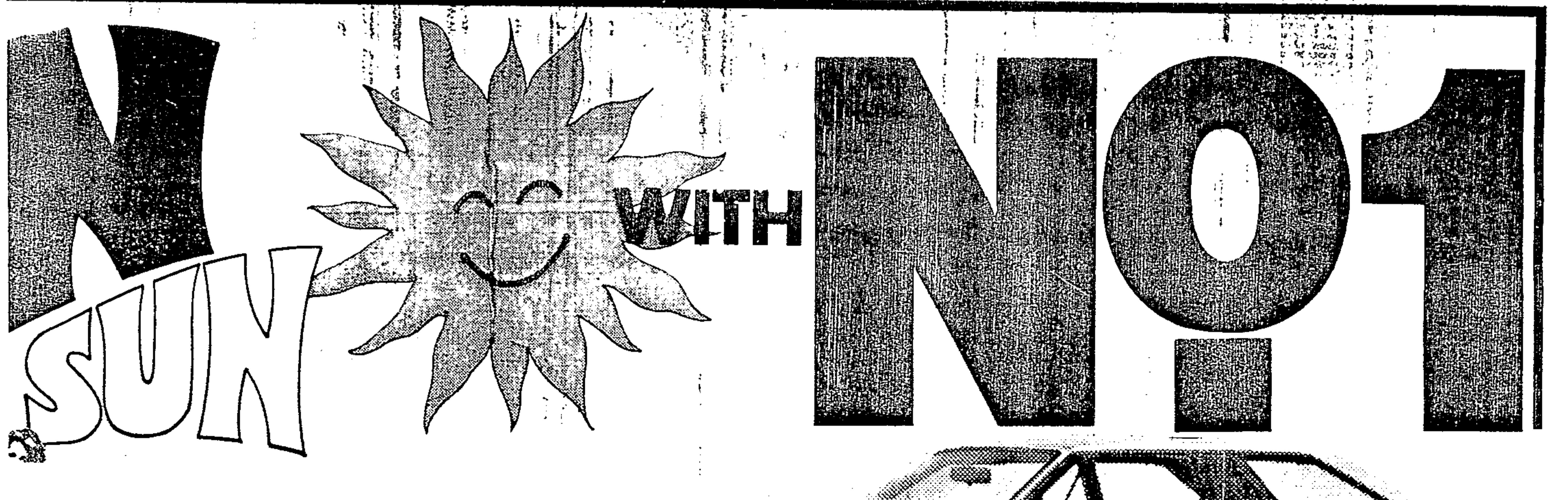
Newlands:

Sea	25 deg C
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8am TEMPERATURES

Johannesburg	19 deg C
Kimberley	20 deg C
Durban	25 deg C
East London	21 deg C
Port Elizabeth	21 deg C

Cape Town (yesterday 2pm) 23,2 deg C
 Cape Town (today 9am) 20,5 deg C
 D F MALAN climatological data for yesterday February 26 (The figure in brackets shows the average for the month)
 Maximum temperature..... 24,1 (26,3) deg C
 Minimum temperature 14,4 (15,3) deg C
 Mean temperature 19,3 (20,3) deg C
 Maximum humidity..... 93 (94) %
 Minimum humidity..... 59 (48) %
 Mean humidity..... 76 (71) %
 Mean atmospheric pressure..... 1010,0 mb (1013,2)
 Rainfall 8am — 8am..... 0,0mm
 Progressive rainfall for the month..... 5,5 mm (13,6mm)
 Sunshine..... 11,4 hours (10,7)
 Prevailing wind direction NW (S)
 Maximum hourly velocity..... NW 9,2 (SSE 16,5)
 Maximum gust..... NW 15,2 (SSE 25,5)
 For the latest, up to the minute detailed weather information for today, phone 46 1261.





Blackboard Bungle

It's time to put the needs of education before the needs of apartheid

50

S. Tabane 4/3/84

By Tony Spencer-Smith

THE Government's so-called new education deal is simply designed to maintain inequality and perpetuate racist policies, Jan van Eck of the PFP charged in the Cape Provincial Council this week.

Attacking the Nationalist response to the De Lange report as "uneducated and political", he said that while De Lange put educational principles first, the Government was again relegating them to second place after apartheid ideology.

Mr van Eck, the Opposition spokesman on education in the council, supported his attack with a devastating series of statistics about the discrepancies between educational standards for the different racial groups.

And in an interview he claimed that the system proposed by the Government's White Paper on education would result in a "bureaucratic nightmare" involving pointless duplication and tremendous wastage of resources.

Mr van Eck also published a battery of educational inequality statistics this week in the latest issue of the PFP newspaper *Deurbraak*, which he edits.

Among the most striking statistics he has compiled are:

■ As many as 72 percent of the black pupils who left school in 1982 had an education of Standard Five or below and more than half were either illiterate or semi-literate.

■ While over 92 percent of the white pupils in the Cape passed matric last year, only just over 50 percent of blacks passed nationally.

■ While only 3.4 percent of white teachers are unqualified — do not have a matric and a professional qualification — the figure for African teachers is a staggering 85 percent. For coloureds it is over 66 percent and Indians 19 percent.

■ The State spent R192 per black pupil in the last financial year compared to R1 385 per white pupil. The expenditure for coloureds was R593 and Indians R871.

■ Less than two percent of the blacks who started school in 1963 completed 12 years of schooling, as against over 58 percent of the whites. The figures for other groups were also low: 22.3 percent in the case of Indians and 4.4 percent in the case of coloured people.

Mr van Eck says that because of the shocking state of education for racial groups other than whites, 40 percent of the highly skilled jobs in South Africa are held by foreigners. And while there is a doctor for every 330 whites, there is one doctor for every 730 Indians, 1 200 coloureds and 12 000 blacks.

The De Lange Committee, says Mr van Eck, was fully aware of these inequalities, and two of the most important measures they recommended to do away with them were the establishment of a single ministry of education and the waiving of the provisions of the Group Areas Act to stop white facilities standing empty while other racial groups faced massive overcrowding.

Racist response

The Government rejected both moves in its "shockingly racist" response.

Mr van Eck charges that the refusal of the Government to allow blacks to use empty white school facilities is one of the most serious blows to the creation of a more equitable education system.

In his speech he said it was "appalling" and a prime example of Nationalist greed that they were so rigid as to be prepared to waste facilities in this way.

In *Deurbraak* he writes: "While more and more white education facilities such as classrooms, laboratories, desks, library books etc stand unused or under-used because of a decrease in pupil numbers



The ultimate dilemma



By Professor A J Thembela

MOST black students are at the bottom of the socio-economic strata. They live in impoverished, overpopulated and undeveloped rural districts or urban, grossly overcrowded township houses or even in unhealthy slums and shantytowns.

Also, in South Africa ethnic policies are over-emphasised to the extent that a student may miss a particular privilege if he does not belong to the right ethnic group. Black students go to ethnic schools and universities. Even state bursaries are administered in terms of ethnic requirements. After their studies they are expected to work in ethnic homelands.

Most are members of Christian churches (out of more than 3 000 sects). They belong to a particular language group which prescribed their school in the first place. All these immediate factors form part of the particular world of black students. It is a miserable world of poverty, deprivation, disease and death, not only from disease but from violence. It is from this world that the black university students emerge.

Anyone who has experienced this "world" will be amazed to find that as many as 50 percent of those who reach Standard 10 (98 percent of the original cohort having dropped out, the great majority within the first four years) pass at all and as many as 10 percent get matric exemption. Black university students emerge from this ultimate 10 percent; the survivors because they were the luckiest and the most resilient. The frustrations of having been born and lived in areas as described above, of having gone to schools without facilities, of having been taught by barely qualified teachers in overcrowded classrooms can only be conceived by a very fertile imagination and can be understood properly only by those who have experienced it.

Those who do not emerge from these conditions feel them intensely but accept them as their lot. The frustration with the black university students is that they do not accept these conditions as their lot and they think they can strive and fight to remove the yoke that keeps them in this position.

The second set of frustrations arises from the fact that their parents have never been to university. Therefore these students have no real source of family advice and counselling. Their parents and social institutions in black areas tend to over emphasise the ancient virtues of obedience and submission to authority.

not talking here about the ever present underlying current of mistrust between the black students and their white lecturers as a result of the conflicting ideologies and political philosophies of the two groups.

At a more fundamental level the frustrations of black university students derive from a clash of cultures which is complicated by the political pressures peculiar to the South African situation. Black students come from a social situation where tribal values and taboos emphasise submissiveness, obedience and conformity. They are supposed to think and act in ways which the community prescribes. Any deviation from these norms can lead to tragedy as the recent events of October 29, 1983, at the University of the North illustrates. These tribal social values view education as concerned with "correct" behaviour towards seniors and those in authority and status positions. The requirement by Kwa Zulu that its bursary holders sign a pledge of submission to its authority is an illustration of this. In its genuine and legitimate concern with the need for loyalty, KwaZulu did not realise that loyalty cannot be extracted by pledges. Loyalty is a moral characteristic that requires a free and a conscious decision and can never be forced upon people.

By definition, university students are supposed to be critical of everything so that they can engage in critical analysis of all social, economic and political and even religious issues. This, of course, does not mean denigrating or disrespectfully impugning the honour and integrity of anyone, to say nothing about disrespecting people in authority. But students are capable of most unexpected and unconditional activities in their youthful exuberance. They do need guidance and assistance, but they are no longer children to be instructed what to think and how to think.

These students have come under the influence of world ideas. They read mainly the Anglo-Saxon and American textbooks and literature. Education is seen as concerned with making a person to be able to hold his own and adapt himself to living in the practical situation with its problems and

other set of frustration for both the students and university administrations. Because of the various frustrations that black students have, particularly after 1976, some students conceived of an SRC as an instrument with which to push all their grievances and demands. When this body fails to deliver the goods, the students' body views it as a useless, toothless body at best or even as sell-outs or collaborators with the university administrators at worst. When a strong SRC pushes the students' demands beyond the point of tolerance by the university authorities, they are bound to get into conflict with these authorities. As a result some students refuse to elect an SRC on the grounds that they will be victimised.

Those who get admitted to the so called white universities are first frustrated by the humiliation of having to get ministerial permission before they can be admitted.

Once admitted they are put in the various bridging courses because they are told that they are not up to standard. Having been admitted to classes, they are not fully assimilated and integrated into student social and hostel life. What does all this do to a person's self-concept and self-esteem?

The ultimate cause of frustration for black university students is in the area of ethnic and national politics. They are acutely sensitive to apartheid policies. They consider themselves to be the future intellectual and trained political, legal, social, educational and economic leaders in this whole country. That is why they become wild with sheer joy and ecstasy when countries like Zimbabwe get their real independence and black university students of the past assume their rightful leadership roles in those countries. They are agonisingly aware of how this apartheid system prevents them from assuming these roles.

This is the main reason why black university students detest anything that has to do with the homelands' governments whom they regard as collaborators in the apartheid system. What they detest (rightly or wrongly) is these people's participation in the system they abhor. This is the system that deprives them of their South African citizenship and all its economical and cultural wealth. They will now be confined to poor rural reserves called independent or self-government national states which are recognised by no one in the whole outside world. Students passing

ADM 28/2/84 (50)

Education still suffering from the '1958 blow'

Mail Correspondent

CAPE TOWN. — Mother-tongue instruction, introduced in black schools in 1958, had dealt black education a devastating blow from which it had been unable to recover, Professor Ezekiel Mphahlele, head of the department of African Literature at the University of the Witwatersrand, said in Cape Town.

Speaking at the weekend at a teachers seminar being hosted by the Council for Black Education and Research, Prof Mphahlele, who is national president of the council, said the crisis in black education had been accumulating for 30 years.

Mother-tongue instruction in the 1950s had started a cycle of declining standards in the education of subsequent generations.

When instruction in English was re-introduced a whole generation had not learned the language and they, as the new teachers of the young, were unable to teach it adequately.

"Because most knowledge comes in English, those who were handicapped in the language couldn't learn enough. And this lack of knowledge caused standards of education to drop generally.

"It's an accumulative process which reproduces itself. Poor students are taught by poor teachers and teacher training is getting poorer every year for the same reasons."

Prof Mphahlele said the crisis could be alleviated but not cured by creating non-formal education structures to supplement formal instruction.

He warned that the crisis which had already erupted twice in massive student action would not be resolved until South Africa's separate education structures were dismantled.

Prof Mphahlele said overcrowded classes, very poor text books, the lack of library facilities and socio-economic factors had contributed to the crisis.

The high failure rate among Standard 10 pupils last year, the misapplication of corporal punishment and age restrictions on school pupils — which have been quoted as causes of the recent schools boycott in Pretoria — were at present at the cutting edge of the accumulated crisis.

Dr Neville Alexander, Western Cape director of the South African Committee for Higher Education (SACHED), said the African youth had been rendered crippled by the South African education system.

He said education was one of the main means by which society reproduced itself, its attitudes and values.

The fact that teachers were the crucial instruments for doing this placed black teachers in an apartheid society in an irreconcilable dilemma.

No black teacher could in good conscience pass on the essential belief of apartheid ideology that black people were inferior to whites, said Dr Alexander.

But no government could have complete control over the processes of education and there were always loopholes that teachers could use.

Any teacher who guarded his or her dignity would exploit such loopholes without apology, said Dr Alexander.

But, in many situations, particularly in the teaching of history, this would be very difficult to do, since they would be teaching children items which might conflict with the information children would be required to give in their exams.

Black tuition: money 'badly used'

By Jean Hey, Education Reporter

Much of the money donated to black education by big companies is being spent unwisely and is often wasted altogether, says Mrs Margaret Landers, former director of The Star's Newspapers in Education, after a survey into black Catholic schools throughout South Africa.

Mrs Landers said the private sector should address itself to the problem of an unmotivated teaching staff which in turn failed to motivate the pupils. This, she said, was the major reason for poor black matric results.

"Black students say the staff are the first to leave school in the afternoons. Many schools also steal prime teaching time for choir practice, drama and sports."

She suggested that instead of pouring

money into educational aids and bursaries, the private sector should offer prizes to teachers who achieved good matric results.

"This suggestion may sound unprofessional, but if the teacher is motivated to produce results the pupils can only benefit."

Mrs Landers carried out a survey among black Catholic schools countrywide and discovered their motivated teaching forces and sound study structures produced excellent matric and junior certificate results.

These schools suffered the same handicaps as most black schools — they were situated in a black township, worked within the school system laid down by the Department of Education and Training, and had black teachers who were often not fully qualified.

These teachers were supervised by white

clergy, gave a lot of time to students outside classroom hours and kept to a strict study structure.

Results at all 10 schools for 1983 examinations were impressive, with eight schools achieving a 100 percent pass rate.

"People say blacks can't cope with science subjects, yet one of these schools obtained nine science distinctions — and it doesn't have a laboratory," said Mrs Landers.

She urged companies who were "truly sincere in their commitment to education" to give aid to such schools producing good results.

These Catholic schools received no State aid and were given little money by the private sector, she said. The clergy did not receive salaries.



Mrs Thandie Chaane . . . back in the education field as the co-ordinator of READ, an organisation which supplies library books to black schools.

A commitment to education which she could not easily forget

50.
Star

2/3/84

By Maud Motanyane

A deep commitment to good education and dedication to serve her community brought Mrs Thandie Chaane back to Soweto schools seven years after she had resigned her position as a teacher, following the 1976 riots.

Mrs Chaane, together with scores of other teachers, resigned her job in support of thousands of school children, who were protesting at the use of Afrikaans as a medium of instruction.

"I could not keep away for too long," said Mrs Chaane who is now back in the education field as the co-ordinator for READ — Read, Educate and Develop — an organisation which supplies library books to black schools.

READ was launched five years ago and during that period it has provided libraries to more than 200 schools throughout the country.

Two years ago, READ together with the Star's TEACH Fund, the Transvaal African Teachers Association, the private sector and the Department of Education and Training (DET) joined forces to launch the

Adopt-A-School project.

Last year, Mrs Chaane was appointed the co-ordinator of the programme, working as a link between donor companies and the schools in need of help.

"Part of my work is to assist school principals to identify their needs and attend to them in their order of importance," Mrs Chaane said during an interview.

Although the Department of Education and Training was doing a lot to provide facilities in black schools, the crisis is nowhere near being solved, she said.

"We need the private sector to come in and help. This is one way in which they can plough back to the community the profits they make from our labour."

INVESTMENT

Contributing to black education is an investment for the companies because they will need skilled and proficient personnel in future, she said.

Mrs Chaane's next objective is to get greater community participation in school matters.

"The contributions made by private companies should not be seen as

handouts. Parents need to take part and take pride in the school."

READ needs to address itself to black mothers and educate them on the important role they should be playing with their children's education.

Mrs Chaane comes from a teaching background — both her parents were teachers — and sees education as a priority for every community.

When over age pupils were turned away in great numbers from schools in the Reef, she became involved in a programme which provided lessons for them at the University of Witwatersrand.

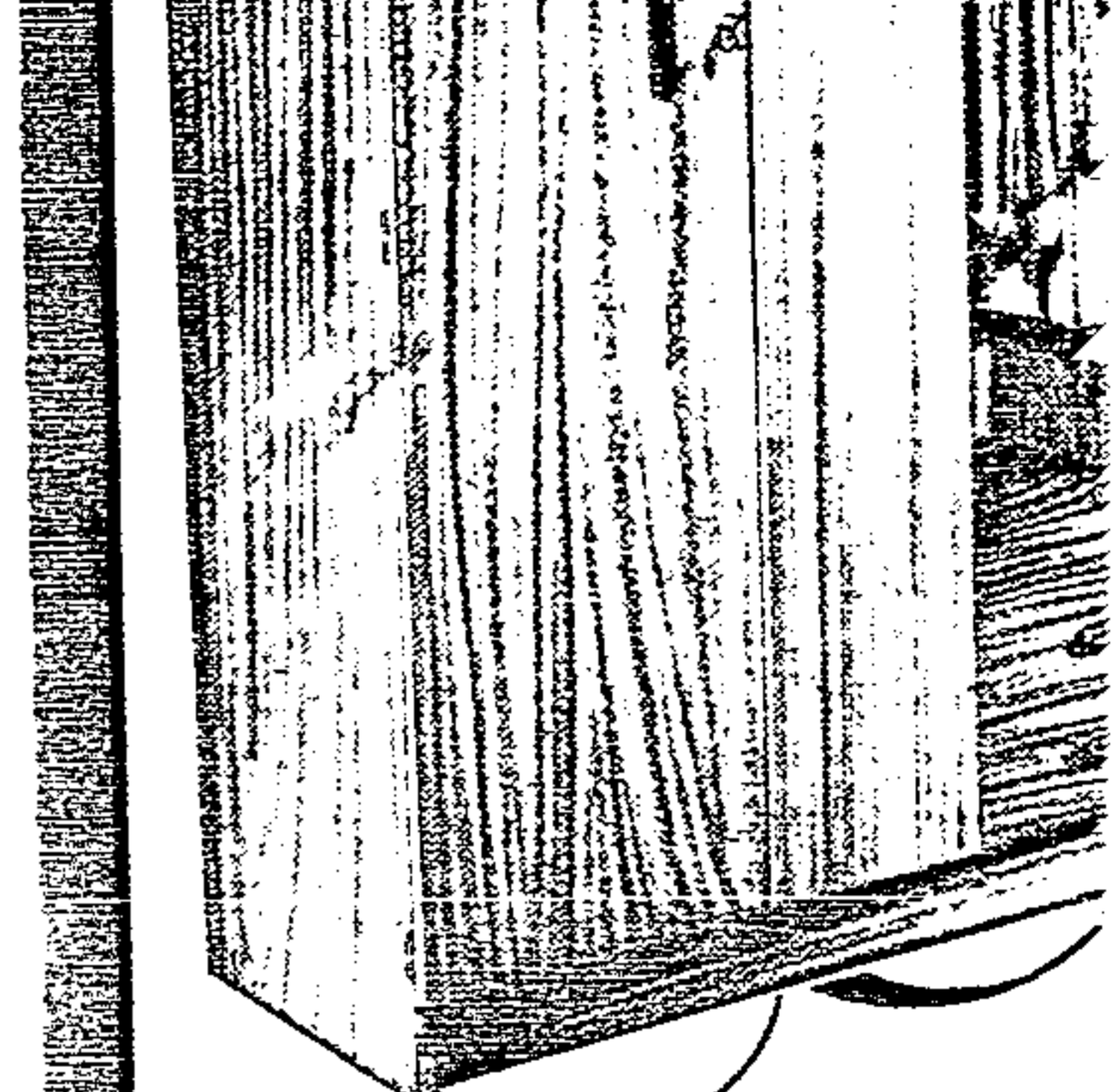
Most of the students had been involved in the 1976 riots.

"Somehow I felt part of their struggle," Mrs Chaane said.

An invitation to join READ was a welcome challenge for her.

Although she has to work long hours seven days a week, Mrs Chaane still finds time to look after her husband and two children.

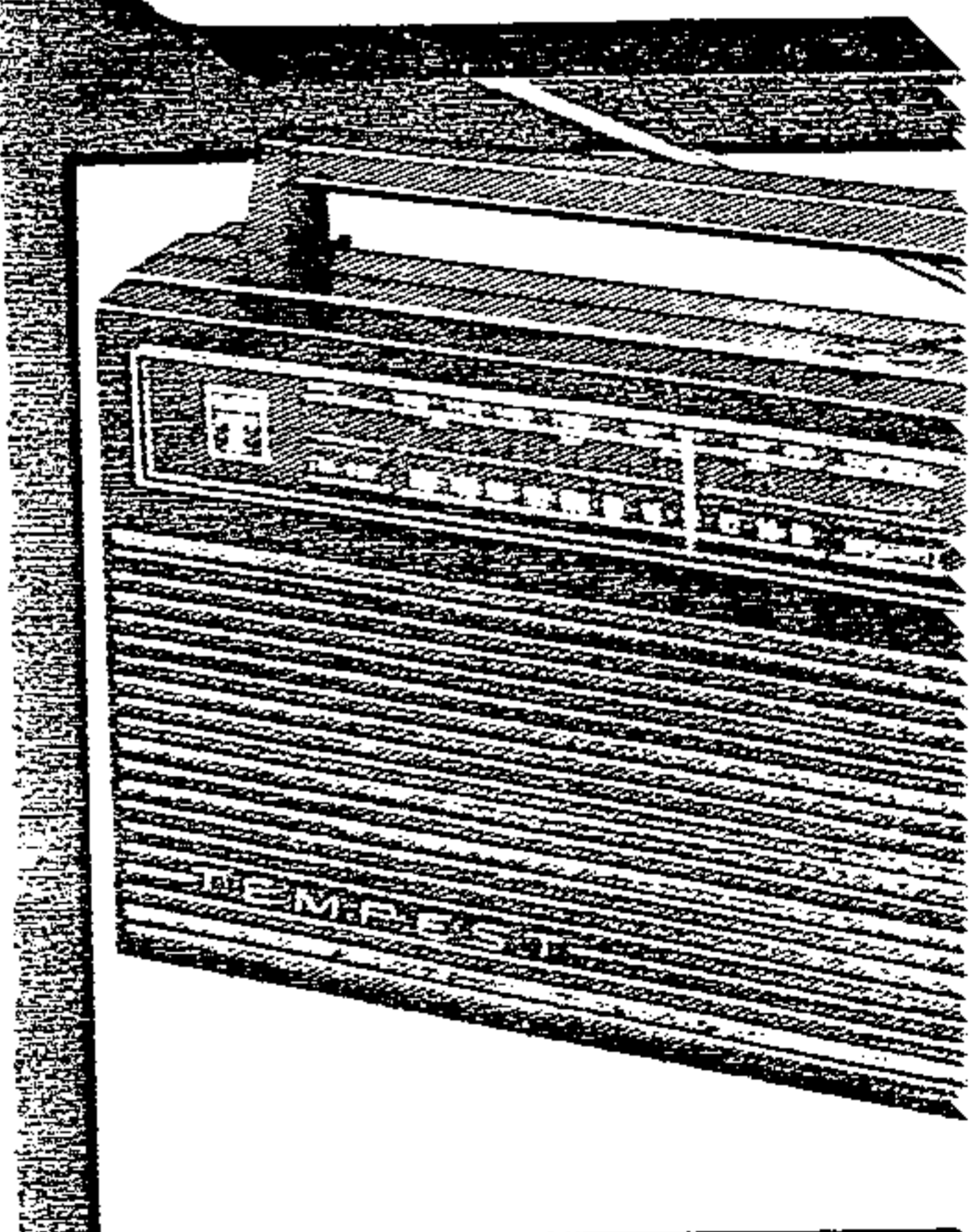
"I still read them stories at night, because it is a valuable contribution to their development."



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Library fees proposal to be opposed

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D. K. S. P. A. T. E. R.
2/3/84
EAST LONDON — Government proposals to introduce subscription fees at public libraries would be strongly resisted by the library service in South Africa, Miss M. van Deventer, chief librarian in East London, said yesterday.

Miss Van Deventer, who is also chairman of the public libraries division of the South African Institute of Library Science, said that the recommendation for subscription fees had come from the Croeser working group, appointed by the government as a result of the Brown Commission report on the finance of local authorities.

"The introduction of subscription fees will preclude very many people from utilising the lending service and the repercussions will be severe," Miss Van Deventer said.

"Every community needs a library. It provides material information and recreational facilities. It maintains the level of self-education and intellectual growth and provides a source of knowledge otherwise unavailable to certain groups," she said.

Miss Van Deventer said that she had made a cursory study of the expenditure of East London libraries and found that this expenditure constituted between 1 and 1,7 per cent of the local authority spending.

"When South West Africa introduced subscriptions in libraries, which excluded children and pensioners, it was found that the revenue, with a fee of R6 per head, amounted to four per cent of the library expenditure.

"In this situation funds will become more limited, the library stock will deteriorate and so the service will become progressively less effective,"

Miss Van Deventer said.

She said that particularly in South Africa's multi-cultural society it would be a mistake to deprive sections of the community access to what she considered to be one of their main sources of stimulation.

"There are also certain anomalies in the subscription system. People will be able to utilise the reading facilities to perhaps read



Miss M. Van Deventer. light novels but won't be able to take home more weighty material unless they pay a fee," she said.

"This is in total conflict with the world-wide trend of the emphasis on greater access to information."

Miss Van Deventer said the institute was extremely worried that the Croeser working party had recommended subscription to the Minister of Finance without consulting professional librarians.

"We have negotiated with the Minister on this issue who has passed our case onto the permanent commission on public finance and we are now waiting for an interview with them.

"It is important that the public realise that their free library service is in jeopardy and make their feelings felt on the issue," Miss Van Deventer said. — DDR

Which system is to blame?

(50)

That was a perceptive comment made the other night by a director of AECL. Speaking on the crisis in education, he laid the blame on free enterprise. Teachers' salaries were woefully out of line with those of their colleagues in the private sector. Add to that a low social status, and a lack of job satisfaction, and you had the reason why young people — English-speakers in particular — were flocking to commerce and industry rather than education.

Although this kind of argument is rather like one of those ambiguous pictures in which the perspectives alter radically as you stare at them, it has more than a germ of truth. No intelligent person of mettle is going to jeopardise his financial future for the life of an inadequately paid drudge.

The very point of a free market in any sector is its freedom. Freedom to bargain, among other things, for advancement and payment on merit. If a company fails to meet the ambitions of a gifted person, he is free to look elsewhere.

For this reason, the evident shortcomings of the current education system — measured, say, in the first-year failure rate at universities — may indeed be blamed on the efficiency of the private sector. But since the argument contains within it the seeds of any number of petitions to government for wage controls over that sector, it is profoundly flawed.

The answer lies, surely, not in further government interference with the machinery of free enterprise — but in the use of its lessons in the public sector. That means, as the

FM has pointed out in the past, a restructuring of the salary structure within the schools. In other words: appointment and reward on merit, and not on mere tenure in office.

It will immediately be argued that teaching demands qualities of sympathy and dedication which have no particular value in the harsher world of business. Fair enough. But that does not mean that discretion over salaries in education should be the sole right of bureaucrats who, in any case, tend to be unfamiliar with classroom conditions.

Within the existing structure, it is the headmasters and department heads who do have the ability to evaluate staff. Why should this not — on a confidential basis to reduce staff animosities — be extended to at least some discretion over salaries? Any teacher who felt he was not being rewarded appropriately, or even one who perceived himself a victim of school politics, could, again, look elsewhere.

If the appropriately-named government schools were loosened up in this fashion, each would be transformed into a limited corporation owned (to a greater or lesser extent — depending on the resources of any particular community) by the parents. Since parents are already required to make ever greater contributions to the financial basis of the schools, this would be a logical development.

And it would not be inflationary — provided the overall budgetary allocation for education was not increased in a vain attempt to chase private sector salaries. The wages of good teachers would rise at the expense of bad ones.

BLACK EDUCATION

To the defence

(50)

From 2/3/84

Critics of black education often apply "unrealistic criteria," according to a senior official of the Department of Education and Training (DET), which controls the system. Job Schoeman, DET's chief public relations officer, says that the black system is still in an early stage of growth, while white education has a long, well-established history.

He believes an assessment of per capita expenditure on the two education systems should take into account their different historical backgrounds, growth rates, enrolment figures, manpower positions, and age of both teachers and pupils.

Lower academic and professional qualifications of many black teachers are, he argues, among the factors which have a depressing influence on per capita expenditure. Other factors are the pupil to teacher and pupil to classroom ratios, the fact that more than 50% of all black teachers are under 30, and the fact that 83% of black pupils are still in primary school compared with a 50:50 primary/secondary school ratio among whites.

About 78% of black teachers have lesser qualifications than their white counterparts, while the pupil growth rate at secondary level is about 15% annually and about 2% at primary level. (Education for blacks was only placed under central government control in 1953, says DET.)

In hard cash, DET spent, according to reports to Parliament, R192 on the education of every black child in the last financial year, compared with R1 385 on each white child. Per capita expenditure on coloured children was R593 and that on Indian children R871.

C. Herald 813184 (30)

New education body kicks off

EDUCATION organisations outside of formal schools have joined forces in the Western Cape, to help combat "the inadequacies of the South African educational system".

The Western Cape Regional Committee of the Educational Co-ordinating Committee of South Africa (Eccsa) was launched last weekend.

A spokesman commented: "A growing number of organisations are operating independently of the State in the sphere of education outside formal schools. This shows the initiative of the oppressed masses and is also a response to the inadequacies of the educational system here."

But for the best results these efforts have to be co-ordinated, the spokesman said.

Three projects for the immediate future were decided on — Pre school, parent involvement and conversational Xhosa projects, with the project to get parents more involved in their children's schooling seen as particularly important.

Affiliated bodies include the Dominican Sisters, The Council for Black Education And Research, Lotus River Tenants' Association, Woodlands Day Centre and the South African Committee on Higher Education (Western Cape).



A pupil at Leeuwenjacht farm school eats her lunch. Because hunger is a major problem at the school pupils are supplied with bread and soup by the Peninsula School Feeding Association.

Spotlight on

A new report for the Carnegie Inquiry into by a University of Cape Town history lectu farm sch

What the Nasson report says...

CHILDREN at some Cape farm schools are regularly "poached" from the classrooms by farmers and taken to work on the land in spite of compulsory education.

This is one of the findings in a new study on black farm schools by University of Cape Town history lecturer Dr Bill Nasson.

The study of 40 Western Cape and Karoo schools forms part of the second Carnegie Inquiry into Poverty and Development in South Africa.

Dr Nasson said at a school on one Stellenbosch wine estate, farmers from the area take truckloads of children away from school during the height of the fruit season.

Dr Nasson said: "On paper it's totally illegal because there is compulsory education. But the headmaster feels powerless to stop it."

"He told me the farmers could stop the children from coming to school altogether if they wanted. The same farmers who collect the children from the classrooms have provided the school with television and sports equipment and this is presumably a spin-off."

"The farm manager at the estate said bluntly that the workers were paid such poor wages that all children over the age of eight had to work for extra income."

Dr Nasson said the nub of the matter was the "awesome powers of white farmers."

He said "... ultimate power over the destiny of any school is always in the hands of the landowner. A farmer who opens a school may equally, if he so chooses, close it."

Among his findings were:

Forced to work

- Children at certain primary schools had to walk long distances to school each day. While the black children walk to school they are sometimes passed by buses only half full of white pupils. Dr Nasson said at Nelspoort, for instance, children had to travel up to 60 kilometres to school with those furthest afield using mule carts.

- Few black farm school children ever get to secondary school because of the long distances involved and because poverty forces them to go out to work. Many farm labourers' children leave school between the ages of 12 and 14 so they can earn a wage.

- Some farmers "boldly remove" children from classrooms for one or two hours a day during harvesting. In addition pupils from 37 schools were found to work after school hours, at weekends and during holidays. The work was "far from light" but the "miserable pittance" the children earned was welcomed as family income. In some cases teenagers bartered their labour in return for things like school uniforms.

- Many of the schools had double shifts and 37 of the 40 schools had different standards sharing classrooms at the same time.

- Accommodation was often inadequate and several schools

- were without toilets or piped water. At one Beaufort West school an overhead projector, television set and video recorder lay unused because there was no electricity.

- Many children were weak and undernourished. At 25 of the schools there were pupil feeding schemes which were immensely popular. At some schools where there was a dramatic drop in attendance during winter, children would trudge to school no matter what the weather on days when food was provided.

- The "trickle" of children who pass matric find themselves too well qualified for work in the local area.

- Farmers regarded educational qualifications with "scepticism and some scorn" and usually do not take them into account for purposes of pay and promotion. One farmer in the Stellenbosch district said: "It's all very well to have gone to school, but that doesn't mean you'll make a reliable tractor driver."

- Staff were "bitter" that farm schools were often seen as inferior and their pupils caricatured as rural idiots.

More muscle

Dr Nasson says the independence of farm schools should, if necessary, be enforced by law. "Farm schools must be given more muscle so they are not dependent on farmers for their existence and for the attendance of pupils."

He also believes there is little chance of improved attendance at farm schools unless there is "is proper legislation on child labour in the rural areas."

Without this "it is difficult to see how compulsory education in the countryside can be really effective".

Among other suggestions to improve the situation are:

- That the authorities should lay on transport for all children who have to walk more than a certain distance to school. This transport to and from school should be a right.

- That school feeding should be upgraded and extended

- That there should be local secondary schools available to all.

Dr Nasson said at present although the state paid the teachers and provided generous subsidies for the maintenance and construction of schools, the erection of schools was "a voluntary private initiative defined not by law but by goodwill and paternalism."

"Under present arrangements, farm schools are always vulnerable, insecure and at risk from arbitrary actions."

A Namaqualand headmaster who found one of his three classrooms being used as storage space spoke bitterly of the landowner. He said: "He gave the land, he helps with repairs to the building, so now he looks upon my school as part of his farm."



Pictures: WILLIE DE KLERK

Many farm school children-face hours of walk. Here pupils from Leeuwenjacht farm sch.

Hour-and-walk to ge

AT Leeuwenjacht farm school near Paarl some Sub A pupils have to walk a round trip of 16 kilometres to and from school each day.

Headmaster Mr Paul Haas says: "It takes the children who are furthest away about one and a half hours to walk to school. In winter they sometimes arrive here cold and soaking wet and we have to dry them out in front of the gas stove before they can go to class."

"There is a bus to take older children from here to the high school in town but there is no bus for our children."

The school is in a fairly pleasant, white-washed building but it has no running water or electricity. Toilets for the 116 pupils and five staff members consist of three black plastic buckets.

Mr Haas says: "Even the staff have to use the pails. That's why I can't keep the teachers here."

He said although the farmer who owns the land had bought toilets he had not installed them. "He is so busy there isn't time for him to attend to the school."

"The department says it will refund us if

we put in toilets and running water but the problem is we do not have enough money to fund any improvements."

Mr Haas sees the biggest problem at the school as poor attendance. He says: "All the parents are really poor. Most of them are farm labourers and some are not interested in giving their children a proper education."

Mr D.G. Malan, owner of Leeuwenjacht farm, said he had spent more than R 1000 buying new toilets for the school and would install them "in the next week or two."

He bought the farm about two years ago with the school on it. "There are a lot of problems with having the school. I am responsible for seeing the building is in good condition and whenever something like a window is broken I have to replace it. I also have to sign all the correspondence about the school."

Mr Malan said in return he got "very little rental" from the school.

Mr P

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farm schools

WEEKEND ARGUS SPECIAL REPORT

by
LINDA VERGNANI
Weekend
Argus
Reporter

Poverty and Development in South Africa
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ools.



What Education Directorate says

The credibility of Dr Bill Nasson's findings on farm schools in the Cape has been strongly questioned by the Directorate of Coloured Education.

In a lengthy statement Mr Noel Eales, Press Liaison officer of the Directorate, says the directorate is satisfied that farm schools are on the whole functioning satisfactorily and "that there is insufficient justification for their independence to be enforced by law."

He told Weekend Argus the Directorate did not know of any children being poached from classrooms. The alleged Stellenbosch incident had been investigated and found to be "devoid of substance".

School hours

The element of time was lacking from Dr Nasson's statement about children being taken from the farm school at a Stellenbosch wine estate. In his statement Mr Eales said if this took place after school hours it was "naturally only the concern of the parents".

The Chief Inspector of Education, Mr N R P Arendse within whose area Stellenbosch fell, "has serious reason to question the veracity" of the issue of the headmaster feeling powerless to act.

It was the headmaster's duty to report such incidents of the violation of school attendance and discipline to the circuit inspector. "As no such reports have been received, the substance of the allegation cannot be confirmed and therefore stands questioned."

Awesome powers

The issue had also not been raised by the teachers organisation "which normally speaks out vehemently either verbally or in memoranda" against alleged malpractices at schools.

Mr Eales also took issue with Dr Nasson's statement about the awesome powers of white farmers. He said: "That there are isolated incidences where the conditions at farm school can be considerably improved is not denied but attention to such improvements at all schools in this directorate is an outgoing evolutionary process such as is also evidenced by the reduction in double shift classes from 2 500 by some 1 500 in the last few years."

He said the findings of the study did not take into account the reality of the situation that coloured people had become intensely education conscious. "Woe betide that farmer who closes the school for such an arbitrary reason because he immediately places the availability of his important farm labour in serious jeopardy which inevitably also leads to his farming activity being closed."

Travel time

Mr Eales said the allegation that children had to travel up to 60 kilometres to Nelspoort school on foot or by mule cart had been described as "nonsense" by the headmaster. "There is not a single child who walks to school or uses a donkey cart".

He said the directorate was committed to eliminating the backlog in the provision of educational facilities and it was expected that by the end of this decade "the goal of equivalent education would have been reached or be in sight".

Facilities at farm schools were being improved as an ongoing process. Transport schemes were already in existence where economically feasible and "where such needs elsewhere arise they will be investigated and implemented where possible." Expenditure on transport schemes had increased from more than R1 200 000 in 1979 to 1980 to more than R6 600 000 in the present financial year.

Some 400 mobile classrooms units were being provided this year as part of a process to eliminate all double shift classes.

● Dr Nasson said in reply to Mr Eales's statement that he stood by his findings. The fact that the poaching of children had not been reported did not mean it was not happening. He would check on his information on the Nelspoort school.

A spokesman for the Western Cape Agricultural Union said he did not wish to comment until he had read Dr Nasson's original report.

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ool near Paarl trudge home.

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Paul Haas, headmaster of Leeuwenjacht farm school near Paarl.

Programme to beat the poverty cycle

It is a major remedial education programme for children at farm schools, according to Mr Raymond O'Grady, personnel officer of Anglo-American farms.

Anglo-American, which runs two farm schools in the Groot Drakenstein valley, forbids the employment of any children under the age of 16.

Its farm school project is seen as part of a long-term programme to

Mr O'Grady said: "One of the reasons we offer the literacy classes is because it is very difficult for parents to play a meaningful role in the education of their children when they can't read or write."

Special holiday and after school programmes are run for the children — partly to prevent their parents from trying to send them out to work.

Mr O'Grady is negotiating with the education authorities for a remedial education programme

ment we are only providing a normal education programme which does not take cognisance of the child who doesn't have the mental ability but might have other skills."

Mr O'Grady said depending on their capabilities

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No proper yardstick to measure our education

S. Express 11/3/84 (50)
THE old argument as to whether private schools in South Africa are better than state schools has once more come to the fore.

In some ways this is a pity since both have a valuable part to play in the education system of our country.

As a product of a private school and having taught in private and State schools in South Africa and what was then the Federation of Rhodesia and Nyasaland, I am reasonably well placed to comment.

There is no empirical yardstick by which the relative merits of schools, private or state, can be validly judged.

Is Michaelhouse better than the Diocesan College in Cape Town? Almost certainly old boys of both schools would give different answers based on purely emotional grounds.

The view that private schools have more freedom than government schools needs close examination.

Perhaps private schools have more flexibility but in many cases this is inhibited by the policy of the board of governors and the schools' old boys.

To argue that private schools are better is to miss the point — both kinds of schooling are valuable

By J R LAMBSON

President of the Transvaal Educators' Society

Headmasters of private schools also have to work within the parameters of a policy — however it is determined. In a religious school the policy of the headmaster must also be reconcilable with the dogma of the church under whose auspices the school is run.

Whether private schools are able to attract better teachers than state schools is a highly debatable point. Again there is no empirical evidence to support a claim. Perhaps the only valid comment is that there are good and bad teachers in both private and state schools.

Do private schools attract better pupils than do state schools? This depends on exactly what is meant by 'better'. Better academically! Better at sport! Better by virtue of the greater wealth

of the pupils' parents! Once more it is impossible to substantiate a value judgment.

Some private schools have entrance examinations — an advantage not enjoyed by state schools.

To some extent private schools constitute a form of separateness based not on class, but purely on wealth — the ability of parents to pay high fees for the education of their children.

Here it is essential to understand the difference between equal education and equal educational opportunity.

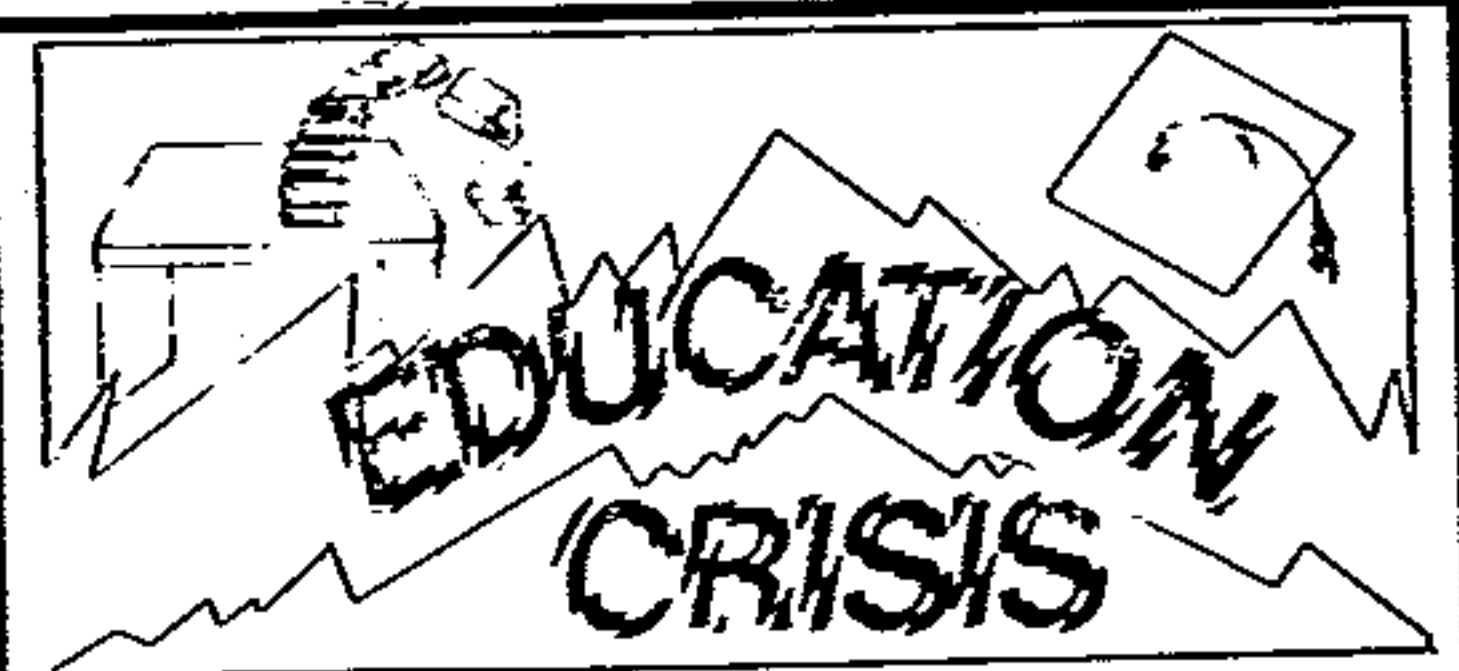
It has been argued that private schools provide a better training for life — a vague term — than do state schools.

In the past few years far too many parents have delegated the responsibility for the upbringing of their children to both private and State schools, with undesirable results. No school is or can be a substitute for a good home and loving, caring parents.

It seems there is little point in making invalid and unproven comparisons between State and private schools. Both have a part to play in the education system.

Your children

must respect



Million dollar question *BLACK education is in a crisis. And today, we take a look at the situation - leading to the Million Dollar question - what can be done?*

IT IS only two months that since the community was outraged by the poor matric results. But despite the poor results the situation in black education seems to be as it was this time last year, and chances are that we are headed once more for disastrous results.

What seems to be an annual spate of happenings are boycotts, police action, departmental insensitiveness, expulsions, closure of schools, protests and general unruliness by students and at some areas, immoral attitudes towards schoolgirls by teachers.

These are all part of the direct causes for poor results. Sello Rabothata this week presents different views on the crisis in black education. Today he interviews Professor de Lange of the De Lange Commission fame.

For instance, not all the schools are affected by underqualified teachers, which explains why some schools do better than others and vice versa.



PROF J P de LANGE: Lack of learning discipline.

The major problem that contributes to the present crisis in Black Education is the lack of learning discipline by students, both at school and at home, Professor J P de Lange said in an interview with The SOWETAN.

Prof De Lange, of the Rand Afrikaanse Universiteit (RAU), and chairman of the De Lange Commission which looked into the education system in the country, said it would be difficult to pin-point exactly what the cause of the high failure rate among matric students was:

He said some of the problems that are being mentioned as the cause of the crisis were not necessarily the same at different schools and for individual students.

He said he did not think the whole problem was caused by having different education departments as a result of the political set-up in the country. He, as an educationist, could only speak as such because the Joint Matriculation Board (JMB) establishes the standard of examinations for all the departments and these are subject to scrutiny.

Black matriculants and the community could not blame Det for the present set-up, in that it was controlled by whites, as the JMB which is responsible for examinations is a multi-racial body. The New Council for Certificates and Standards would also help in this regard.

Prof De Lange said the manpower needs of this country were not going to be met in the near future because most students were presently academically orientated.

Among the black pupils 99 percent are academically orientated while whites are about 80 percent so, while only 45 percent would have been sufficient.

He said that if the call for one education department meant mixing pupils from advantaged and disadvantaged backgrounds, then he was against it.

Prof De Lange said he was for all pupils in the country receiving the same treatment and facilities for their education. The space allocated for the building of schools and facilities should be the same and the teachers should have the same conditions of service and the same standards for pupils.

He said his commission tabled four research areas which he thought could help solve the problem, and these are: The use of computers in our education; the introduction of television and radio in both formal and informal educa-

tion; introduction of non-formal education on a structured and co-ordinated basis. The

He said there are three things that pupils should keep in their minds in order to

- Respect for learning; respect for the teacher; and learning discipline at home.

upgrading of teacher qualifications was also mentioned as a priority.

achieve their aims. These he got from an American Chinese doctor and they are:

R7-m PROJECT FOR SCHOOLS

THE Department of Education and Training's R7,1 million project for the construction of new schools, workshops and extensions in the Pretoria, Soweto, East and West Rand areas, is at an advanced stage, Mr E Posselt, Det's public relations officer said yesterday.

The department, which is involved in a number of projects costing millions of rands each year to alleviate the acute backlog in black schools, set aside R7,1 million for the erection of schools, technical centres and extensions to existing schools in Germiston, Springs, Griekwastad, Pretoria and Soweto.

Tenders for R4,9 mil-

lion had already been accepted for the construction of 92 new classrooms, laboratories and administrative complexes.

Provision had also been made for 12 workshops, seven classrooms and extension of facilities at Morris Isaacson, Raballo, Mafori Mpahlele and Daliwongo Secondary Schools, George Tabor Technical Centre, Moleletsane, Thomas Mofolo and Naledi Secondary Schools.

OUR education reporter, Sello Rabothata, continues his series on the crisis in black education. Today he interviews Mr John Samuels, director of Sached, the South African College for Higher Education. Sached is deeply involved in black education.

Rabothata also gives the latest statistics on the matric results. Tomorrow Professor E'skia Mphahlele, respected academician and educationist, gives his views while Department of Education and Training spokesman, Mr Job Schoeman, will also give his views.



PUPILS: Black pupils in class, are they being fed an inferior education? The overcrowding can also be clearly seen in the picture, with pupils seating three to a desk.

FIGURES

**SHOW
WHITES
HAD
100%
PASS
WHILE
BLACKS
HAD A 50%
FAILURE**

A grim situation for blacks

Only 11 out of every 100 students who wrote matric in November last year qualified to enter university this year, while 10 out of every 100 qualified to enter university last year after the 1982 examinations.

Nominally this represents an increase, but compared to university entrances for the three other communities in the country, they paint a bleak picture.

According to the Department of Statistics, in 1980 25 144 white students qualified to enter university while 4 713 black students managed to get a university pass, a ratio of one black student for five whites, and this in a population which has one white for every four blacks according to the 1980 census.

Of significance is that 49 839 whites wrote the examination while 38 254 blacks also wrote the examination.

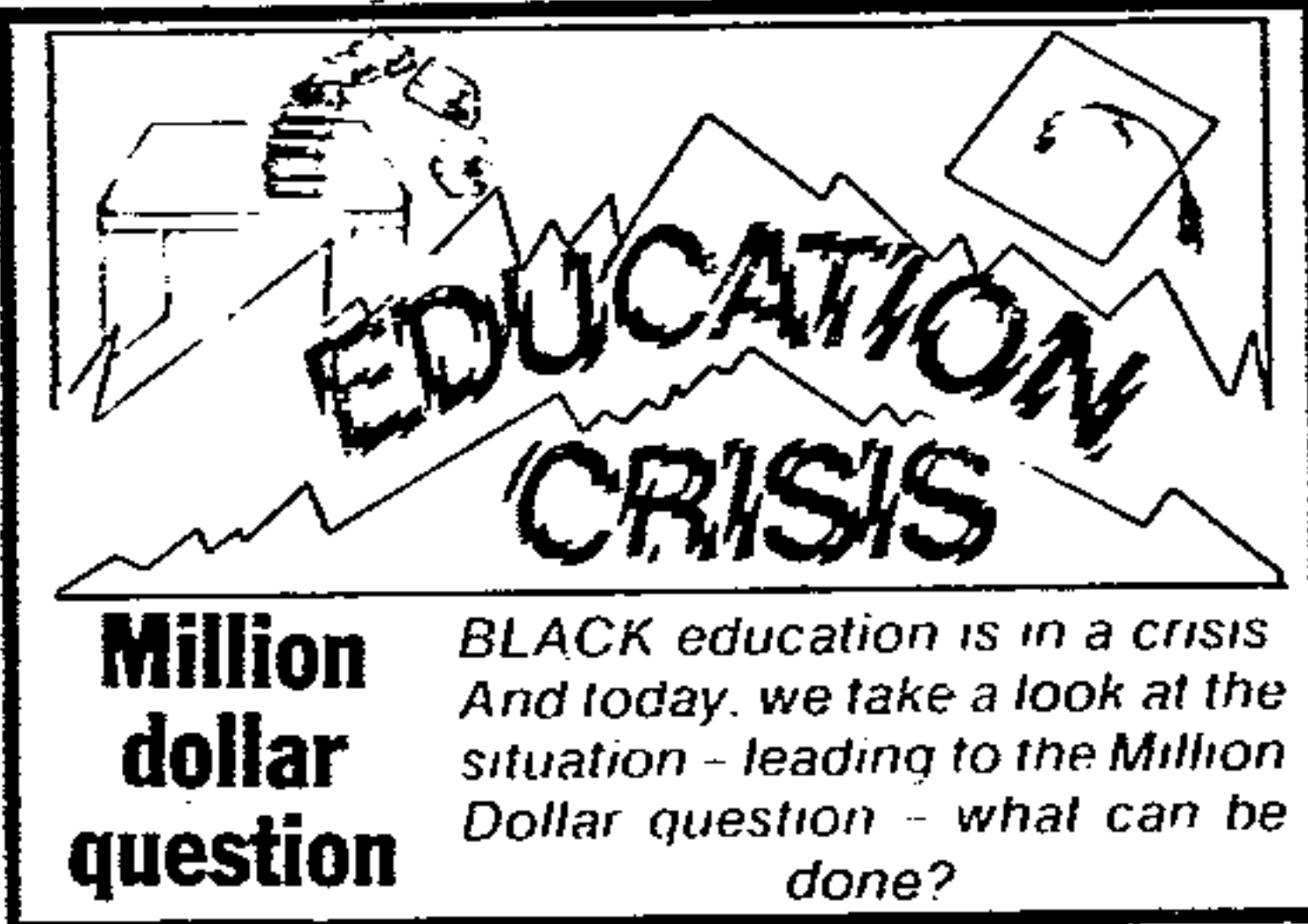
With the same figures 1 183 whites failed but wrote a supplementary examination to have the 1 183 pass, and 379 with an exemption to enter university.

This means there was an overall 100 percent pass while blacks had a 50 percent failure, with 12 percent university entrance pass.

The number of whites at university compared to the number of blacks give a clearer perspective of the situation. There were 126 566 whites at university last year, compared to 28 200 blacks.

This means there were 4,48 whites for every black, while population trends are the opposite with one white for about four blacks in terms of the last census.

The above univer-



Million dollar question

BLACK education is in a crisis. And today, we take a look at the situation - leading to the Million Dollar question - what can be done?

sity figures do not include Fort Hare University but includes the University of South Africa. In any language, they are a grim indictment of the education situation for blacks.

According to education experts interviewed by The SOWETAN, the above means black education is in a CRISIS situation.

Leading educationists and other people involved in the field have come up with what they think are causes of the high failure rate and also suggested ways of combating them.

The director of Sached, Mr John Samuels, says the crisis in our education is worsened by DET who "have an ostrich like attitude of putting its head in the sand and hoping that its problems will disappear."

Mr Samuels said there was a greater crisis in our education this year because of a lack of a responsible attitude on the part of DET.

He said: "The first cause of the crisis is the political manoeuvring in the hands of the Government based on racism. It believes people of different colours should be treated differently, so it goes without saying that the education system will have the same characteristics.

"Our type of education is also faced with a problem of resources which is not known to the others. When I talk about resources, I mean the teachers' salaries, teaching fa-

ment before they reap the consequences of their system."

He said he would not be surprised if there was any truth in that DET downgrades the results every year, although it would be difficult to provide evidence. He also lashed out at the age limit regulations imposed by DET on students as an arbitrary decision, because on average black children start school at a late age.

On the question of stolen examination papers, Mr Samuels said the department needs an immediate reform of its security system. "In a country of such high technology where there is such an efficient Security Police force, I cannot understand why the department cannot look after its examination papers," Mr Samuels said.

He said there are

presently 35 000 to 40 000 students who failed their matric last year and because most are affected by the age restriction rule, they are going to swell the ranks of the unemployed.

Most employers are after people who have a matric level of education. In the next five years there will be hundreds of thousands of unemployed students.

He feels that for the short term the present system should be over-

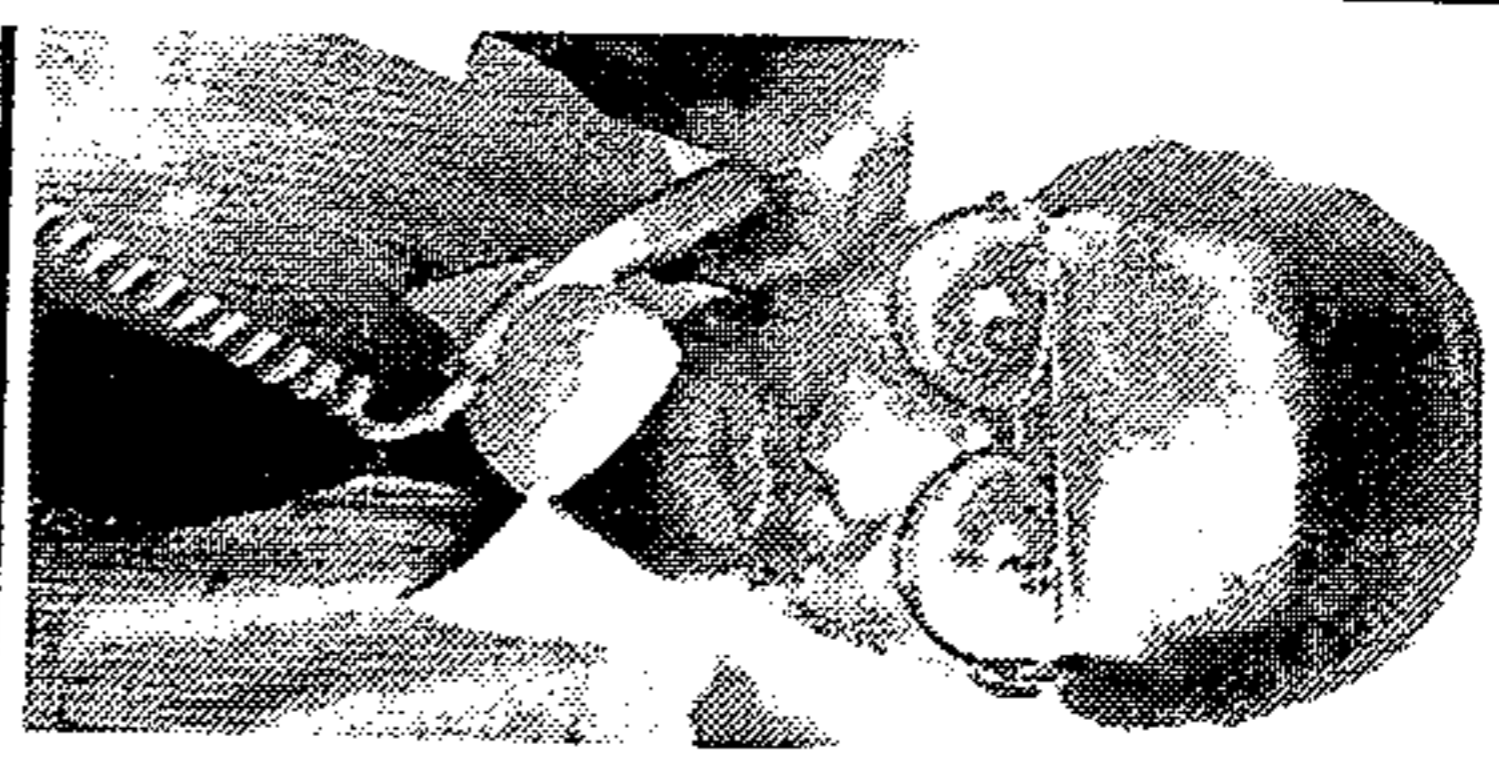
hauled and investigated. The long term, and one which will put a stop to all the crisis is "ONE EDUCATION SYSTEM FOR ALL" students in the country.

Concern is growing among the black community and a number of programmes have been started by the Institute of Race Relations, the Part-Time University Students Association (Patusa), the South African Council for Higher Education (Sached) and a

host of others in a bid to assist students in preparation for the final examinations.

Among the most common reasons advanced for the state of affairs in our education are: per capita expenditure on school pupils during 1980/81 was R1 021 for whites and R176.20 for blacks; pupils-teacher ratio in 1982 from the Department of Statistics were 18.2 pupils to one teacher for whites and 39.1 students to one teacher for blacks.

A difference in quality



SLIGHTLY more than 10 percent of black matric candidates get passes good enough to let them into university. These are the grim figures that show that our education is in crisis. Our education reporter, SELLO RAMOTHATA, continues his series with a look at what the Department of Education and Training (DET) is thinking and doing about our children and their future...

Million dollar question

BLACK education is in a crisis. And today, we take a look at the situation - leading to the Million Dollar question - what can be done?



DET PRO: Mr Job Schoeman feels motivation and teamwork are the keywords. PIC: JOE MOLETT

The department that is responsible for the education of our children, that of Education and Training, admits that the quality of education for blacks is not the same as that for whites, although the same standards apply to all education departments in the country.

In a 1982 brochure, "Education for Blacks - Standards and Quality," the department says the quality of education is determined by what happens in the classroom, and here "approximately 80 percent (of teachers) ... have lesser academic and professional qualifications than their white colleagues," the brochure says.

It goes on to list other factors that influence the quality of education such as "physical facilities, classroom-pupil ratios, pupil-teacher ratios, compulsory education, the provision of free textbooks and general socio-economic conditions."

"It must also be remembered that black education is a developing system and that progress and change are subject to natural evolutionary processes in many respects," the brochure states.

And it repeats Prime Minister P W Botha's May 1980 speech when he said: "My Government and I are prepared to accept a programme whereby the goal of equality in education for all population groups can be attained as soon as possible within South Africa's economic means."

The chief public relations officer of Det, Mr Job Schoeman, told us that the department was also concerned by the high failure rate and has been analysing the results to find reasons for it.

Strange phenomenon

He said they had noted a strange phenomenon - two schools in the same environment with the same problems would have completely different results - one doing well and the other badly.

He told us of two senior secondary schools which are near each other: one had a 60 percent pass rate while the other had 30 percent.

"The one with better results is totally different from the other; it is neater and has an atmosphere of discipline. Parents are always at the school to discuss the progress of their children with the teachers. Parents showed a keen interest at school gatherings and meetings."

He said everybody in the other school was completely indifferent: the school yard is dirty, pupils loaf around that yard, the absenteeism is high, parents do not attend meetings nor do they care to find out what their children are doing at school.

"Motivation and teamwork should be the keywords," Mr Schoeman told us.

"Unless everybody is involved in the pupils' education you are not going to have good results. The parents should work in close co-operation with the teachers and the pupils, and pupils should not think they can pass examinations merely by being at school and not putting in at least an extra four to five hours of study."

Mr Schoeman gave **The SOWETAN** a breakdown of figures of 80 schools which achieved a pass rate of 60 percent and more: four schools achieved a 100 percent pass; five between 90 and 99 percent; 18 between 80 and 89 percent; 21 between 70 and 79 percent; and 32 achieved between 60 and 69 percent pass rates.

He agreed that many students are affected by conditions at home and lack of necessary facilities, but said most of these problems can be solved in the classroom if there is trust between teacher and pupil.

He also said some of Det's best teachers are those who are unqualified.

- **TOMORROW:** The Department of Education and Training says critics of education for blacks often apply unrealistic criteria when comparing an education system (for blacks) still in an early growth phase with well-established provincial education departments (catering for whites).

The Det viewpoint

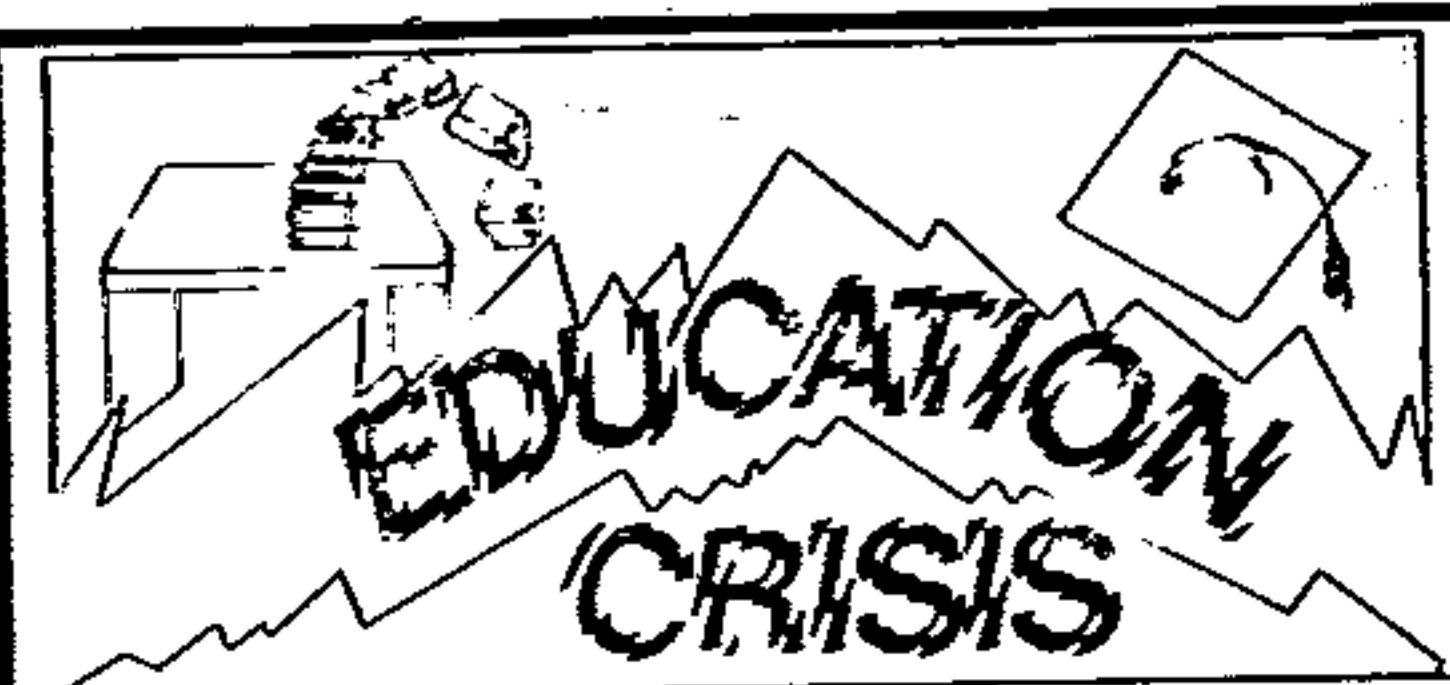
MANY believe they have found the cause of the high failure rate among black matriculants and point out that the Department of Education and Training (Det), which is responsible for the black child, spends much less on the education of each black child than the other departments spend on the education of each white child. In 1980/81 the figures were R1 021 for each white child as against a mere R176,20 for a black child.

Continuing his series on the crisis in black education, SELLO RABOTHATA lets the department answer this criticism. The Det argument was prepared by their public relations office.

CRITICS of education for blacks often apply unrealistic criteria when comparing an education system (for blacks) still in an early growth phase, with well-established provincial education departments (catering for whites).

An assessment of per capita expenditure on education for blacks should take into consideration the following factors:

- The dissimilarity in historical background between education for blacks and education for whites;
- The dissimilar growth rate;
- The dissimilar enrolment figures;
- The dissimilar manpower position, and
- The dissimilar age composition of both teachers and pupils.



Million dollar question

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For various good reasons the per capita expenditure CANNOT be the same at this stage.

The various education departments do not necessarily use the same criteria to calculate the per capita figures. For instance, the provincial education departments include school health services, while the Department of Health and Welfare makes provision for these services for black pupils.

Approximately 80 percent of an education department's budget is allocated to salaries. In the case of black education, about 78 percent of the teachers have lower qualifications than their white counterparts.

As the qualifications of black teachers improve (this is the first priority of the Department), their salaries will improve, and therefore also the per capita expenditure per pupil.

Not only salaries, but also the contributions of education departments towards medical schemes, pension funds, housing subsidies and so on, are taken into account. Although the same conditions of service apply to all teachers, these conditions are a relatively new development in the case of black teachers. At this stage a relatively small percentage of black teachers are making use of the housing subsidy.

Primary education is substantially less expensive than secondary education, in that less sophisticated and less expensive facilities, equipment and textbooks are required. At present the primary to secondary school enrolment ratio in white education is about 50:50 while the ratio in black education is 84 percent primary and 16 percent secondary.

Tomorrow: A bird's-eye view of our education system and its problems and the experts.

The per capita expenditure (actual expenditure figures) on primary and secondary pupils during the period 1978/79 to 1982/83:

Budget year	Capital included	Capital excluded	Enrolments
1978/79	R 67,85	R 55,84	1 373 711
1979/80	R 84,40	R 75,04	1 477 108
1980/81	R115,19	R 92,19	1 520 128
1981/82	R165,23	R118,25	1 529 466
1982/83	R192,34	R146,44	1 626 873

NOTE

- The amount voted for the Department of Education and Training in 1972/73 was R32 958 000.
- The amount voted for 1983/84 is R561 318 000, which is seventeen times the amount for 1972/73.
- The budget increased by 1 603 percent from 1972/73 to 1983/84.
- The amount voted for 1983/84 is R191,5 million more than the amount voted for 1981/82.
- The percentage increase for the Department of Education and Training is higher than for the total State budget in each year.

Cape Flats ⁽⁵⁰⁾ schools 'not violent' yet . . .

C. Herald
15/3/84

By MARLON ABRAHAMS

PUPILS at an Elsie's River school had to undergo a body search recently because of incidents of knifeplay and allegations of violence — and teachers found half a dozen knives among an assortment that was definitely not school issue.

The search came as a response to reports of pupil gangsters, who, according to reports, had even the senior pupils afraid to "squeal".

But while this may be the norm overseas, say educationalists, violence is not typical at our schools — yet.

So just how violent are schools on the Cape Flats and how do they compare with schools in other countries?

SURPRISED

● Cape Teachers' Professional Association secretary, Mr Pierre Leukes, was surprised when I put this question to him.

"There is very little I can say about school violence on the Cape Flats because there is hardly any violence at the schools," he said.

"You get the odd case when the pressure gets to much for an individual and he or she causes some trouble, but even this does not happen very often."

In countries, like America, where education is

more advanced and pupils have a lot more freedom of speech regarding school matters, things are very different.

In New York, teachers have been taught never to let their guard drop for fear of serious injury. Teachers are armed with safety books telling them how to survive at work.

MUGGINGS

They take the rules very seriously. Sexual attacks, muggings and violence by pupils and intruders are part of everyday classroom life.

And in Britain many believe that there's a link between pupil thuggery and the growth of drug taking and glue sniffing.

Here older, stronger pupils are known to beat up teachers, breaking or bruising their limbs, noses and ribs.

Union leaders there believe that future attacks will include murder.

And, to make matters worse, the use of hard drugs among British schoolchildren has reached almost epidemic proportions, according to a new report.

PUSHERS

Children as young as 10 are being lured into using heroin by pushers selling R10 "deals" outside school.

In some cases teenagers are given free samples. By the time they are required to pay, they are already hooked.

The report, in a British newspaper, says that even primary school children are being drawn into the deadly craze, often by elder brothers and sisters to stop them telling parents and teachers.

Once hooked, they start stealing from home to pay for their supplies. Then as the size of the habit grows, they turn to theft in general and in some cases prostitution to pay.

ANARCHY

Even Japan, with its population of dutiful hard workers, has not escaped classroom anarchy.

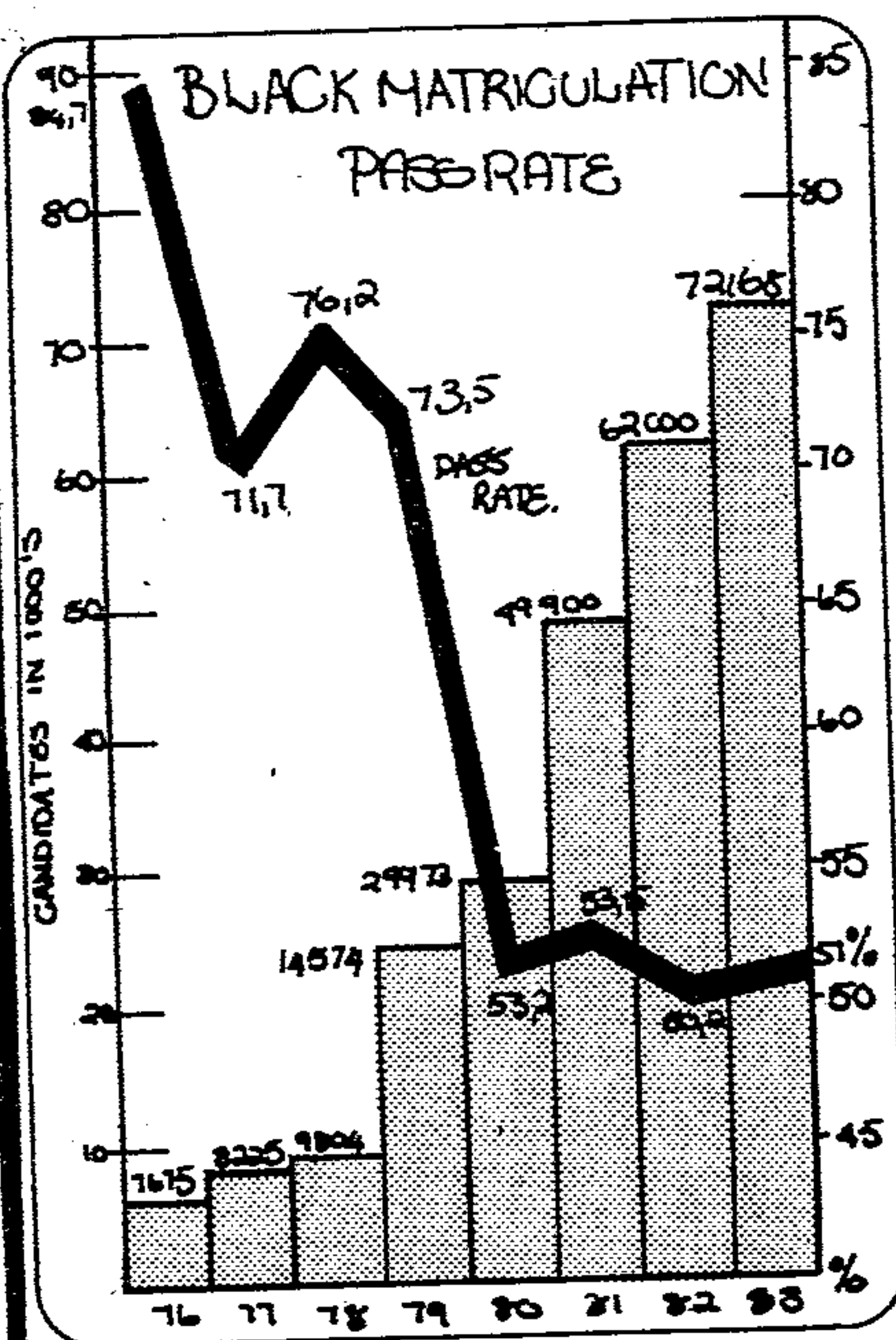
Here primary school teachers have complained of tiny children hurling scissors and food at staff. Rival gangs battle in the playground with clubs and chains.

Gambling is rife, with young "loan sharks" making a small fortune funding classmates wanting to play video games.

How long will it take for the Cape Flat's youngsters to equal their foreign counterparts?

That's every Cape Flat teacher's secret nightmare.

The kids have found their power — in boycotts



THE GRAPH showing how the pass rate has dropped since 1976 while the matric population has shot up in the opposite direction.

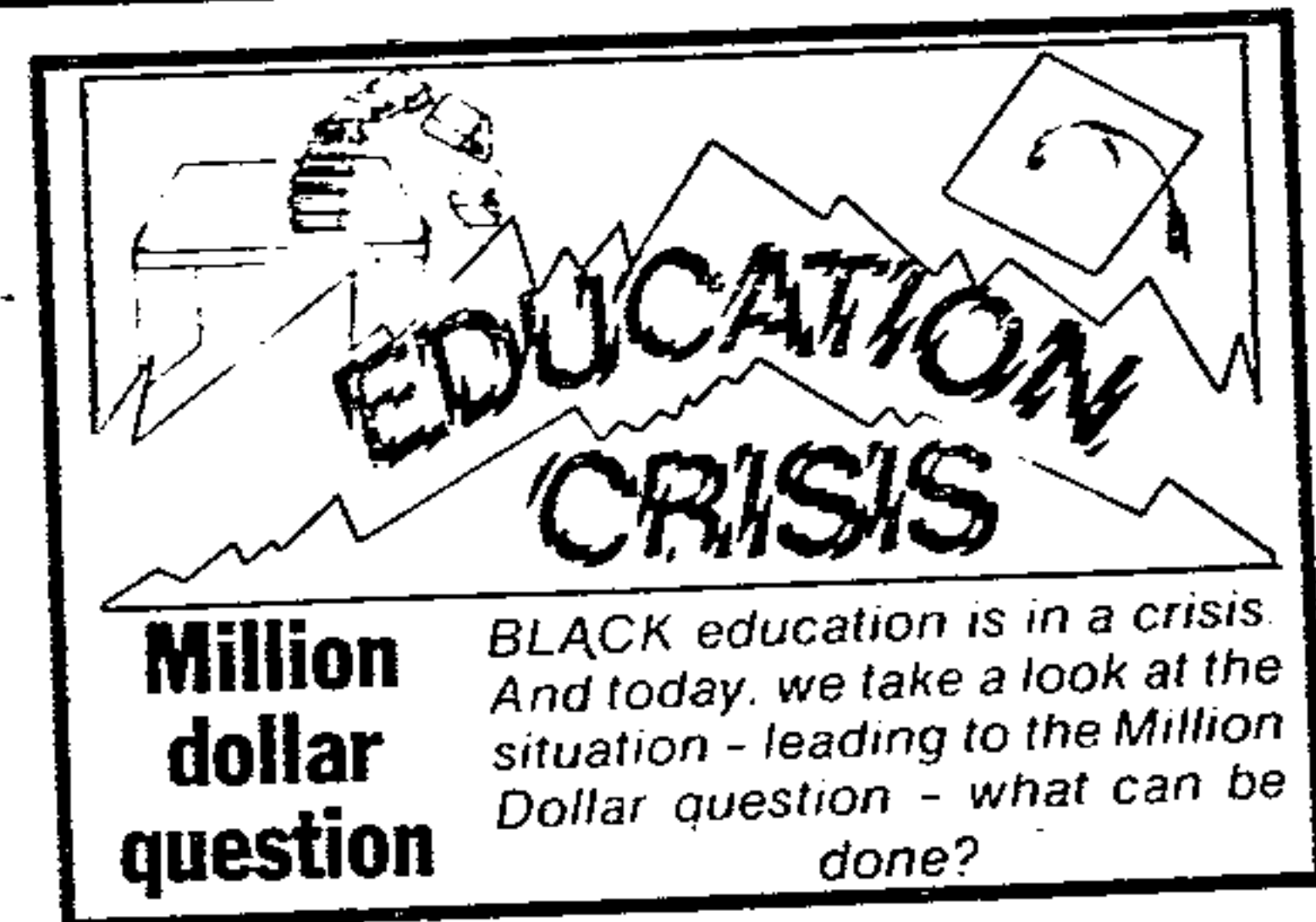
THE SOWETAN education reporter, Sello Rabothata, continues his series on the crisis in our education by looking at the tensions that have built up within our schools since the unrest of June 1976 — tensions that have contributed to the massive failure rate.

Headlines screaming poor matric or junior certificate results as well as headlines shouting another boycott of classes at a high school or university are now commonplace.

Pretoria students, for example, are again straining at the leash at a time when 4 000 of them are just back from a four-week boycott of classes.

Sending a child to university is a gamble because at the drop of a hat the university is shut and the fees for the year go down the drain.

And in the meantime the results are



getting worse. . .

The year 1976 was the watershed year. Soweto youth flexed its muscles, discovered the petrol bomb, and the whole country burned — all because Afrikaans as a medium of instruction was thrust on them.

Around this one grievance congealed all the resentment the students felt against the South African political system.

At the end of that year only 7 675 wrote matric, a minute number when measured against the 300 545 who wrote in 1975. The pass rate in 1975 was 42 percent, but it shot up to an incredible, for black education as it is now, 84,7 percent in 1976.

The graph on this page shows what has been happening since then. The pass rate that is given is that of those who managed to get school-leaving certificates.

The figures of those who managed to get passes allowing them to enter university are dismal: 15,7 percent in 1980; 12,7 percent in 1981; 10,4 percent in 1982; and 11 percent last year.

The Department of Education and Training (Det) says that from the time the Government took over black education in 1953 to 1959, they concentrated on wiping out illiteracy, focussing their attention on Sub

A to Standard 2.

For eight years thereafter attention shifted to higher primary education, and it is only from 1967 that attention has shifted to secondary education.

The department says that now, as the secondary school population increases, they find they do not have enough qualified teachers, hence the high failure rate in matric.

The increase in the school population has now fuelled new grievances: there are now bottlenecks at Std VIII and Std X. And the department has solved it by saying students over certain ages who fail should not be re-admitted to normal schools, but should go to adult education centres, night schools.

A major grievance in the current boycotts is the age limit.

Since 1976 the students have discovered their power, using class boycotts. These and the threat of violence are now used against teachers, who find it increasingly difficult to enforce discipline.

Not only have the students found their power, but they are also demanding a say in the running of their education. They are demanding, more and more insistently, that they be allowed to elect Students Representative Councils. They believe that un-

der a system of SRC's they will have more say than they now have under the prefect system.

Some parents sympathise with the grievances of the students, but many believe the students are masochistic — creating unrest and thus contributing towards the harvest of failure at the end of the year.

Some have seen the schools unrest and the poor results as a symptom of a diseased society. The students express their anger at everything around them and the school boycott is the best medium in the same way that workers express their political anger through strikes at work.

Ask commerce and industry what they

MONDAY: More experts suggest solutions for the problems in black education.

think of the products of our schools and they tell you they cannot match the products of the white schools. Some ascribe it to poor standards at the schools, while others say it is because we do not have a tradition of commerce and industry behind us.

In the end commerce and industry either allocate black school leavers places at the bottom of the rung or they have to arrange bridging courses.

And what is being done about this crisis?

The Council for Black Education and Research, a body formed by black aca-

demics, says it believes in action, but the approach must be scientific. They are circulating a questionnaire among students, teachers, school principals, inspectors, trying to establish what is wrong with our education.

So far they have sent out 1 000 questionnaires and will soon be sending out a field worker to ask questions. He will be working for three months because of limited funds.

They hope to have a report on the causes of the crisis ready by mid-year.



ANNUAL PROBLEM: Students pictured searching for their names as the matric results are announced.



THE BLACK STUDENT: Must they always be headed for the bottom rung in industry and commerce when their school days are over?



EDUCATION reporter SELLO RABOTHATA sums up the opinions expressed by several authorities on the crisis in our education. This short series is only the beginning of a debate in our columns on the problems facing the black child in our schools.

No easy answers for pupils' crisis

The experts all have different solutions...

There is unanimity about the crisis in black education. The figures are too glaring to allow for a dissenting voice. There is also some unanimity on some of the causes, but the differences become marked when it comes to the suggested solutions for the problem.

Professor J P de Lange, of the Rand Afrikaanse University (RAU) and chairman of the commission which looked into the education system in the country, told us that the students lack learning discipline. This he sees as the major cause of the poor results we have been getting.

He says that not all the schools are affected by having underqualified teachers. He also does not believe that the poor results are caused by the existence of different education departments, divided according to race. Nor does he believe in getting the pupils of different groups to mix in their schools.

The director of the South African Council for Higher Education (Sached), Mr John Samuels, on the other hand,

told us: "The first cause of the crisis is the political manoeuvring in the hands of a government based on racism."

Professor Es'kia Mphahlele, head of the Department of African Studies at the University of the Witwatersrand, has seen the causes as overcrowding in classrooms, under-qualified teachers, inadequate facilities such as libraries and laboratories, and the soured relationships

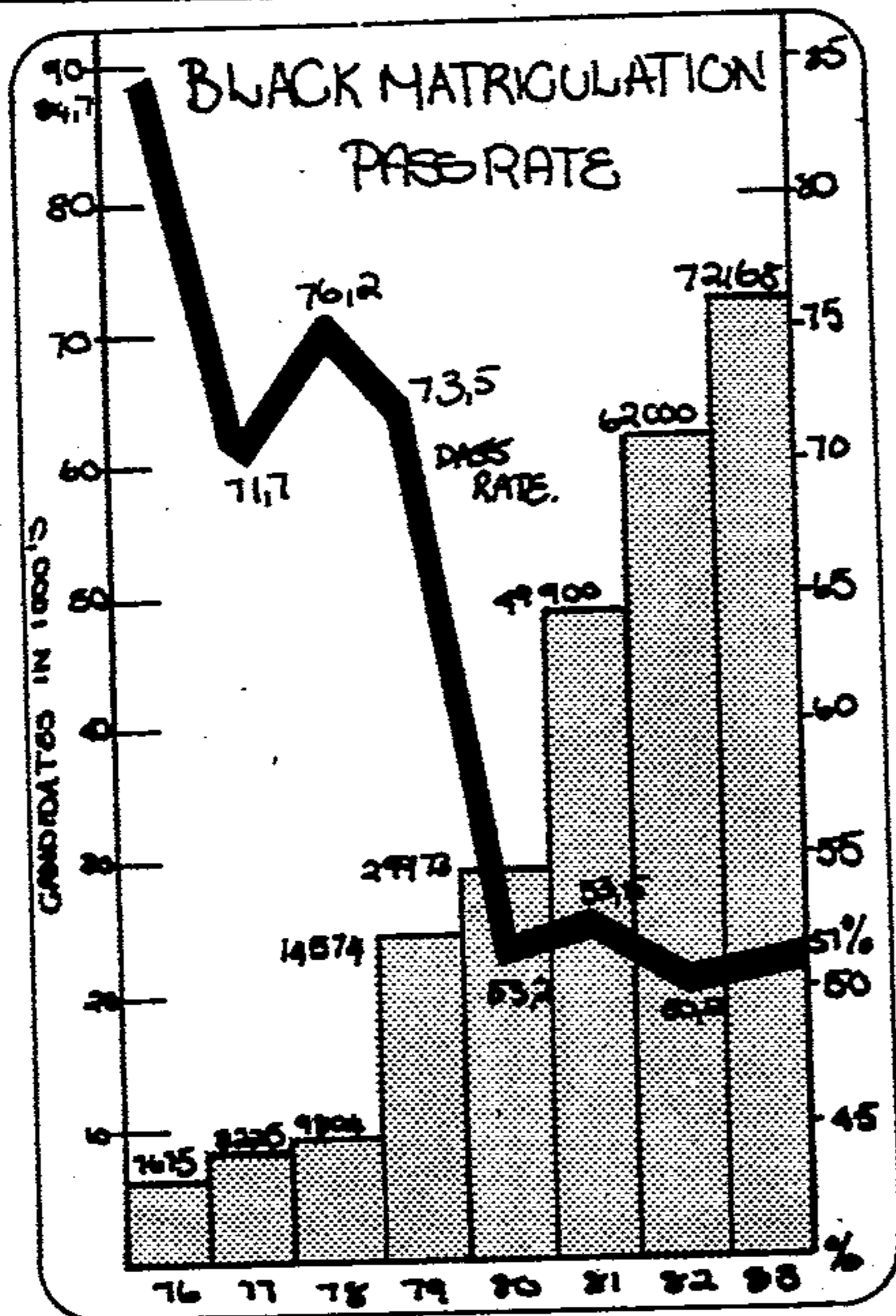
between teachers, parents and students.

The Department of Education and Training (Det), responsible for the education of our children, feels that the causes are historical and sees the education of blacks as subject to "natural evolutionary processes."

Students

Prof de Lange had a homily for the students: The students should develop "respect for learning, respect for the teacher and learning discipline at home."

At another level, he reminded us of the recommendations of his commission: the use of computers in education; the greater use of television and radio in both formal and informal education; the introduction of non-formal ed-



Million dollar question

BLACK education is in a crisis. And today, we take a look at the situation - leading to the Million Dollar question - what can be done?



DET SPOKESMAN:
Job Schoeman.

To page 9

Education crisis: What can be done?

► From Page 8

education on a structured and co-ordinated basis; and the upgrading of teacher qualifications.

Professor Mphahlele sees the beginning of the solution in the teacher: Our first task is to work on the teacher — that is, if he allows himself to be worked on. The teacher has to improve his image and to improve himself academically.”



MPHAHLELE: Upgrade teachers.

He suggested enrichment programmes that will upgrade the teacher and help him regain his self-confidence.

The Department of Education says it is giving first priority to the upgrading of teacher qualifications. They pointed out that since 1974 2 000 teachers a year have been getting their matriculation certificates. The Department



DE LANGE: More discipline.

is also giving teachers cash bonuses for every university course they pass.

“As the qualifications of black teachers improve, their salaries will improve, and therefore also the per capita expenditure per pupil,” Det says.

Mr Samuels suggested the present system should be investigated and overhauled, with the long-term target being one education system for all.

Words . . . but will the child in your house who will be writing matric at the end of the year pass?



SAMUELS: One education system.

The solution is in our hands...



Our education reporter SELLO RABOTHATA talks to a man respected in black education, Professor Es'kia Mphahlele. It is very well saying the political system must change for our education to change, but before then we have to be doing something, the professor suggests.

PROFESSOR Es'kia Mphahlele, head of the Department of African Studies at the University of the Witwatersrand, listed some of the causes of the poor results at our schools:

- Overcrowding in the classrooms;
- Under-qualified teachers;
- Inadequate facilities such as libraries and laboratories; and
- Soured relationships between teachers, parents and students.

"We all know the causes," Prof Mphahlele said. "What we need are strategies to jerk ourselves up. If we do not save ourselves, nobody else will. And it is no use merely saying the problem will continue for as long as the South African political system remains unchanged."

Prof Mphahlele said the parent has not been able to reclaim the respect of the child that he lost during the June 1976 unrest. The unrest also led to breakdown of the pupil's morale and blunted his desire to achieve great things.

"The teacher-pupil relationship is one in which the teacher is the authority lording it over the students. The teachers in turn are subject to the authority of someone above them."

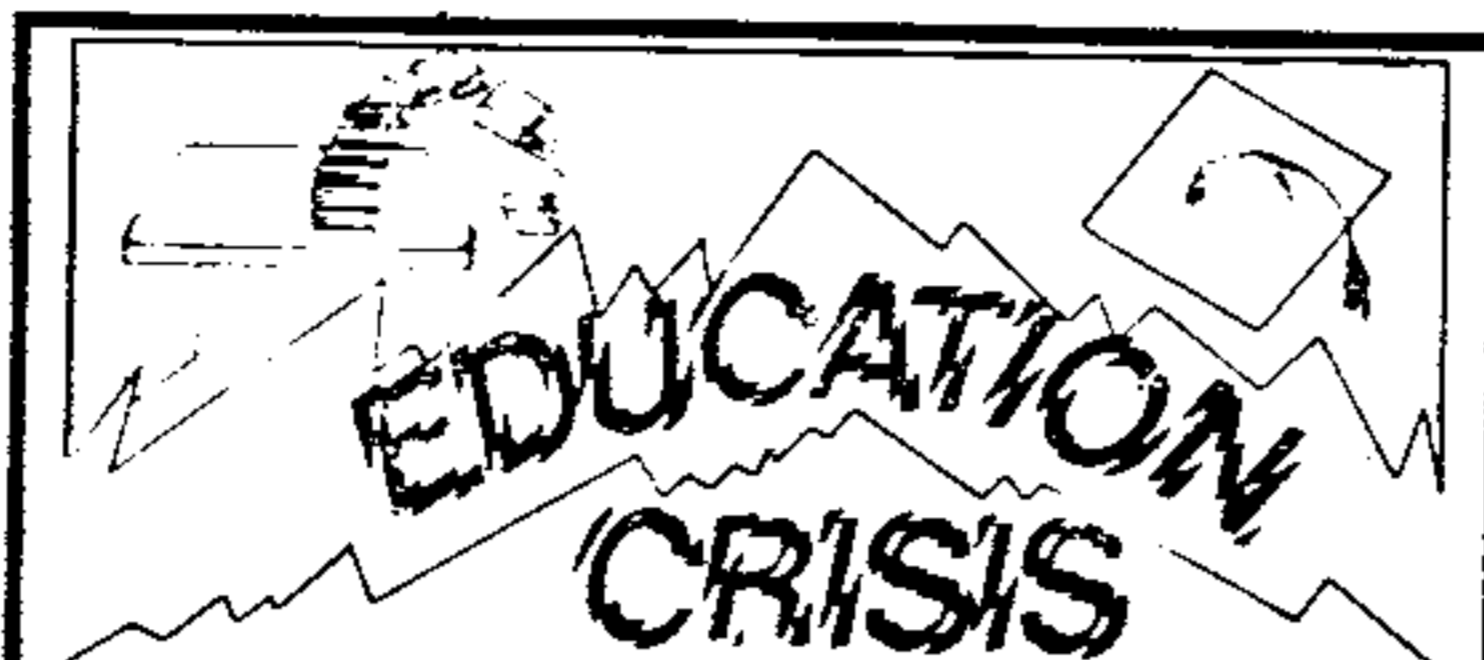
Prof Mphahlele said since the present political system started there has been greater and greater authority. The environment in which the students learn does not allow for freedom of thought, he said. "The children are presently crying out because of the pain of this education. It causes frustration and the children are becoming less and less capable of dealing with knowledge."

"Our first task, in order to improve our education, is to work on the teacher — that is, if he allows himself to be worked on. The teacher has to improve his image and to improve himself academically."

"Enrichment programmes have to be started in order to upgrade the teaching fraternity and to help them regain their self-confidence."

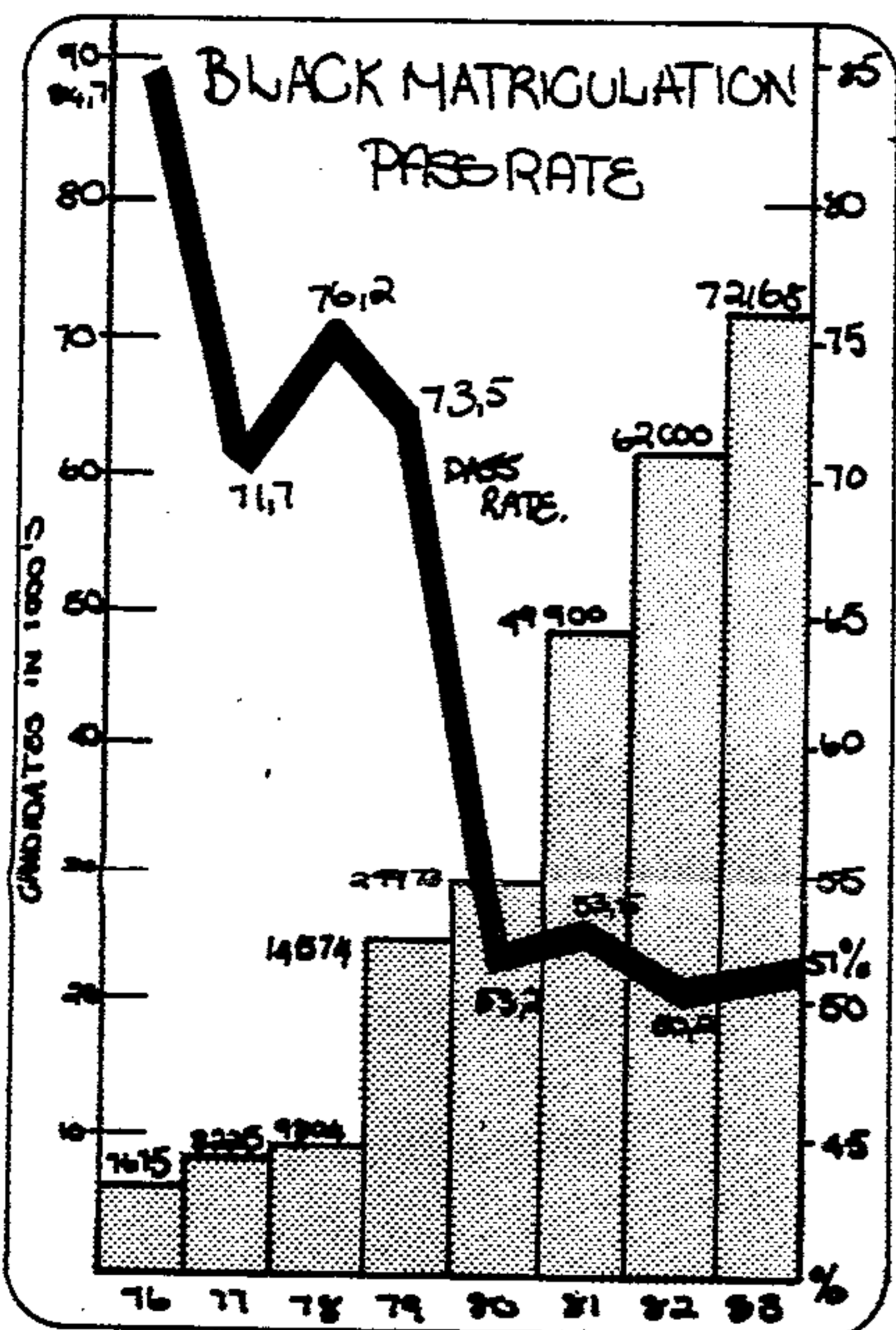
"The teachers, in turn, will have to take their students into their confidence and inspire the students to trust them. This will broaden both the teachers' and the students' horizons."

"Students should also help themselves by attending extra classes of non-formal education



Million dollar question

BLACK education is in a crisis. And today, we take a look at the situation - leading to the Million Dollar question - what can be done?



As the matriculation population increases, so the pass rate plummets... that is the crisis in our education.

that are being offered by various organisations."

Prof Mphahlele also lashed out at the age restrictions laid down by Det: "It is criminal of the Department to stop pupils from being at school because of age. Our children start school late and unprepared."

Any student, teacher, school principal, parent, or inspector who wishes to contribute to the research on the causes of the poor matric results should write to the Council for Black Education and Research, 8642 Zone 6, Diepkloof, 1864; or phone 944-3616, and a question-

naire will be sent to him. So far 1 000 questionnaires have been sent out and later a field-worker will go out interviewing people for a report to be published around June.

TOMORROW: More experts suggest solutions for the education crisis.



SCARED: Prof Es'kia Mphahlele says the teachers are a scared community and are always under authority.

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Education for blacks 'mimicry'

Education Reporter
MANY problems in black education are the result of people blindly mimicing the white education system without due consideration for educational criteria, according to the rector of the University of the Western Cape, Professor Richard van der Ross.

Addressing the graduation ceremony of the Peninsula Technikon, Professor Van der Ross said that in black education, the white education system was regarded as the norm which was copied at every turn.

Educational considerations were not taken into account and decisions were taken only because they were what had gone before in white education.

'Nonsense'

"I say this is educational nonsense. They have a system and its content is worked out to suit them. But does it suit us?" he asked.

Professor Van der Ross said he believed the number of black professionals who qualified each year could be increased tenfold "if conditions in our communities, in our township schools, streets and houses were improved".

"Many of our youth who live in those townships are the victims of their circumstances and land up in reform schools or in jail if they do not become the vic-



Prof Van der Ross

tims of violence and die or become unfit for work at a young age," he said.

Training

He called for the establishment of training institutions in townships for youths already over the age of 15 who were out of school and "on the streets" without any skills.

"Just as we erect complexes of shops to aid small business, so we should build complexes to train them."

He said a different approach to guidance should be considered for black pupils to that given to white children.

Pupils should be introduced to trades and technical occupations "at about Std 5 or Std 6 level". Those whose bent was for professional or academic careers should be left to follow these directions.

CAPL TIMES 23/3/84 (50) (1984)

Greater security for farm schools?

HOUSE OF ASSEMBLY.
— The government is looking at means of providing greater security for the approximately 500 000 black schoolchildren in farm schools.

At present "we are very dependent upon the goodwill of farm-owners to provide this type of facility", the Minister of Education and Training, Mr Bar-end du Plessis, said this week.

He was replying to questions from Mr Graham McIntosh (PFP Maritzburg North) about the closure of the Koes-terfontein farm school near Krugersdorp.

A former teacher at the school has appeared in the Krugersdorp Mag-istrate's Court on a charge of "illegally providing education" after continuing to provide education to the pupils after the school was



closed at the end of the 1983 school year.

The new owner of the farm had given notice that he intended closing the school after he bought the farm.

Mr Du Plessis said ar-rangements had been made for transfer of the

168 pupils to four other schools in the area.

Mr McIntosh asked him whether the depart-ment was not consider-ing providing some means of security to schools "to prevent the situation arising where-by a school providing

education to some 300 children can be closed within six to eight months because there has been a change of ownership of the farm".

Mr Du Plessis said his department met the ex-penses of erecting the school to the extent of R5 000 per classroom up to a maximum of four.

"The farmer then en-ters a contract with the department to keep the school running for at least 10 years. Should he close this school be-fore the expiration of that period, he forfeits the entire subsidy.

"Arrangements are also made that if a school is to be closed, it may only be done at the end of a school year and after proper notifica-tion."

He said authorities were looking at means of securing longer terms of tenure for these premises.

- (2) whether this post has been closed down; if so, (a) when and (b) why;
- (3) whether it is the intention to re-open this post; if so, when?

THE DEPUTY MINISTER OF INTERNATIONAL AFFAIRS:

(1), (2) and (3) The control point at Fraser's Camp was one of three temporary control points established on the main routes between the Republic of South Africa and Transkei and Ciskei to monitor traffic passing through these points. The main object was to determine the need for the establishment of new border control posts. Monitoring of the different categories and number of travellers started on 9 January 1984 and was concluded on 19 February 1984. No decision has yet been taken about the establishment of a border control post at Fraser's Camp and such a decision is not likely to be taken soon.

Durban harbour: use of bow thrusters

*12. Mr D J N MALCOMMESS asked the Minister of Transport Affairs:

- (1) Whether ships fitted with bow thrusters are permitted to use them in the Durban harbour; if not, why not; if so,
- (2) whether any restrictions apply to the use of bow thrusters in this harbour; if so, (a) why and (b) what is the nature of these restrictions;
- (3) whether he has received any representations concerning the use by ships of bow thrusters in this harbour; if so, (a) when, (b) from whom and (c) what was (i) the nature of the representations and (ii) his response thereto?

THE MINISTER OF TRANSPORT AFFAIRS:

- (1) Yes.
- (2) Yes.

(a) Scouring of the quay foundations has taken place in the areas where bow thrust units have been used against the quay face.

(b) Except in cases of emergency, the use of bow thrust units on deep draught vessels are not allowed directly against the quay face.

- (3) Yes.

(a) 21 November 1983.

(b) African Coaling, Durban, on behalf of Messrs Gearbulk Ltd, Bergen, Norway.

(c) (i) They were investigating the possibility of equipping new ships with bow thrust units.

(ii) The position as set out in part (2)(b) of the reply was explained to them.

I think I have frustrated the hon member by replying to the question in Afrikaans. I am sure he wanted to put a supplementary question, but he is not acquainted with the Afrikaans terminology. [Interjections.]

Port Elizabeth: new post office

*13. Mr D J N MALCOMMESS asked the Minister of Posts and Telecommunications:

Whether a new post office is being built in Port Elizabeth; if so, (a) where, (b) when were the plans first approved, (c) at what stage of completion was this project as at the latest specified date for which figures are available, (d) when (i) was construction commenced and (ii) is construction

tion due to be completed and (c) what is the total cost involved?

THE MINISTER OF POSTS AND TELECOMMUNICATIONS:

No, but a new post office and regional headquarters building is being planned for erection on erf 4664, Port Elizabeth. The project is presently programmed for building operations to commence by the middle of 1985 and to be completed by the end of 1988, depending upon the availability of capital funds. The estimated cost amounts to R30 million at 1983 prices.

Defence Force: camps for Coloured children

*14. Mr K M ANDREW asked the Minister of Internal Affairs:

- (1) Whether his Department has received any representations concerning camps organized by the South African Defence Force for Coloured children; if so, (a) when, (b) from whom and (c) what was (i) the nature of the representations and (ii) his response thereto;
- (2) whether (a) the Defence Force and (b) any other person or bodies approached his Department for permission to hold these camps; if so, (i) (aa) by whom and (bb) when was such permission requested and (ii) what was his response; if not,
- (3) whether he has taken any steps in this regard; if not, why not; if so, what steps?

THE DEPUTY-MINISTER OF INTERNATIONAL AFFAIRS:

- (1) No record of any representations could be traced. A press inquiry was received and responded to after which a report appeared in the *Cape Herald* on 15 March 1984.

(2) and (3) The Chief of the Defence Force wrote to the Department on 11 August 1982 offering assistance coaching in sport and in arranging youth projects dealing with nature conservation, health etc. The offer was conveyed to Inspectors of Education and principals of schools in whose discretion it was left to apply for such assistance on condition that the activities take place after school hours.

Unsealed drinking straws

*15. Mr P C CRONJÉ asked the Minister of Health and Welfare:

- (1) Whether he has received any representations regarding health hazards arising from the dispensing of unsealed drinking straws on serving counters; if so, (a) from whom and (b) what was his response thereto;
- (2) whether he will consider introducing measures to stop this practice; if not, why not; if so, when?

THE MINISTER OF HEALTH AND WELFARE:

- (1) Yes;
- (a) Mr P C Cronjé;
- (b) the Department of Health and Welfare instituted an investigation into the matter which was recently completed;
- (2) No, the findings of the investigation were that although there sometimes were indications of unhygienic conditions, there is no acute health hazard and that warrants specific measures, just for this case.

Saturday March 24 1984

POSITIVE PERSPECTIVES

The 'other' face of our land

Today we take time out in this special section to celebrate a few of the achievements that can contribute to a better South Africa. There are many things wrong with this country — as a glance at almost any news page of The Star today, and every day, will show.

In our view the ugliness of apartheid pervades most things that happen here. Accurate news reporting, by its very nature, emphasises these negatives. The conflicts, the social and political greed, the discrimination and the bitterness that exist in our divided society are realities that cannot be ignored.

They dominate our daily lives to a point where a newspaper trying to "tell it like it is" has a hard time finding space for the less imperative, usually unco-ordinated positive developments.

This is as it should be. News must not be made to smile artificially. The community will not solve any of its vast problems if it is preoccupied with patting itself on the back.

At the same time there is a need to avoid caricaturing the nation as a stock villain out of a 19th-century novel. There is a need to avoid wallowing in a morass of recrimination and despair.

Good as well as evil exist in our land, and if we can keep our perspectives, and act positively, the seemingly insoluble problems created by racism ... the seemingly insurmountable friction caused by



● Turn to the next page ►

SPECIAL REPORT

The Star looks at some of SA's achievements

50

The deal is getting better

By Sheryl Raine

Looking for a positive perspective on black education in South Africa smacks of trying to justify apartheid.

However, an examination of the statistics of black education since the '50s indicated that there has been progress in certain sectors and credit as well as criticism should be given where they are due.

Since bantu education came into being in 1954 there has been tremendous resistance among black pupils and teachers to separate education, and widespread boycotts in 1980 were but symptoms of a widespread disease of discontent in black education.

The disease of discontent remains uncured in 1984. Separate education is alive and well and there are sizeable education problems to be solved. But since the Education and Training Act came into effect in 1978, certain elements of bantu education have begun to recede.

From the turn of the century to 1954, black education was largely the privilege of a select few who were schooled by the churches.

In 1950 only eight percent of the black population was at school.

The Bantu Education Act placed black education under central government control and for more than 20 years ensured the Verwoerdian dream of apartheid.

In the late '70s the Government's attitude began to change regarding black education.

By May 1980 the Prime Minister, Mr P W Botha, was saying: "The Government pledges itself to the goal of equal education for all population groups, but emphasises that the historical backlog cannot be overcome overnight."

What exactly has changed in black education? Many point to its poor quality, lack of infrastructure and countless hangovers from bantu education. Some of the statistics are encouraging, however.

In 1950, just before the State assumed control of black education, there were 5 338 schools, 18 530 teachers and 747 026 pupils — 36 percent of the black population of schoolgoing age.

In 1982, the total enrolment of black pupils in the homelands and South Africa was nearly 3,6 million, more than 79 percent of the black population of schoolgoing age.

South Africa is able to boast that more than 22 percent of its total black population is now attending school and that this percentage is the highest in Africa.

'Progress in black education has been made, but the field is still open for improvement and the political stigma attached to separate education remains a perennial flash point.'

The pupil/teacher ratio has improved from 58-to-1 in 1968 to 43-to-1 in 1981. Black teachers are now required to have a matric and a three year diploma before they can teach.

However, 80 percent of black teachers still have inadequate qualifications and are being offered incentives to upgrade their training.

Teachers' salaries have improved substantially in the last 30 years, as have their qualifications.

In 1950 more than 55 percent of black teachers had only a standard six and a lower primary teachers certificate. Most have at least a standard eight today and a two year diploma.

Before 1978, the average salary of black teachers was only 57 percent of that of white teachers.

In 1978 this percentage had increased to 68 percent and today certain categories of teachers who have similar qualifications to white teachers are paid the same.

The shortage of qualified teachers, however,



still remains a problem. More than 220 000 additional teachers will be needed in black schools by the turn of the century; in 1982, only 6 100 teachers qualified at the seven teacher's colleges of the Department of Education and Training (DET) and the 22 colleges in the homelands.

In recent years there has been a pupil explosion at black secondary schools. While the growth rate in primary education has stabilised at about four percent a year, the secondary

'There are sizeable education problems to be solved. But since the Education and Training Act came into effect in 1978, certain elements of bantu education have begun to recede ...'

school population has increased by more than 1 600 percent over the last 25 years and the present annual growth rate in secondary schools is 12 percent.

In 1949 the secondary school population as a percentage of the total black school population was a mere 2,6 percent. By 1982 it had reached nearly 17 percent and is continuing to grow.

DET is doing all in its power to accommodate the growth. Less than 500 black pupils wrote matric exams in 1953 whereas about 73 000 wrote matric last year.

The flood of black secondary pupils has taken its toll on the quality of education.

In 1976 when 7 700

school pupils is expected to rise dramatically by 1986 when 6,5 million pupils will have to be accommodated.

Educationists are, however, still battling to reduce the high drop-out rate at black schools. Only 1,5 percent of the black pupils who enter grade one reach matric. In recent years, the drop-out rate has improved, however.

In 1967, six out of every 1 000 grade one pupils reached standard 10. By 1981 the number who wrote matric was 90 out of every 1 000.

Institutions, teacher/lecturer, pupil/student and population increase of Blacks (RSA) for the years 1930 to 1982.

Year	Institutions	Teachers/	Pupils/	Population	Percentage of population at school
1930	3 195	4 931	284 250	—	—
1948	3 894	10 493	464 024	7 338 000	6,16
1950	5 338	18 530	747 076	9 282 000	8,04
1960	7 718	27 767	1 564 834	12 077 000	12,97
1970	10 125	45 953	2 748 850	15 918 000	17,27
1980	11 374	75 640	4 551 178	15 970 819	22,21
1982	11 404	83 742	3 961 476	16 549 800	22,1

Republics of Transkei, Bophuthatswana and Venda excluded as from 1981.

BUDGET INFORMATION

Year	Department of Education and Training	% Increase	RSA (All State departments)	% Increase
1978/79	R142 853 000	22,5	R10 247 302 000	7,1
1979/80	R187 808 000	31,5	R11 452 148 000	11,7
1980/81	R244 153 000	30,2	R13 514 724 234	18,4
1981/82	R349 748 000	43,4	R15 848 881 340	17,3
1982/83	R475 758 000	37,7	R18 236 758 440	14,9
1983/84	R561 318 000	17,98	R21 041 444 984	15,5

- NOTE:
- (1) The amount voted for the Department of Education and Training in 1972/73 was R32 958 000.
 - (2) The amount voted for 1983/84 is R561 318 000, which is seventeen times the amount for 1972/73.
 - (3) The budget increased by 1 602 % from 1972/73 to 1983/84.
 - (4) The amount voted for 1983/84 is R191,5 million more than the amount voted for 1981/82.
 - (5) The % increase for the Department of Education and Training is higher than for the total state budget in each year.

The money spent on black education, although still inadequate, has also increased considerably since the late '70s. Money is not the only solution to the black education problem. Shortage of skilled manpower is also a factor.

During the 1978/79 financial year, DET spent R143,8 million on black education and the per capita expenditure on each black child was on average R67,85.

For the 1983/84 financial year DET's budget was R561,3 million and the per capita expenditure R165,23.

While there have undoubtedly been improvements in the funds available for black education, it must be remembered that the current per capita expenditure for each white child is R1 221 a year.

Many black children in the homelands have far less money spent on them than their counterparts in South Africa.

Since 1979, DET has been budgeting on its own for building new schools and tremendous progress has been made.

The department aims to eliminate all existing accommodation backlogs by 1987 and its immediate target for 1984/85 is to have a maximum of 35 pupils in each secondary school classroom and 40 in each primary school classroom. The majority of black schools still lack electricity.

The number of blacks at universities has increased considerably since 1960 when only 481 were enrolled at four black universities.

High priority has been given to technical education at school and post-school level in recent years. Already 16 technical centres have been established for high school pupils in various urban districts and a further 26 are planned.

At present there are 17 technical colleges in operation for students wishing to write National Technical Certificates and the DET is planning 12 more.

Two technikons are on stream and by 1987 are expected to have a combined enrolment of 5 000.

An important adult education programme was launched in 1975 in order to give adults a "second chance": to become literate and to upgrade their school qualifications. By 1982 there were 323 adult education centres and 118 satellite centres catering for more than 50 000 adults.

Progress in black education has been made, but the field is still open for improvement and the political stigma attached to separate education remains a perennial flash point.

Education for the millions

By Sue Leeman

Members of Unisa's senate, holding their meetings under a wild fig tree in a Pretoria backyard early this century, could not have foreseen that their fledgling university would become South Africa's largest tertiary institution and usher in an era of tuition by correspondence.

With 60 000 students today, Unisa is the second largest university in Africa — only the University of Cairo is larger. It is also the oldest university in the world to provide "teletuition" or long-distance learning.

From Muckleneuk, Pretoria, it has extended the hand of knowledge across the globe and students now sit Unisa exams in countries as far away as Finland and Saudi Arabia.

The university which once found a home in a handful of houses scattered across Pretoria now occupies 23 hectares overlooking the capital city.

Students can choose from 250 courses offered by 55 academic and 25 non-academic departments. Only architecture, engineering and medicine are not taught.

Unisa also houses 16 institutes, bureaux and centres which conduct research in fields as diverse as labour relations, agricultural management and transport.

Students receive tuition through the printed medium of study guides and tutorial letters, supplemented by colour slides, audio tapes and other aids. Tuition is given in both English and Afrikaans.

Unisa prints and publishes all its own tutorial material and its library — containing some 860 000 volumes — provides the necessary resource material.

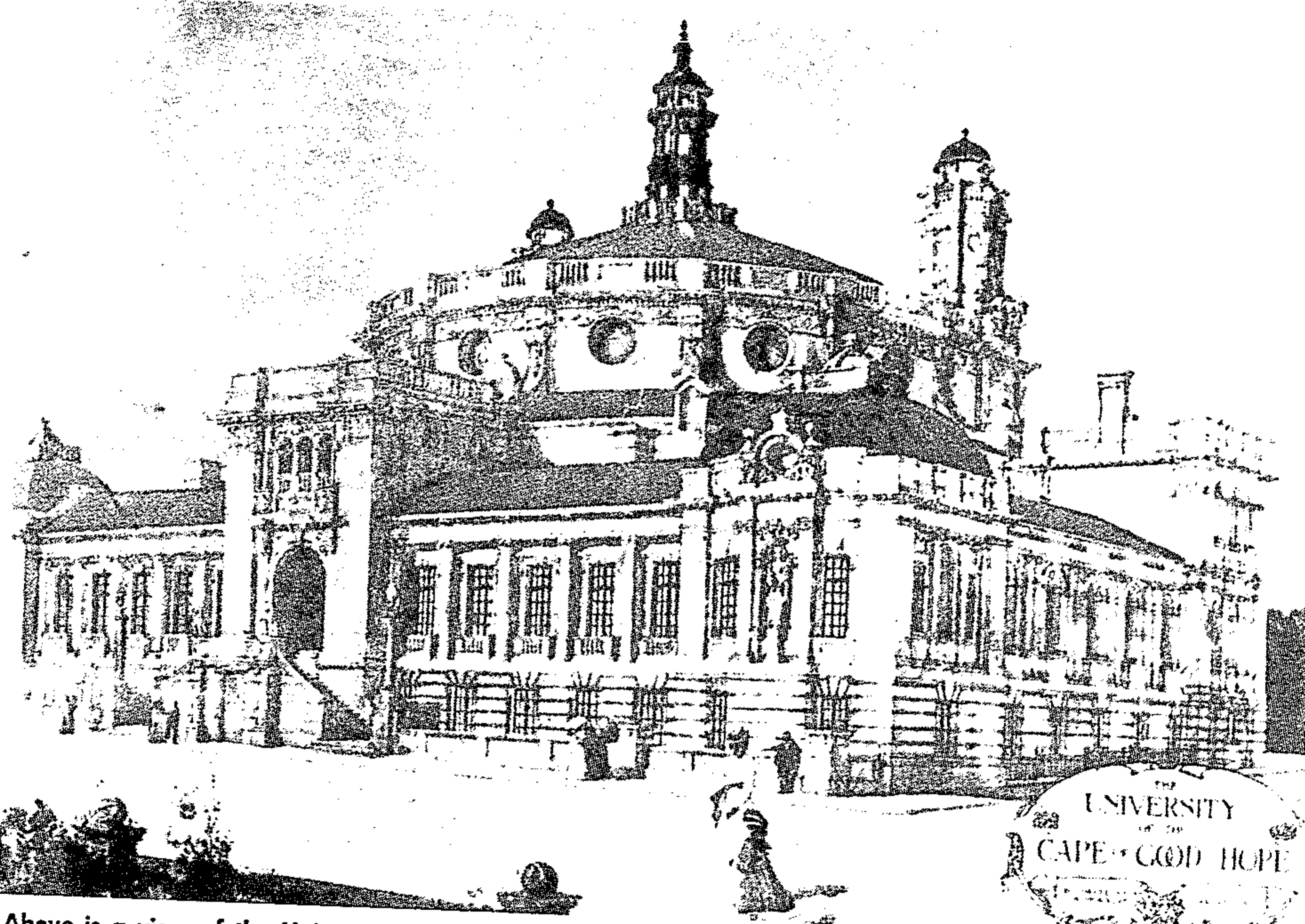
The university has regional offices in Cape Town, Durban and Pieterburg and there is a study centre in Johannesburg.

Around 80 percent of Unisa's students are in fulltime employment, over 16 000 of these being employed in education services, 12 000 in public administration and the armed forces and 9 300 in business and the professions. The average age is 30.

More than 6 000 people are currently studying Unisa courses in countries in the rest of Africa while 300 receive tuition in Europe, 70 in the Americas and 83 on the continent of Asia.

They keep in close touch by letter and phone with the university's 1 300-strong teaching staff, which is

Unisa is the second-largest university in Africa — only the University of Cairo is larger. It is also the oldest university in the world to provide long-distance learning. From Muckleneuk in Pretoria, it has extended the hand of knowledge across the globe.



Above is a view of the University of the Cape of Good Hope building in 1873 where Unisa had its beginning. Below is the imposing administration building which is at the heart of the campus at Muckleneuk in Pretoria. The illustration at the bottom shows the number of Unisa graduates has increased over the years.



backed up by 1 600 administrative personnel.

Around one-fifth of Unisa students are black with nearly 3 000 of these receiving tuition in the self-governing and independent homelands. Nearly 10 percent of the student body is coloured while five percent of students are drawn from the Indian community.

The number of black students is growing every year and by the year 2000 is expected to exceed the number of whites registered for study.

Unisa is the first teletuition facility in the world to offer four levels of academic degrees (Bachelors, Honours, Masters, Doctors)

and one-sixth of the students currently registered are busy with post-graduate studies.

Because students are able to continue with their careers while studying there is no productivity drain on the country as a result of their activities.

Both students and employers are able to benefit immediately from the newly acquired knowledge and the university's academic staff is kept in touch with new developments outside the campus.

Unisa began as the University of the Cape of Good Hope, a purely examining facility established in Cape Town in 1873.

Unisa continued to function as a purely examining university until the end of World War 2. Soldiers returning from the trenches found it difficult to adjust to life at the residential universities, and Unisa established a division of external studies to provide tuition for these men.

Its teaching role established, the university set about enrolling students and the registers for 1946 contained 1 224 names.

Three buildings were constructed in Pretoria's city centre to house the growing university, but by 1960 the student population had shot up to more than 10 000 and by 1970 it topped 23 000.

In 1971 the first building was opened on the present campus and named after present Principal, Professor Theo van Wyk.

Unisa has budgeted to spend R15 million over the next 10 years and its forward planning up to the year 2012 includes the construction of a new library, museum, auditorium and cafeteria as well as several new academic and administration blocks.

The number of students is expected to have reached 100 000 by the year 2000 and the university hopes to be able to accommodate 140 000 by 2012.

Vice-principal, Professor F van den Boegarde, said Unisa planned for an annual development growth rate of three percent, but the actual rate was usually higher than this.

As far as tuition was concerned, the university would have to keep pace with the times and was thinking about the feasibility of using video material in the future. Computer-assisted education was also an option.

Former students are unanimous in praising their alma mater. One is Dr L M Lenake, now a senior lecturer in the university's department of African languages. He completed his BA degree while living in Frankfort in the Orange Free State and says the chance to study part-time gave him an introduction into his present career.

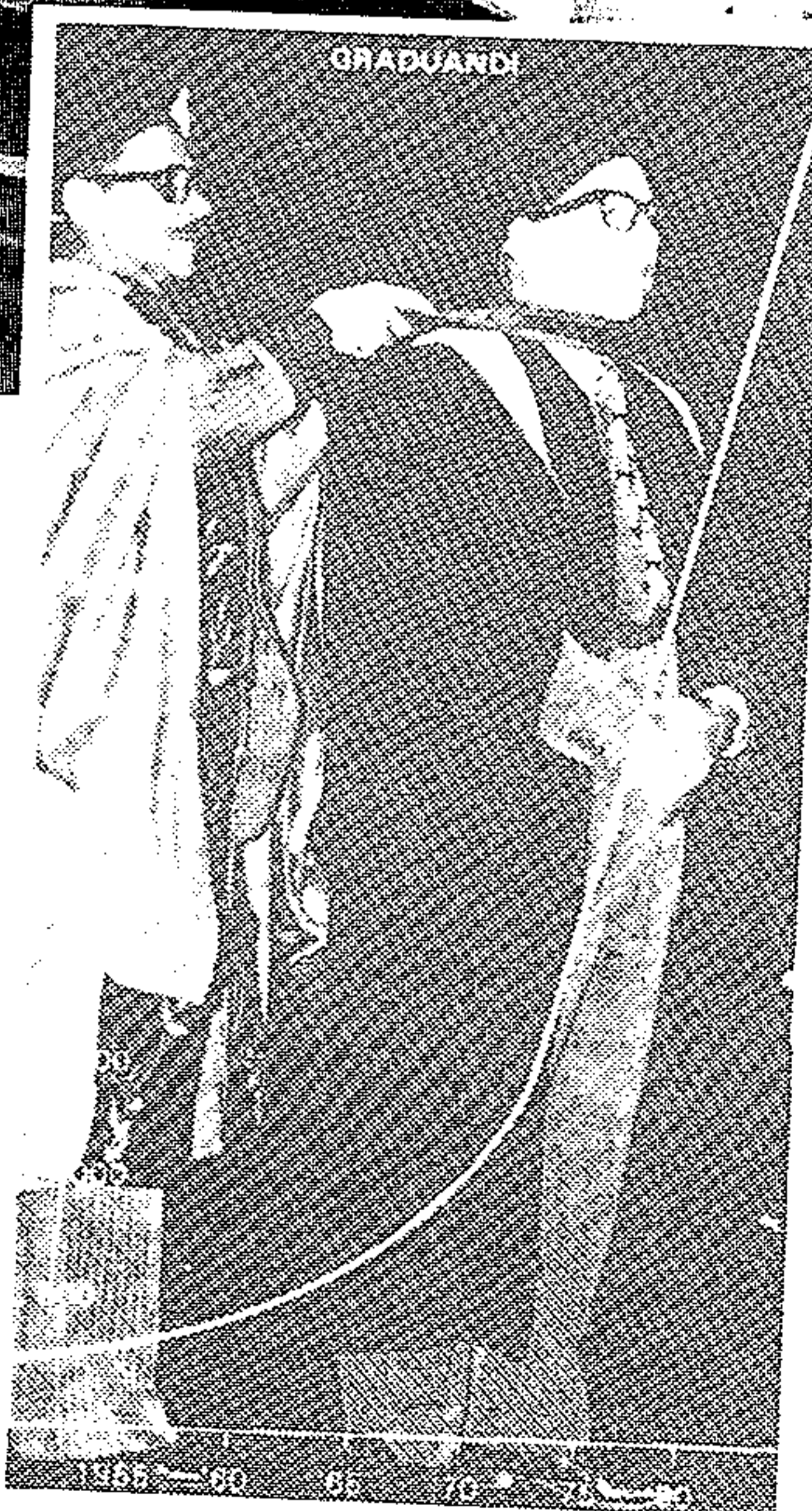
For Mrs Jane Saner of Randburg, the study of social science through Unisa meant she could gather know-how without neglecting her family. The knowledge she gained has helped her to become an effective marriage guidance counsellor.

Mr Rhaendra Singh of Durban is still at Unisa studying datametrics, a field allied to applied mathematics. He will use what he learns in his job as a clerk at the M L Sultan Technikon. "It makes you very proud when you can study and come out with something you can apply in society."

In 1875 its field was extended to "an undefined region of Southern Africa" and it saw South African education through the turbulent time of the Anglo-Boer War, managing to conduct examinations even in the concentration camps.

England's King George V was one of the early chancellors and King Edward VII invested the university with a coat of arms.

In terms of the Universities Act of 1916, this seat of learning became known as the University of South Africa and was moved to Pretoria, finding temporary accommodation in houses in the city.



"Pace Commercial College is a light put on the mountain to put light to the world." —14-year old Pace pupil writing to her sponsor.

By Anthony Duigan

In less than three years Soweto's Pace College has established itself as a landmark educational institution which has opened new vistas on the horizons of hundreds of black youngsters.

Next year this hi-tech, R6 million addition to Soweto's skyline will reach its capacity of 600 pupils and produce its first matriculants.

The origins of this project go back to 1977 when the American Chamber of Commerce (representing United States business interests in South Africa) decided to involve itself in improving the quality of urban black life.

Black leaders persuaded the businessmen to get involved in opening a model commercial high school which would offer the highest quality education with an emphasis on careers in commerce and administration.

In early 1982 the junior high school phase of Pace (an acronym for Planned Advancement of Community Education) was officially opened, and last month the senior high classrooms were formally taken into use.

Very few parents are able to meet the full school fees of more than R1 400 a year so bursaries covering the major portion of the fees are paid out of an educational trust fund to which more than 200

companies, institutions and individuals subscribe.

"The completion of this school has not gone unnoticed by the Soweto community for it stands as a symbol of hope and encouragement towards a better life in the future," said Pace's headmaster, Mr Rex Pennington, when he presided at last month's dedication of the college.

Pace's curriculum has expanded from its basic emphasis on

language and mathematics and certain introductory courses in commercial subjects to the full matriculation courses required for entry into university or the business and commercial world.

"At the end of last year our form three (standard eights) wrote their first external examinations and achieved a pass rate in excess of 90 percent and 92 distinctions in the papers written," he

added. But what was even more heartening was the way Pace's philosophy of encouraging enterprise and self-sufficiency among its pupils emerged.

Reports from the organisers of Wits University's junior achievement course, the business orientation course and the adventure leadership course (all sponsored by large companies) indicated that Pace participants stood out



Students using the modern library facilities on the campus of Pace College.



Headmaster Mr Rex Pennington with deputy headmaster Mr Oswald Mtshali.

'Putting light to the world'

the Soweto community, according to Mr Pennington. Parents are beginning to put their children's names down for Pace not only for next year but for the years ahead, he said.

The facilities at Pace — and these include the latest in teaching aids, theatre hall, library, squash courts and gymnasium all laid out in gardens — are also intended to serve the whole community as far as this is possible.

"One of the great things about Pace is the way in which it has caused people to work together," said Mr John Akers, president of the IBM Corporation, when he officiated at the recent dedication of Pace.

"It has become a bridge — between business and education, between business and community leaders, between blacks and whites. In this way Pace helps transcend differences."

Strategies for pride, dignity, and confidence

By Jean Hey

It started as a one-woman dream: to give every South African child the opportunity to read.

Five years later the dream is well on the way to becoming a vital reality. Empty rooms that were intended to be libraries now boast fine stocks of books, each collection being worth at least as much as R3 000 and sometimes even more.

The organisation is Read — Read, Educate and Develop — brain-child of Johannesburg librarian Mrs Cynthia Hugo.

When Read began in 1979, there were only two libraries to cater for the 50 high schools in Soweto and Alexandra.

To date, Read has provided libraries to more than 200 black schools scattered through every province of South Africa. It has developed a portable box library system for primary and rural schools, and trained hundreds of teachers to

Despite their success, both Teach and Read acknowledge that they cannot afford to relax their drive to improve education in South Africa.

become competent librarians.

"Its more than a formula for better education — its a strategy for pride, dignity and confidence. We need these qualities as much as we need spoken fluency and written comprehension," said secretary-general of the African Teachers' Association of South Africa, Mr H Dlamenze.

Black educational projects in South Africa have captured the enthusiasm of the private sector like few other community schemes.

The Star's Teach fund — launched to bring "simple justice" to those whose education is starved of funds — has also raised more than R2 million.

It has broken through traditional race and

class barriers and brought in donations ranging from a few cents to hundreds of thousands of rands.

Charlie Mlaba was 12 years old when he gave Teach the 20 cents he had earned from caddy-ing on a golf course. The money could have bought him a fistful of bubble gum, or a packet of chips. Instead he chose to donate it towards a 20-classroom school being built in his township, Alexandra.

At the other end of the scale, Gold Fields of South Africa donated R186 000 to Teach.

But no matter how big the donation, each has contributed towards more than 45 schools now built by Teach in Soweto and Alexandra.

Before Teach was launched in 1971 thou-

sands of black children were turned away from schools in Soweto. Now Teach has given almost 30 000 children a place to study.

"When I got to work, I was so happy that my employer thought I was a different person. I said it was because there was a place for my child in school," said a Soweto mother when a Teach school opened in her neighbourhood.

The classroom backlog, however, has almost been met. Teach has now shifted its emphasis to improving existing facilities.

Even so, it is still too early for sitting back on any laurels. Among a range of daunting statistics are the facts that less than 2 percent of black pupils entering schools reach matric and about 40 percent remain illiterate.

Despite their success, both Teach and Read acknowledge that they cannot afford to relax their drive to improve education in South Africa.





Hannecke du Preez

'Schoolbook race hate'

'Brainwashing' shock in study by academic

S. Express 25/3/84 (50)
Tribune

By Luke Zeeman

BRAINWASHING of South African schoolchildren through "racially-biased" textbooks has been slammed — and a complete revision of the curriculum called for.

A book to be published this week, written by Unisa lecturer Hannecke du Preez, concludes that textbooks on many subjects propagate race hatred, superiority of the Afrikaner and hostility to English-speakers.

Roger Burrows, Progressive Federal Party MP and former secretary of the Natal Teachers' Society, said there clearly was an urgent need for changes to textbooks.

"Whites are superior, blacks are inferior", was one of the 12 "classroom myths" identified by Mrs du Preez after an intensive study of 53 secondary school books prescribed in black and white schools.

Mr Burrows said this showed clearly that many textbooks were racially offensive.

"The change in South Africa's political, constitutional and diplomatic set-up needs to be reflected in our educational institutions by giving children information which will reflect these

changes. "Unfortunately, many of our textbooks are merely new editions of earlier works which perpetuate South African racial mythology."

Among the other examples of race "hate" Mrs du Preez encountered were that blacks were not regarded as fellow-citizens, but as a physical danger against which white children should be prepared.

She also found that textbooks fostered hostility towards English-speakers and non-Afrikaner elements.

She said they gave the impression that the Afrikaner had an exclusive relationship with God; that South Africa belonged to the Afrikaner and that the Afrikaner had a God-given task to spread civilisation and convert the heathen.

Mrs du Preez, who conducted the research

as her MA thesis for the University of South Africa, and has published it in a book called *Africans Afrikaner*, said yesterday that her motivation was curiosity.

"I do not believe that the myths I found are part of a deliberate plan to indoctrinate children along a certain line; I think they are there unintentionally, she said.

"However, I do believe there is an urgent need to change the old-fashioned attitudes and myths which are no longer relevant today.

Natal Director of Education Willie van Rooyen denied that any racial bias appeared in Natal school textbooks.

"I can't speak for the other provinces," he said. "But there are so many safeguards here that racially objectionable material couldn't slip through the net."

■ **Mindbending** — Page 36

EDUCATION: A STARTLING STUDY SHOWS DATE AND CUT OUT INDOCTRINATION



By Hanneke du Preez

MIND BEND

WHAT is a master symbol? How do master symbols get into textbooks and do they have any effect on the future of South Africa?

A master symbol is a deep-lying attitude which becomes so much part of a society's collective consciousness that it is eventually regarded as an irrefutable fact. It is a type of philosophy and view of life.

Master symbols are the spectacles through which a person sees, experiences and judges everything. It is these abstract ideas, accepted as a matter of course (for example, "it is in the Bible", or "it's one of the laws of nature") that characterise a period or era.

The dominant symbols are reflected especially in the mass media which mirror the daily life of individuals in a specific community. As such, school textbooks inevitably reflect these reigning symbols, because one symbolic system must be chosen in favour of others and textbook authors themselves are products of a specific era and social climate. The governing party's symbols will play an important role in the school textbooks because these books have to conform to the syllabus.

Textbooks are universally used as a vehicle for instruction and enjoy prestige among teachers and pupils alike, for they are regarded as reliably authoritative.

By investigating the contents and underlying values (or master symbols) in textbooks, we should thus be able to determine by and large what symbolic system (or philosophy and view of life) our adults of the near future will hold.

In this research, involving an in-depth study of school textbooks and setworks prescribed for both white and black secondary schools throughout the country and most of the national states, the underlying values and attitudes were identified, extracted, carefully examined and analysed.

Twelve important master symbols emerged. They are:

■ Legitimate authority is not questioned. Children are encouraged, by means of their textbooks, to cultivate unquestioning loyalty to the State. Other persuasions are branded "treason" or "heresy". When differences are deliberately evaded and opportunities for expressing them curtailed, pupils are formed into learned zombies.

■ Whites are superior, blacks are inferior. All information on events and people in the country are seen through the eyes of the whites, for example South African history began with Jan van Riebeeck's arrival in Cape Town.

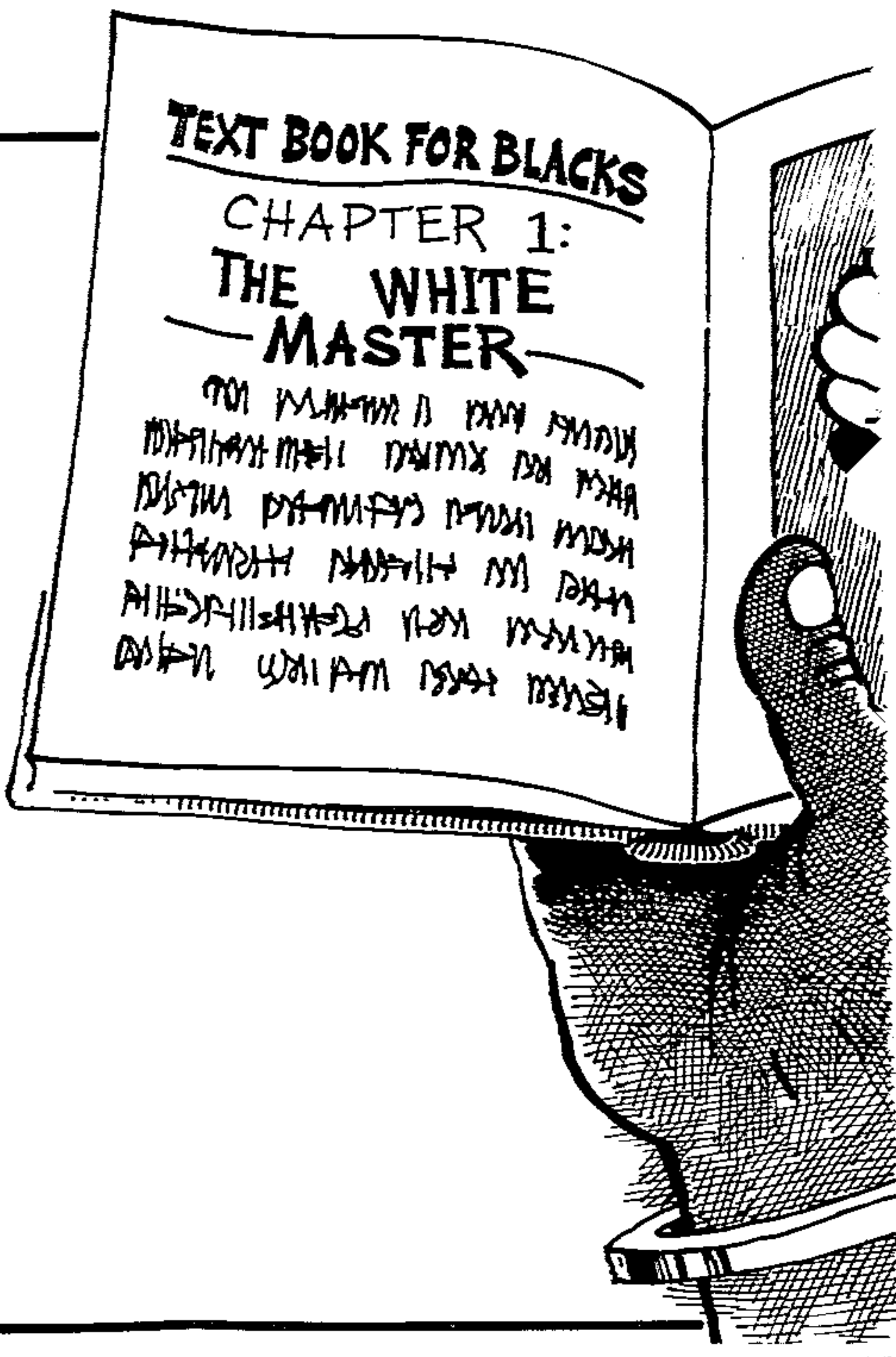
All the elements of racial hate are found in the textbooks: emphasis on differences rather than on points of similarity, contempt and covert fear of numerical supremacy. Blacks are not regarded as fellow citizens, but as a physical danger against which the children must be prepared.

■ The Afrikaner has a special relationship with God. The picture that the Afrikaner has of his history is an Old Testament one. There are many similarities with the old Israelites, for example the journey through the wilderness, the chosen people with a mission-idea and the Covenant.

God is monopolised by the white Afrikaner and religious diversity is seldom mentioned.

In his missionary work the white brings the Christian message to the blacks. However, converted blacks are seldom regarded or accepted as fellow-Christians.

■ South Africa rightfully belongs to the Afrikaner. The Afrikaner believes South Africa was given to him by God and that he has an inalienable right to it. This attitude emerges clearly in the textbooks and



■ Biased school textbooks are fitting entire generations cles through which to view the real world. Hanneke du P University of South Africa, has identified the "Master Sy Her research has now been published in a book called A Publishers. Another educationist, Ruth Keech, has identified other prepare children for adult life. Her book EDUCATION publishers.

this right of the Afrikaner is explicitly expressed in them.

■ South Africa is an agricultural country. Despite the fact that only a small percentage of all Afrikaners are farmers, the school texts are noticeably guilty of the glorification of agriculture being-a-farmer symbols.

The city is presented as a threat, a place where the Afrikaner feels ill at ease, a sojourn before returning to the farm. The impression is created among city children that they are living in the wrong world, that real excitement and adventure is only to be found on farms. This will not help

them to find happiness in an vironment.

■ South Africa is an afflicted. South Africa is portrayed as a t try because of the shortage of matic extremes and the presen cultural pests. It is strange tha kaner should hanker after farm. is precisely there that he has be ly tried and tested.

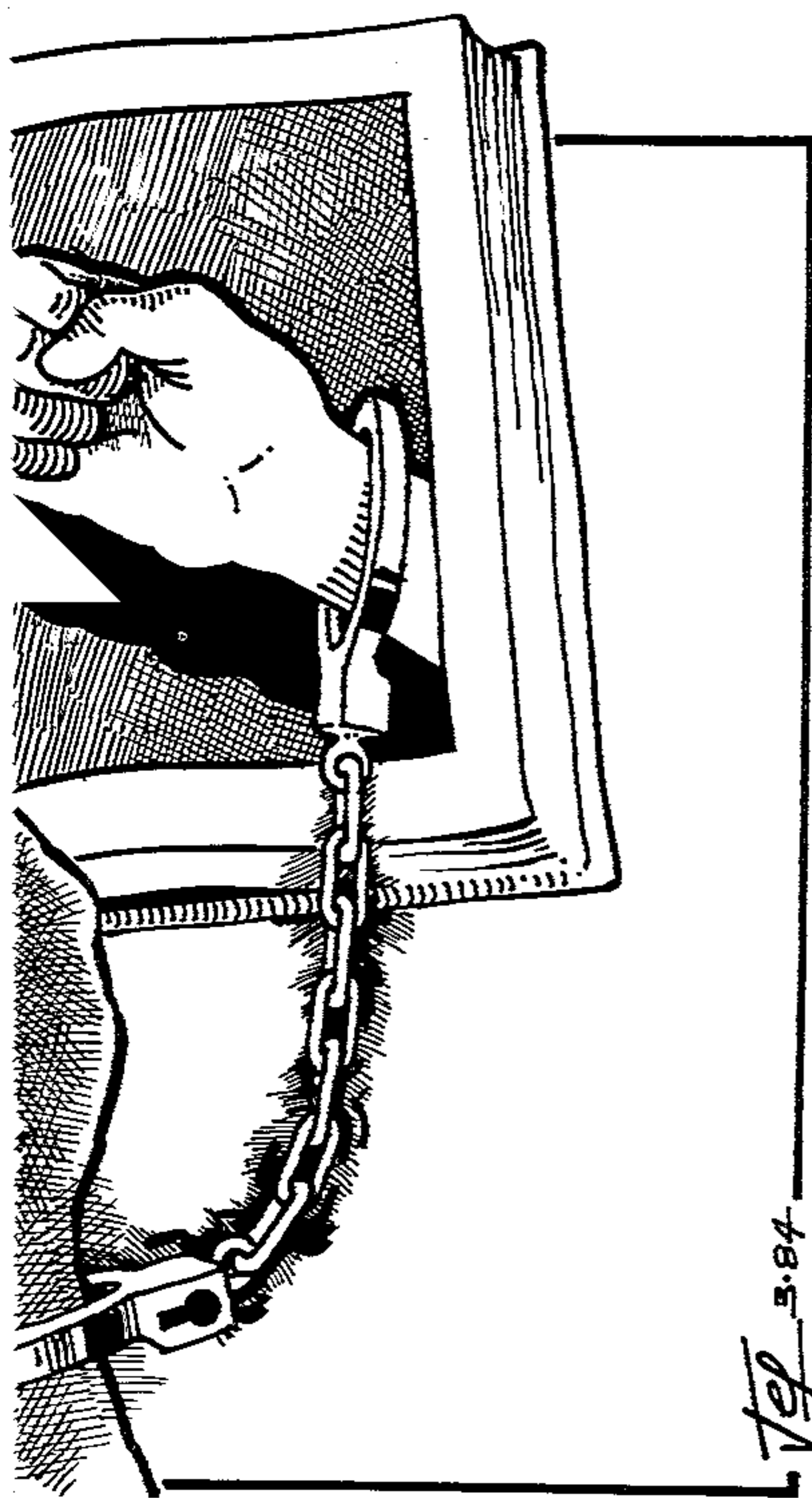
■ The Afrikaner is isolated. The characteristics of the Afrikaner trayed in the textbooks: his ser pendence, his isolated existenc strength, obstinacy, courage, pa

VS IT'S TIME TO GET UP TO N SOUTH AFRICAN CLASSROOMS

QUOTE

All the elements of racial hate are found in the textbooks: emphasis on differences rather than on points of similarity; contempt and covert fear of numerical supremacy. Blacks are not regarded as fellow citizens, but as a physical danger against which the children must be prepared.

ING!



Top 5-84

of South Africans with tinted spectacles, a lecturer in communications at the 'hols' which cloud our view.
AFRICANA AFRIKANER, by Librarius
ways in which formal teaching fails to
OR LIVING, is published Divaris Steyn

urban en-loyalty to his own and his identification with being a farmer.
country. These attributes are characteristic of a pioneer who lives in the wilderness, but are rough coun-try. These attributes are characteristic of a pioneer who lives in the wilderness, but are not in tune with contemporary reality and water, cli- has an isolation effect. Isolationism inhib- ce of agri- its the Afrikaner in every walk of life and t the Af- causes emnity and loneliness.
life when it
an so sore-
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■ The Afrikaner is militarily ingenious and strong. Military threats appear in the form of the English, the blacks and the communists. Heroism and military skill are highly rated characteristics. Pity that the texts depict the English and indigenous blacks as enemies.

■ The Afrikaner is threatened. Threats and injustices are abundant in the textbook material. These are, for example, the blacks, the English, immigrants, urbanisation, poverty, depression, rinderpest, droughts, hostile outside world, black Afrikan states, communism, the future, etc.

Fear and a sense of injustice are destructive emotions and to regard all changes and new developments (such as urbanisation) as threats, stunts natural growth and development.

■ World opinion is important to South Africa. The text material shows a remarkable sensitivity of the Afrikaner regarding his image abroad. Distinguished individuals and achievements are eagerly compared with those abroad. The expression "biggest in the world" is regularly encountered.

■ South Africa is the leader in Africa. The dependence of other states on South Africa's technological know-how and general comparisons to other African states, are constantly found. South Africa regards itself in every way as the leader in Africa, partly because of its feelings of superiority towards the blacks.

■ The Afrikaner has a God-given task in Africa. The proselitising of heathens and the spread of civilization are the principal themes in this connection. This justifies the Afrikaners presence in this country and makes his life meaningful.

From these master symbols emerge the following problem areas:

■ Archaisms: The values, lifestyles and characters portrayed in the text books are very old and have little relevance to the life the pupils have to live.

■ Inadequate role models: There are very few roles which the blacks, coloureds, Asians or any female member of South African society can try to emulate, or measure their behaviour against. The white man is the prototype. The rest is ignored.

Even desirable characteristics are very one-sided. Educational and cultural symbols are neglected. Applicable values are diligence on farms or bravery on the battlefield. The pursuance of learning is treated with suspicion. This must have some influence on pupils.

■ Isolation and division: To hold up other national groups as inferior or as a threat, the isolation of the Afrikaner will be aggravated. The hostility and antipathy is directed at the other national groups in the country and this is unlikely to contribute to reconciliation or mutual respect.

■ Reinforcement of the status quo: Criticism of the Government is too often regarded as hostility or treason. This leads to blind acceptance of the status quo and is not compatible with the dynamic democracy South Africa would like to be.

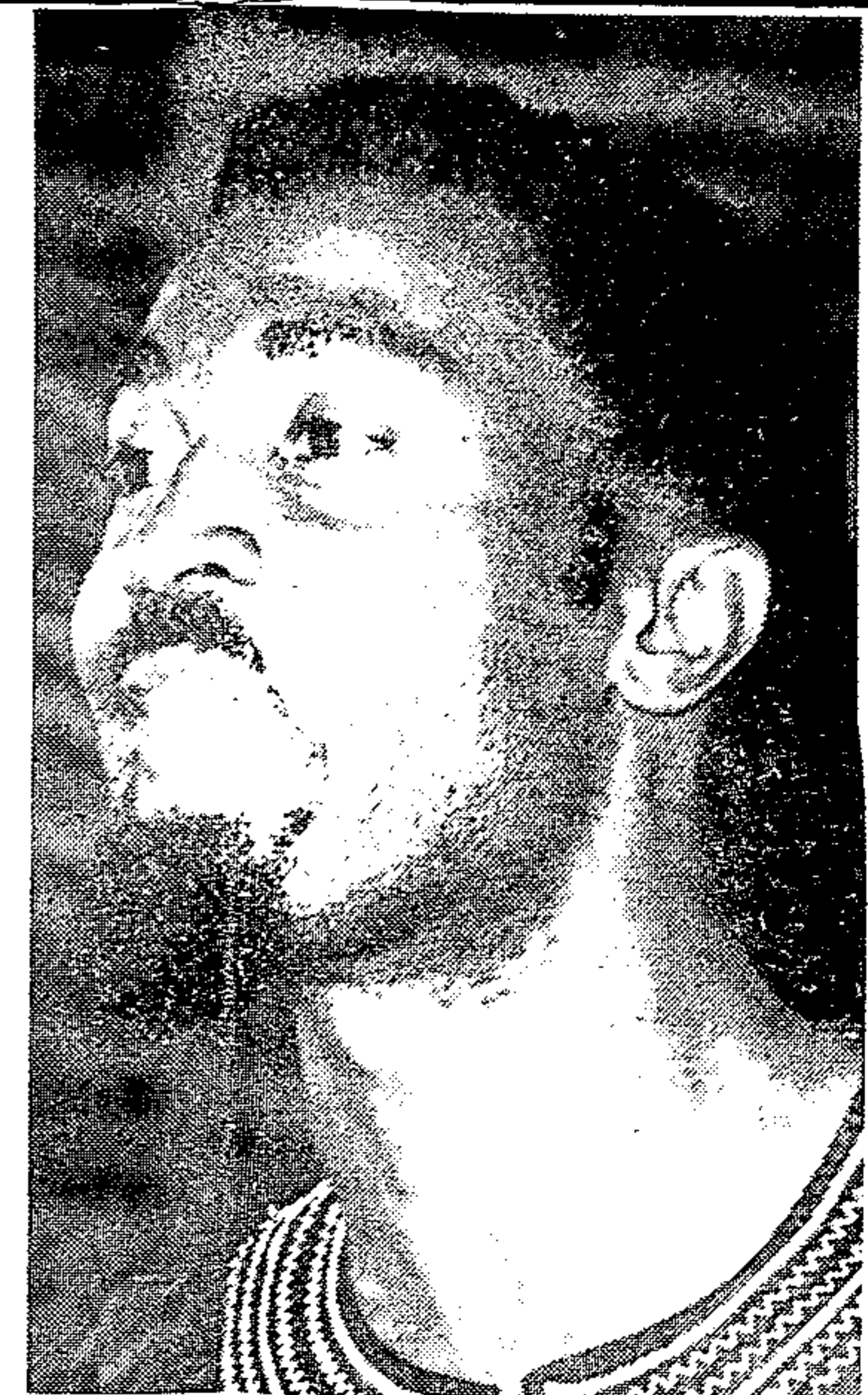
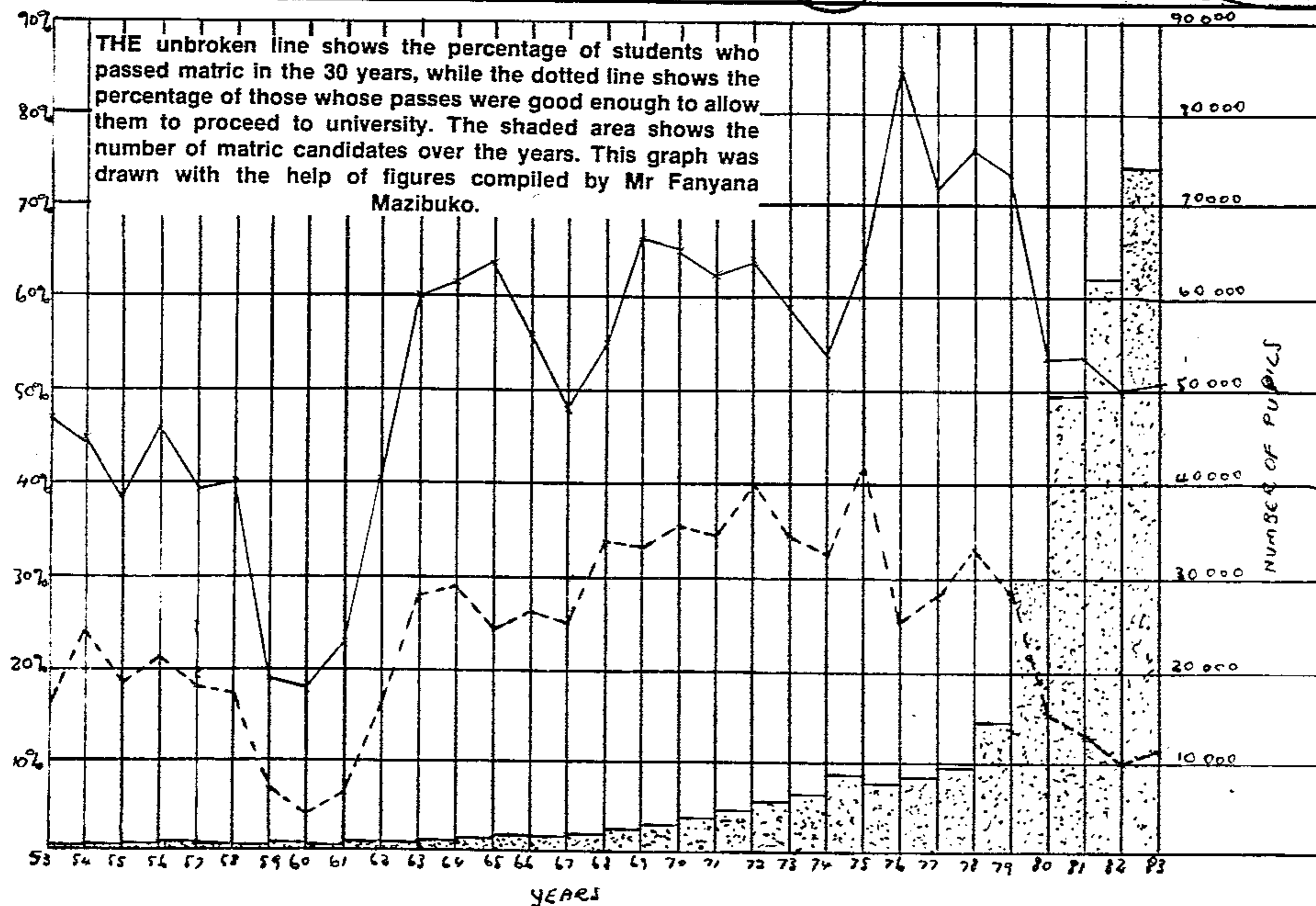
These problems must be seen in the light that thousands of blacks, coloureds and Indians use the same textbooks which were written for the white child. To have these groups continually portrayed as either the enemy or as a labourer, will foster negative emotions, which can have grave consequences.

A lot more interesting facets emerged from this study — for example the counter symbols in the English text book and networks; symbolic images occurring repeatedly; the dominant institutional order, and others which cannot be discussed here.

But the question is: What should be done?

For a start the outmoded master symbols with little relevance to the present should be updated.

To counteract the negative, even dangerous, master symbols, they must soon be substituted for common South African master symbols which will promote peaceful co-existence and survival, before it is too late.



Mr Fanyana Mazibuko.

AFTER studying the education of the black child and compiling statistics of matric results for the past 30 years, Soweto educationist Fanyana Mazibuko has arrived at startling conclusions:

- The problem of bad matric results is not new — it has been with us all these 30 years;
- When it was Government policy not to build high schools in urban areas and schools were at their most crowded, matric results were at their best — now that more money is being put into black education, the results are bad.

Mr Mazibuko accuses students in particular and the black community in general of playing into the hands of the very system they intend fighting, of being self-destructive.

Trust

"Everything done at our schools is done half-heartedly," he says.

Mr Mazibuko says that the present crisis is one of trust and confidence: The black community has been let down so many times by

the Government and its education structures that it no longer trusts and refuses to co-operate.

"The story of bad results is not new, it dates from way back. The outcome of bad results year after year is that the confidence of the black child has been worn down. The psychological pressures are so much that even children who should not fail actually fail. It has become so bad that some people have come to doubt the genuineness of the results and come to believe any story that suggests that the results are manipulated.

"It is true, we have more schools being built now, but many believe it is for show. The schools are better equipped now, but I know of schools where the laboratory equipment is still in the plastics in which it arrived three years ago. The advantages are not being exploited."

Mr Mazibuko blames it all on "large-scale demotivation."

The history of the education system and the principles on which it was built are the major causes of the demotivation.

Salaries

"Just the idea of being separated from other students makes the black students believe they are not wanted, that they are not good enough. They are then psychologically destroyed and embark on a self-destructive path.

"The teacher in turn suffers from discriminatory salaries and at the same time is expected to carry out the unpopular decisions of the Department of Education and Training (Det), for example, the age limit regulations, and going back to 1976, instruction through the medium of Afrikaans.

"He resents having to carry those decisions out

and becoming the whipping boy of the black community, being blamed for the decisions he has to carry out.

"That is why he opts out. He either gets out of teaching or he plods along, teaching half-heartedly, doing the barest minimum that is expected of him."

Mr Mazibuko points out that the years 1969 to 1972, when the pass rate was over 60 percent, were the years when the Government refused to build any schools in urban areas, when Soweto had seven high schools only.

"The teachers had enthusiasm," Mr Mazibuko says. "And they could pass this enthusiasm to their students."

We cannot blame the syllabus, according to Mr Mazibuko. He showed us that the Joint Matriculation Board (JMB) syllabus is the same as that of the National Senior Certificate of the Department of Education and Training,

except that JMB demands depth.

"There is no reason why the black teacher cannot teach the JMB syllabus and thus get his students to get even better marks in the national Senior Certificate exams. It again boils down to motivation."

Boycotts

Mr Mazibuko says that the student resents the teacher, who is the immediate symbol of the system; he resents his parents for not fighting the system. And they personally take over the fight — engaging in class boycotts, refusing discipline, half-hearted in their attendance and work at school. It is no surprise that they fail and the vicious cycle is started all over again.

What is to be done?

"First we have to make the student aware that if he refuses to work hard he is doing exactly what the oppressor wants him to do. The oppressor can then turn

round and say: We give them so much and they still cannot make it. Perhaps we need to work out a lighter load for them? And thus inferior education is justified.

"The student needs to understand that he is not winning any political battles by refusing to work at school.

"The parent should also stop exploiting his child to fight his political battles for him. And the parents are usually very far when the children are shot.

"If the Det introduces unacceptable regulations, like age restrictions, it is the parent who must take it up and fight, not the children. It is only in this way that parents can regain the confidence of their children.

Medium

"The teachers know what is happening: they can inform the parents about the implications of certain regulations, like teaching through

the medium of Afrikaans, and then let the parents act on the information. The teacher will then be seen to be on the side of the community and his dented image will be improved.

"But above all, the struggle for the transformation of society."

Mr Mazibuko suggests that all those people who are aware of the problems should work together and pool their resources, community and political organisations, all those who are worried by the crises in education.

Problems

"They should set up teacher-parent-student associations. These should know the problems of the students in their areas, both the articulated as well as those that are not articulated. The committees should spread information about the problems in their areas, and the parents should be at the front of any battles solve the problems.

"This approach will lessen class boycotts but the battles in other areas, like the factory, should intensify."

EDUCATION CRISIS

'Blacks to pay for ravages of apartheid'

By Jean Hey, Education Reporter

Blacks would have to pay for the ravages of apartheid by upgrading their schools themselves, former president of Neusa Mr Michael Gardiner warned yesterday.

He spoke at a National Education Union of South Africa seminar, "Teachers in the community", held at Wilgespruit, near Johannesburg.

Mr Gardiner said the White Paper on education clearly stated it was up to the different communities to develop an education equal to that of whites.

"Those communities that have been discriminated against at every level, and are exploited in the present economic system, will be required to pay for the ravages of apartheid if they want an education of any quality at all," he said.

Mr Gardiner emphasised that as long as apartheid ruled, all references in the White Paper to an equal education for all were meaningless.

CHANGE IN EVERY FACET

"One cannot speak sensibly, meaningfully or intelligently about equal education without a complete change in every facet of South African life."

Mr Gardiner said the White Paper revealed tension in education between three powers: the Government, private sector and technologists. This last group resembled the bureaucrats of George Orwell's "1984". They were primarily concerned with the efficient running of the country through technology.

In the long term, the Government and its ideology was the weakest of the three groups, said Mr Gardiner. The White Paper revealed the "technocrats" to be the strongest group — an extremely powerful force over which the Government would ultimately have no control.

"There is a new class of technical intelligensia which hopes to bring about the reign of a scientific intelligence — the most arrogant, despotic and elitist of all regimes," said Mr Gardiner, quoting the political philosopher Michael Bakunin.

Teachers had a special contribution to make to the development of society because, unlike technocrats, they were concerned with the quality of human life.

'Private sector aid has not improved failure rate'

By Jean Hey, Education Reporter

The private sector's huge involvement in black education had done nothing to improve the appalling black matric failure rate, Ms Hanchen Koornhof said this weekend.

Speaking during a panel discussion on the upgrading of teachers, Ms Koornhof asked members of the National Education Union of South Africa (Neusa) for concrete proof that the private sector's involvement had improved the state of

black education. The private sector spent almost as much on black education as the Government did, Neusa members were told. Ms Koornhof identified several motives for this substantial aid: ● The private sector saw education as a means to political stability and as

an answer to the skills shortage. ● It drew approval from overseas-based companies and promoted foreign investment. However, nearly all private sector money went to Soweto schools, she said. This was partly because Soweto was recog-

nised as one of the most politically explosive areas in the country and partly because it was internationally known and would therefore be recognised in company reports overseas.

Ms Pippa Stein, employed by the Schools English Language Re-

search Programme (Selp), which is run by the University of the Witwatersrand, said lack of confidence was a major reason for the poor teaching in black schools. Three-quarters of Selp's work (in more than 130 higher primary schools in Soweto) was to build the teachers' confidence.

"We have to show them their opinions and work are highly valued and that what they are doing in the classroom requires a great deal of skill," she said.

'Unproductive pursuits' slammed

It was not surprising the black failure rate was high when so much time at school was wasted on unproductive pursuits such as choir practices, the president of Neusa, Mr Curtis Nkondo, told members in his opening address this weekend.

Black teachers concentrated on athletics and choir practice at the expense of academic subjects, he said.

"All they do is encourage the Bantu to sing. If the Bantu don't watch out they will sing themselves to death," said Mr Nkondo, quoting a former director of Bantu education.

Referring to corporal punishment in schools, Mr Nkondo said this form of violence "divides the very forces that should be working together to smash South Africa's education system".

Mr Nkondo said teachers used corporal punishment they expect their pupils violence against them in the future.

Speaking on the organisations, Mr Nkondo said all but Neusa were racially divided, making it difficult for teachers to form a united front against apartheid.

"Racial education is one of the pillars of apartheid," he said.

...spoke at the...
...black on the country's roads, the Director of Transport, Sean Eksteen, said...
...passing a function...
...Year in Nelspruit, Eksteen said that by...
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STUDYING
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Hillbrow Hospital
then ferried the casual-
ties to various Reef hos-
pitals.
Spokesmen for Hill-
brow Hospital said it had
admitted 23 people, 10
dead on arrival. One had
been discharged and two
cases had been transfer-
red to Baragwanath Hos-
pital, one with brain
damage and in a critical
condition.

Cleveland police have
appealed to all witnesses
to yesterday's horror bus
crash to come forward as
well as all the injured
who had not yet made
statements. Minor chil-
dren must be accompan-
ied by their parents when
visiting the police station.
All these people are ur-
gently asked to contact
Constable Venter at
615 5625.

Offer of free burial

The African Funeral Un-
dertakers' Association
and the City Funeral
Directors have offered to
bury free of charge the 11
children who were killed
in yesterday's horror bus
smash in Rosherville,
Johannesburg.

Mr S P Mophiring,
chairman of the Soweto-
based AFUA, said today
his members were
"touched by the tragic
loss of life". Another 70
children were injured.

The packed bus over-
turned yesterday just
600 m from its destina-
tion. The children were
going to a dance competi-
tion.

Black results under scrutiny

Education Reporter

Black matric results
came under sharp scru-
tiny at the National Edu-
cation Union of South
Africa seminar at the
weekend, with delegates
saying they believed the
marks were manipulated
by the Government.

"This must be the only
Government in the world
that wants a small num-
ber of educated people,"
said one Neusa member.

The suspicion that
most black matric mark-
ers were under-qualified
and that students were
prevented from getting
high marks, were major
causes of concern among
Neusa members.

"It is no accident that
the main subject in which
distinctions are achieved
in black matric is busi-
ness economics," said one
member, who believed
this suited the country's
manpower needs.

Neusa called on teach-
ers to refuse to partici-
pate in marking. It also
called for:

- One matric examina-
tion for black and white
pupils.
- An autonomous body
of teachers to monitor
matric marking.

● See Page 2,
Metro section.

Girl (17) tells court she killed stepfather

Pretoria Correspondent

A 17-year-old girl has admitted in the Pretoria Su-
preme Court today that she stabbed her stepfather to
death.

The girl and her mother, neither of whom may
be identified because the girl is a minor, pleaded
not guilty to a charge of murder. The girl plead-
ed guilty to culpable homicide, but the State intends
proving murder, the advocate appearing for the State
told the court.

The girl said she could not have had the intention
of killing her stepfather since she was under the in-
fluence of liquor and had taken "a drug" earlier that
day.

Detective Sergeant S J Oosthuizen told the court
he arrived at the scene of the crime on April 25 last
year. The dead man was lying in the driveway. He
had three open wounds in his back and one in his
chest. The girl and her mother told him they had
killed the man.

The girl's face, hair and nightgown were covered
with blood, he said.

Sultry songstress Shirley is back

Staff Reporter

Sultry, sultry songstress Shirley is back!
Shirley Bassey arrived at Sun City late yester-
morning because her flight was delayed in Ma-

...was clad in faded hip-hugging jeans, high-
...l sandals, a knitted blouse and a cardigan...
...ided on a gold chain around her neck was a
...Krugerrand.

Geneva-based entertainer is accompanied on
...r by her teenage son, Mark...
...en she stepped out of her helicopter a little
...as on hand with a bouquet of red roses, and
...y kissed the mite several times.

Choir of Sun City staffers welcomed Bassey
...raditional songs specially rearranged to include
...ame. She listened until they were through and
...lashed them a bright smile of thanks.

...e hotel staffers formed a guard of honour
...r as she went up the stairs to the lifts, and hol-

idaymakers thronging the passageways asked her to
"give us a song", but she only smiled back and contin-
ued on her way.

Bassey has just finished a tour of Britain where she
did "one-nighters" in towns and cities.

She has released a new single titled "Sometime".
It is the theme song of the film "Champion" which is
about British jockey Bob Champion's fight with can-
cer, culminating with his superb victory in the Grand
National last year. The film is due for release this
month.

Accolades are part of the Bassey tradition. She
has won a string of awards in the past including best
female solo singer, best female singer and best fe-
male entertainer.

Some of her best-known hits include "Banana boat
song," "As I love you," "Honey kiss me" and "As
long as he needs me". Those were the tracks that shot
her to stardom in the late 1950s and early 1960s.

The release of the record "Goldfinger" established
Bassey's name once and for all in America.

Call for one solid voice

THE education crisis facing black students will not be properly addressed if parents and community leaders allow political differences to stand in their way, according to a former Soweto school teacher.

Mr Fanyana Mazibuko was speaking at a meeting called by the Soweto Civic Association at Funda Centre on Saturday, where a number of organisations tried to find ways of resolving the crisis.

He said a number of unorganised and sporadic school boycotts that have erupted in many schools were caused by the impatience of young people with the role played by parents in the education crisis.

Machinery that would result in an automatic or spontaneous reaction to a crisis situation in the education field has to be established by all parties that have an interest in black education, he said.

For the sake of progress, some of the differences could be shelved so that one solid voice could articulate the problems of education.

Mr Lekgau Mathabathe, an executive member of the SCA who is also a former school teacher, said a situation where students, parents and teachers could sit at the same table to discuss the high failure rate, and age restrictions had to be created.

A seven-man ad-hoc committee was formed to convene another meeting.

Sowetan 27/3/84 SO

WOMAN BATTERED TO DEATH

A WOMAN aged 28 was battered to death in Eersterus near Pretoria in one of three killings reported to the police at the weekend.

Mrs Sylvia Magalelisa of Plot 292, Eersterus, was battered to death with a blunt instrument on the head at about 5pm on Saturday, Brigadier H A du Plessis, divisional CID officer for the Northern Transvaal, said yesterday. No arrests had been made and investigations continue.

One of the two other people who died violently in Pretoria at the weekend, is Mr Piet Sedaki (41) of Plot 157 Kameldrift, who was allegedly stabbed in the chest after an argument on Sunday night. He died on the spot.

Raped

No arrests have been made. The body of an unidentified man was found near Section C in Mamelodi West on Saturday night. Three men have been arrested in connection with the murder.

Two girls — aged 17 years — were allegedly raped in separate incidents in Pretoria at the weekend. The first victim was with her male companion when they were confronted by three men who locked him inside the boot of

the car...
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Training centre gets approval

THE Engineering Management Services (EMS) Draughting Training Centre in Germiston has received approval to accept private, fee-paying students for all courses approved by the Department of Manpower.

The approval has enhanced draughting opportunities for students in the Witwatersrand area. The courses are available to all race groups. Approval became effective from March 1 and the Centre offers the students the



CAMPING: The Soweto Girl Guides had their holidays. On the last day of camping they...

Govt 'won't help'

50
27/3/84

THE major demands that progressive teachers and students call for in our education are not likely to be met by the present regime, Mr Tshele Maleho, a member of the Azanian Students' Organisation (Azaso) said at the week-end.

Mr Maleho was addressing a seminar of the National Education Union of South Africa (Neusa) held at Wilgerspruit. He addressed the seminar on the purpose of the Education Charter Campaign. Although the major demands would not be met, they would serve as a way of educating people about the inadequacies of the present system, he said.

Neusa has links with Azaso and the Congress of South African Students (Cosas) who are engaged in establishing Education Charter Committees at various universities, colleges and schools. Some of the demands formu-

lated in the Charter thus far are:

- Education shall be free and compulsory at primary and secondary school level;
- Teaching shall be recognised as a political activity; co-operative rather than competitive values shall be encouraged; skills rather than memorising techniques shall be taught;
- All forms of sexism in school structure and prescribed books shall be abolished;
- Ideologically undesirable books shall be eliminated from the curriculum, for example, those written by officials in the Department of Education or Broederbonders;
- Prescribed books shall be relevant to our situation;
- Teachers shall be answerable to the community and not just to the principal/inspector.

'Technicians needed'

UNIVERSITIES and technicians should teach students and stress the need for people with technical and commercial skills in the present South African labour market, Mr Barend du Plessis, Minister of Education and Training, said yesterday.

Addressing the first meeting of State Universities and Technicians Advisory Council in Pretoria, Mr du Plessis urged universities and technicians in South Africa to play an important role

in the development process of the populations of the country.

He added: "Care should, however, be taken not to emphasise higher education as a means to assist in rapid social and economic development. The experience, positive and negative of academic development in the Third World can help to guide the planning and implementation of that section of higher education in southern Africa that is still in a pattern of growth."

BUSINESS MANAGEMENT STUDIES (PART-TIME)



HAPPINESS IS: Obtaining a law degree. Patrick Ndou and Vasiliki Apostoleris both passed their LLB degrees at Wills University.



Koornhof states matric results

THE private sector's massive involvement in black education has done nothing to improve the appalling black matric failure rate, Ms Hanchen Koornhof said last night.

Ms Koornhof, niece of Minister of Co-operation and Development Dr Piet Koornhof, was speaking during a panel discussion on the upgrading of teachers.

She said the private sector's involvement had improved the state of black education.

The private sector spent almost as much on education as the Government, Neusa members were told. Ms Koornhof identified several motives for this substantial aid:

- The private sector saw education as a means to political stability and as an answer to the skills short-

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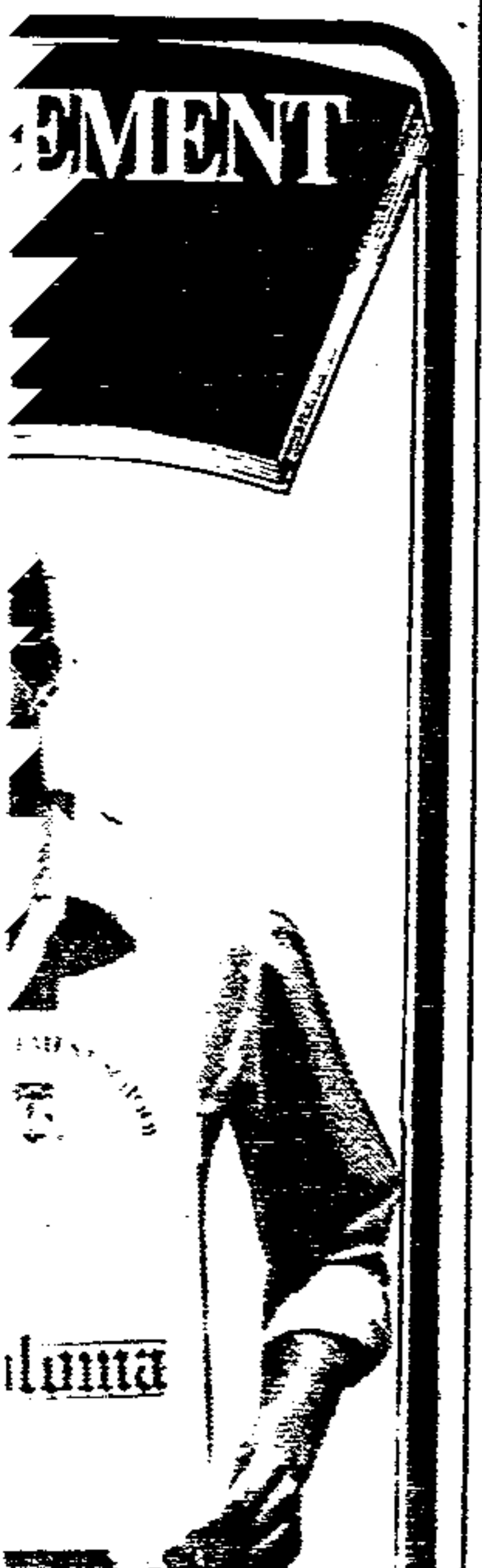
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 standard of study



HAPPINESS IS: Obtaining a law degree. Patrick Ndou and Vasiliki Apostoleris both passed their LLB degrees at Wits University.



CONGRATS: Mr Vuyisile Zini gives his mother, Rebecca, a peck on the cheek after he was conferred with a Bachelor of Laws degree at the University of the Witwatersrand (Wits) last week. Seven black students were among 135 others who were conferred with Bachelor of Laws degrees at the university. LLB degrees, two higher degrees and 60 diplomas in the Faculty of Law were conferred on students.

Koornhof slates matric results

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The private sector spent almost as much on education as the Government, Neusa members were told.

Ms Koornhof identified several motives for this substantial aid:

- The private sector saw education as a means to political stability and as an answer to the skills shortage;
- It drew approval from overseas-based companies and promoted foreign investment.

However, nearly all private sector money went to Soweto schools, she said. This was partly because Soweto was recognised as one of the most politically explosive areas in the country, and partly because it was internationally known and would therefore be recognised in company reports overseas.

Ms Pippa Stein — employed by the school's English Language Research Programme (Selp) which is run by the University of the Witwatersrand — said lack of confidence was a major reason for the poor teaching in black schools.

Three quarters of Selp's work (in more than 130 higher primary schools in Soweto) was to build the teachers' confidence.

"We have to show them their opinions and work are highly valued and that what they are doing in the classroom requires a great deal of skill," she said.

All schools in Soweto used English as their medium from Standard Three upwards, yet until this year they had had no English textbooks.

"Standard Three children who cannot say 'hello, how are you' in English have to learn complex concepts in English such as the metamorphosis of the frog," said Ms Stein.

... / ...

Blacklist probe to be behind closed doors

N Mercury 27/3/84

Mercury Reporter
THE alleged blacklisting of Indian teachers was being investigated departmentally by the Department of Internal Affairs without public sittings, a senior spokes-

man in Cape Town said yesterday.

He said a report would later be made to Mr F W de Klerk, Minister of Internal Affairs.

Allegations that 62 newly qualified teachers

from Durban's Springfield College of Education had been posted to schools away from their homes because of their political views aroused controversy in the community and the Teachers'

Association of South Africa and other organisations demanded a full investigation

Mr Pat Poovalingam, chairman of Solidarity, said: 'A closed-door inquiry is so secret that it does not meet the legitimate demands of the community and the reasonable request for an open investigation made by the Teachers' Association.'

'It is disappointing that the minister should arrange what many people will regard as a hush hush affair,' he said.

The Department of Indian Education yesterday declined to comment on allegations by Mr Amichand Rajbansi, executive chairman of the South African Indian Council, that whites were behind the blacklist.

Intrigue

The Director of Indian Education, Mr Gabriel Krog, was not available for comment, and his deputy, Mr Dawie Botha, said he would not comment on the allegations which he described as 'astounding'.

The official of the Department of Internal Affairs in Cape Town said he had no doubt Mr Rajbansi's latest allegations would also be looked into.

In his statement yesterday Mr Rajbansi said: 'The saga of the blacklist should not hide the fact that certain senior, white Government officials are involved in intrigue, plots and victimisation tactics against some Indian educationists.'

'These are those who believe that our best Indians must be under their white overlordship, and it is unfortunate that certain Indians allow themselves to be manipulated by whites whose aim is to show that Indians are incapable.'

RAM 28/3/84 (50)

5 000 pupils continue boycott

By THOMAS KWENAIITE
and CEDRIC KEKANA
Pretoria Bureau

ABOUT 5 000 students at four high schools in Atteridgeville near Pretoria resumed their boycott of classes when schools re-opened yesterday, claiming that their demands had not been met by school authorities.

The schools were Dr W F Nkomo High, D H Peta High, Saulridge High and Hofmeyer High.

At Dr W F Nkomo High, students were milling around the school premises and

others were chanting freedom songs when the Rand Daily Mail arrived yesterday.

They are demanding that colleagues should not be ordered during school hours to call their parents for minor cases of misconduct, and that "teachers stop assaulting students".

The situation was also tense at the D H Peta High School, as students refused to attend classes yesterday morning after assembly.

The regional director of the Department of Education

and Training, Mr Edgar Posselt, confirmed yesterday that there had been disturbances at D H Peta.

Meanwhile, at the Saulridge High School, students remained outside classes, but inside the school premises.

According to students interviewed, teachers went to the staffroom after assembly and refused to conduct lessons.

Students at Hofmeyer High are demanding the recognition of a student's representative council and "punishment only in accordance with departmental regulations".

Coloured people spurn Afrikaans

ARGUS 28/3/84

50

Staff Reporter

THE use of Afrikaans as a mother tongue is being spurned by metropolitan coloured people — especially those with a high educational level — in favour of English, according to a study done by the Human Sciences Research Council.

Released today, the report on language preference in the Cape coloured community could well be the last word in the debate in Afrikaans academic circles on whether the language is losing ground to English.

Two prominent coloured academics, Professor Richard van der Ross and Professor Jakes Gerwel, both of the University of the Western Cape, have gone on record to state that the use of Afrikaans is on the increase among coloured people.

SWITCH TO ENGLISH

The report, however, has found that:

- The urbanised coloured community in the Peninsula is switching from Afrikaans to English as a home language, although most coloured people still see themselves as Afrikaans-speaking.

- This process is more prominent among those with a higher education level — “Afrikaans can be seen as the departure point for many coloured, with English as the destination”.

- The Afrikaans-speaking coloured person in the Peninsula prefers to communicate in English. The study found that he prefers to converse in, listen to, read and have his children educated in English.

The findings appear to support the words of Dr Wimpie de Klerk, editor of Rapport, in the debate. “Afrikaans is losing — at work, on the bookshelf, in censorship and in the bookstore. With the black and coloured it is almost a lost battle.”

SOCIAL MOBILITY

Upward social mobility is pointed out as the most prominent factor which has led to the groundswell against the use of Afrikaans.

Increased mobility leads to an escalation of expectations, the socially mobile hope for a diminishing of discrimination and group isolation, as well as the eradication of relative deprivation.

Certain laws and measures act as a brake on mobility, causing tension between the coloured members of the population and Government institutions. This frustration is associated with Afrikaans, as the institutions are largely represented by Afrikaans-speaking officials.

Two other prominent reasons are quoted in the report. English, as opposed to Afrikaans, has since the 19th century been seen as a prestige language, and due to its global usage is seen as more important in education.

Similar findings have been reported in studies among blacks, as well as coloured populations other than in the Peninsula.

This switch to English will increase, according to the report, as urbanisation and educational levels increase among the coloured population.

operational area and also to give them the assurance that "we are with you". Hon members of the Official Opposition can testify to exactly the same kind of experience.

In the third place persons visit the operational area to communicate the knowledge which they acquire there to the community here in South Africa. In this regard I refer, for example, to the communities in the rural areas which are at present being prepared for onslaughts of this nature. What better can be done than to take them there so that upon their return they can know how to apply in practice what they have learnt there? The hon member for Cape Town Gardens referred to a specific group which consisted of 55 members. They were invited to the operational area with exactly the same object.

I do not say for one moment that none of them belonged to political parties. To tell the truth, I can give the guarantee that all four political parties were represented in that group. I want to invite the hon member for Cape Town Gardens to visit the operational area, because I want to prove to him that one does not have time for party politics there. One is too busy there. I think there is a comparable operational visit taking place this coming Saturday and I should like to invite the hon member for Cape Town Gardens to come along. [Interjections.]

Mr B R BAMFORD: That is an insult.

†The MINISTER: I shall also invite the hon member for Groote Schuur if he wants to go with them.

Mr B R BAMFORD: In two days' time?

†The MINISTER: Then those two hon members can qualify, like the hon member for Wynberg, who is wearing a certain tie, to wear that tie. Then we can go aboard ship and sail to the open sea and then they will see whether belonging to whatever political party brings you any benefit. You will get seasick. . . [Interjections.]

The DEPUTY SPEAKER: Order!

The MINISTER: At this moment I have the names—and I am repeating now what I said before—of three persons which an hon member of the official Opposition sent to

me. He asked whether I could take them along to the operational area. I am going to take them along. I do not know whether those three persons are voters of the hon member or not. I suspect they live in his constituency, but I do not know whether they belong to his party and I do not even care. That member is sending opinion-formers so that they can get the message there and bring it back here.

The hon member has insinuated that I wanted to favour my voters by taking them with me to the operational area after the election. [Interjections.] If that were possible—and I do not think it was possible to do that—I would have done it before the election. I would not have waited till after the election. Therefore I should like the hon member to come with me to the operational area so that he may realize that the criterion we apply here in respect of inviting people to the operational area is the correct one. If there are any ulterior motives, they will not bear any fruit.

Mr K M ANDREW: Mr Speaker, arising from the hon the Minister's reply, I wish to put a very straightforward question to him. I want to know whether a considerable number of persons who assisted him and his party in the 1981 general election were taken on a trip to the border six weeks later.

†The MINISTER: Mr Speaker, I have already replied to that question. It was the first question I replied to in this series which already extends over a month.

Mr W V RAW: Mr Speaker, further arising from the hon the Minister's reply, does he not believe that he is doing the Defence Force a great disservice by allowing a political controversy to build up around the issue of these questions instead of giving us a straight answer and thus getting it out of the way once and for all?

†The MINISTER: Mr Speaker, I have already given a direct answer. What is unfortunate about this matter, however, is that there are hon members of the official Opposition who have no experience in this regard, and that is why they are trying to make party-political capital out of this matter with tricks like these. [Interjections.]

8810 *Hansen*
Khayelitsha: population projection
28/3/84
*25. Mr K M ANDREW asked the Minister of Transport Affairs:

(1) Whether, with reference to his reply to Question No 3 on 21 March 1984, the consultants investigating transport facilities for Khayelitsha were supplied with population projections for Khayelitsha at (a) 1988 and (b) 1993; if so, what is the projected population as at each of these dates; if not;

(2) whether any projections were supplied to these consultants for years close to those mentioned above; if so, what are the projections for each of the two specified years closest to 1988 and 1993;

(3) when is it projected that the population of Khayelitsha will number 250 000?

†The MINISTER OF TRANSPORT AFFAIRS:

(1) (a) Yes, 100 000.

(b) Yes, 190 000.

(2) Falls away.

(3) At the turn of the century.

Mr K M ANDREW: Mr Speaker, arising from the hon the Minister's reply, would he perhaps repeat it because, although I was listening very carefully, it was completely inaudible to me.

†The DEPUTY SPEAKER: Order! The hon Minister has replied to the question and I have already put the next question.

Mr K M ANDREW: It is an absolute disgrace! [Interjections.]

The DEPUTY SPEAKER: Order! Did the hon member say: "What a disgrace"?

Mr K M ANDREW: Mr Speaker, I was referring to the behaviour of the hon the

Minister. [Interjections.] I did not say it in relation to you, Sir, but in relation to the hon the Minister.

The MINISTER OF TRANSPORT AFFAIRS: Sir, if the hon member did not hear the reply, I am prepared to repeat it.

The DEPUTY SPEAKER: Order! I put the next question.

Questions standing over from Friday, 23 March 1984.

Second nuclear power station

*9. Mr E K MOORCROFT asked the Minister of Mineral and Energy Affairs:

(1) Whether his Department is considering the construction of a second nuclear power station; if not, why not; if so,

(2) whether any sites in the Eastern Cape and/or Border areas are being considered for this purpose; if so, what sites?

THE MINISTER OF POSTS AND TELECOMMUNICATIONS (for the Minister of Mineral and Energy Affairs):

(1) No, not within the present expansion programme which makes provision to satisfy demand until the year 1998. According to the present load forecast it is not expected to commission a second nuclear power station before that date.

(2) Falls away.

At 14h48, business interrupted in accordance with Standing Order No 42(3).

Ciskei: control of educational institutions in

50 Republic *Hansen*
10 Mr E K MOORCROFT asked the Minister of Education and Training:

(1) Whether the Republic of Ciskei has administrative control of any schools and/or educational institutions falling

within the territory of the Republic of South Africa; if so, which schools and/or educational institutions;

- (2) whether the Republic of Ciskei has entered into any agreements with his Department in regard to this matter; if not, why not; if so, (a) when and (b) what is the purport of the agreements concerned?

The MINISTER OF EDUCATION AND TRAINING:

(1) Yes. Schools in the areas generally known as Mgwali, Wartburg, Kweleka, Mooiplaats, Newlands, Gosheu and Lesseyton.

X (2) No, since agreements have been entered into with other Departments.

BLACK EDUCATION Continuing crisis

(50)

Unless parents, children and teachers can work together the crisis in black education will continue says Es'kia Mphahlele, professor of African Literature at the University of the Witwatersrand. He was speaking at the regional annual general meeting of the SA Institute of Race Relations in Johannesburg.

Mphahlele says blacks must work out alternative non-formal structures and strategies, both within and outside the conventional system, to make education meaningful.

One problem was that the basic agreement between parents and teachers — that pupils in school should be disciplined and guided — no longer applied. It had been un-

Financial Mail. March 30 1984

(50) FM 30/3/84

dermined during the riots in 1976 when school pupils, who took the leading part in the unrest, lost respect for the discipline

their parents and teachers tried to impose. A major need is to recreate trust between pupils, teachers and parents.

Mphahlele says black pupils wish to study but the learning environment undermines their personality.

Parents find difficulty in helping them — due to the fact that parental authority lost during the 1976 unrest has never been regained.

"Overcrowded classrooms, poorly qualified teachers, education with a low intellectual content, lack of libraries and laboratory facilities (especially in the rural areas), dubious marking procedures at examination time, high-handed decisions by the Department of Education and Training ... all these and other factors combine to hold us hostage in mind and in spirit," he says.

Recreating trust

Mphahlele believes education planners and government will continue to impose structures and content upon the "disinherited and voteless majority, however loud our protest, as no ruling class ever listens to the grievances of the politically and economically powerless."

His views might be regarded as controversial and couched in the extremist terminology of the "liberation struggle." However, few educationalists doubt that black education is in crisis — and that, shortage of financial resources apart, this crisis is largely based on black distrust of government intentions; and frequently on student distrust of teachers.

CHINHOVA NEWS

School 'politics' row goes to minister

N. Mercury
30/3/84 (50)

Mercury Reporter

TEACHERS have taken up a protest about alleged political interference in day-to-day education matters.

The Teachers' Association of South Africa has written to the Minister of Internal Affairs, Mr F W de Klerk, asking him to meet a delegation of teachers and community leaders to discuss the issue.

The delegation will be led by the association's president, Mr Pat Samuels, and will also in-

clude its deputy president, Mr M V Rajah; two lawyers, Mr Hassan Mall, SC, and Mr Ibrahim Bawa; and Dr Korshad Ginwala and Dr R M Bux.

An association spokesman said yesterday that the rejection of political interference was underlined by the signing of a petition by 60 000 Indians.

In the petition, a demand is made for 'a fit and proper State school system that is administered by persons who have expert knowledge

on educational matters'.

The document protests 'in the strongest possible terms' against alleged political interference in education by the South African Indian Council's executive committee, and it urges the minister to withdraw his delegation of powers on education to the Indian Council.

The petition also asks the minister to give 'full effect' to Section 2 of the Indian Education Act, 'whereby confidence will be restored in the office of the director of Indian education'.

Upgrading, development of black education

CAPE TIMES 2/4/86 235
(50)

letters

PO Box 11
Cape Town
8000

From Mr J A SCHOE-
MAN, Chief, Public
Relations, Depart-
ment of Education
and Training (Pre-
toria):

IN REPLY to some gen-
eralizations (particu-
larly the reference to "sep-
arate and unequal
educational systems
based on racial classifi-
cation") in Daphne Wil-
son's article, "Teachers
needed to help improve
African matriculants'
pass rate", published in
the March 13, 1984 edi-
tion of the Cape Times, I
should like to draw at-
tention to the following:

Demographic factors
are a key consideration
in assessing black edu-
cation. In fairness, the
development of black
education must be given
due credit:

When in 1953 the then
Department of Bantu
Education took over the
responsibility for the
education of blacks, it
opted for a system that
would make education
available to all black
children.

At that stage, a very
small number of black
children were receiving
education. In fact, the
percentage of the black
population at school in
1950 was 8,04 percent
(compare this with 22,33
percent in 1983). In 1951
only 36,7 percent of the
children of school-going
age (i.e. 7-16 years old)
were attending school,
compared to 79,2 per-
cent in 1980). In 1955
there were 1 005 222
black children at
school. Compare this
figure with the more
than 5 560 000 black
children at school in
1983. Of the 1 005 222
children (1955) only
34 983 were at secondary
school (i.e. 3,5 percent of
the total enrolment). At
present there are more
than a million (1983:
1 060 205) black children

in secondary schools
(i.e. 19,1 percent).

Before Bantu Educa-
tion, the pupils were
highly selected as the
competition for places
in the existing schools
was strong. The strict
selection virtually guar-
anteed a high rate of
success. This fact had a
direct influence on the
standards that could be
maintained in the class-
room, especially at
secondary school level.
Fewer teachers were re-
quired, and most of
those appointed prob-
ably had the required
minimum qualifications.
Furthermore, many pu-
pils were taught by
white teachers (mother-
tongue speakers).

To expand education-
al provision, the DET
undertook in-service
training schemes, up-
graded minimum re-
quirements for admis-
sion to teacher training
courses as the school
system progressed and
produced more people
with a standard 8 and
later a standard 10
qualification. DET also
established adult edu-
cation programmes for
part-time study by serv-
ing teachers, to upgrade
the quality of education
offered. DET even pro-
vides teachers with a
detailed work pro-
gramme for every sec-
tion of the syllabus in
each subject, to assist
underqualified teachers
in dealing with the
whole syllabus during
the course of the school
year. DET has great re-
spect for the dedication
and in many instances,
professionalism, of the
under-qualified teach-
ers thus employed.

May I suggest that the
over-emphasis on hav-
ing one ministry clouds
the issue. Creating one
education department
for all and seeing that
as the solution to all
problems is tantamount

to endeavouring to pour
the contents of a 5 l can
into a 1 l can without
spilling anything.

Manpower (sufficient
numbers of suitably
qualified teachers) and
finances (equalizing the
per capita expenditure)
are the main problems
that have to be ad-
dressed.

On the one hand, more
black matriculants
should make themselves
available at either uni-
versity or college level
for the teaching profes-
sion. Without this kind
of support from the
manpower source, back-
logs cannot be eliminat-
ed. This should be re-
garded as a black
community responsibil-
ity as the 17 percent
whites in the RSA sim-
ply cannot provide
enough teachers and
schools for the 75 per-
cent blacks.

To catch up with the
backlog in black educa-
tion, an amount of at
least R2 000 million is
needed. This should be
seen as additional mon-
eys that have to be pro-
vided; and as such, it

should escalate with the
rapid growth rate in
black education. Fur-
thermore, it would serve
no constructive purpose
to do this at the expense
of other existing educa-
tional provisions.

It is common know-
ledge that the total con-
tribution to state coffers
from black taxation at
present amounts to less
than the total expendi-
ture on black education.
The implication then is
surely that having one
education department
would not necessarily
solve such a complex
problem. The solution is
elsewhere — in man-
power and financial
provisioning, and per-
haps most important of
all, in a natural evolu-
tionary process.

Ms Wilson would do
well to take note of the
numerous upgrading
and development pro-
grammes that are in
force and to judge the
department by the pro-
gress it is making to-
wards providing educa-
tion of equal quality.

MONDAY, 2 APRIL 1984

†Indicates translated version.

For written reply:

Hansard
Soweto: housing schemes
Q. 601, 829

233. Mrs H SUZMAN asked the Minister of Co-operation and Development:

- (1) How many housing schemes are at present being developed in Soweto by the (a) West Rand Administration Board and (b) private sector;
- (2) (a)(i) when were such schemes initiated and (ii) when is it envisaged that they will be completed and (b) how many housing units are involved in each case;
- (3) whether any housing schemes for lower-income groups are under construction in Soweto; if so, (a) how many and (b) how many units are involved in each case?

The MINISTER OF CO-OPERATION AND DEVELOPMENT:

- (1) (a) West Rand Administration Board
—Three;
- (b) Private Sector—Four.
- (2) (a) (i) *West Rand Administration Board*
Naledi 1982;
Chiawelo flats 1981;
Jabulani flats 1981.
Private Sector
Naledi 1982;
Dobsonville extension 1980;
Diepkloof extension 1980;
Jabulani 1981.
- (ii) *West Rand Administration Board*
Naledi June 1985;
Chiawelo flats December 1984;

Jabulani flats December 1984.

Private Sector

Naledi June 1985;
Dobsonville extension June 1985;
Diepkloof extension June 1985;
Jabulani December 1984.

(b) *West Rand Administration Board*

Naledi 1 000 units;
Chiawelo flats 420;
Jabulani flats 434.

Private Sector

Naledi 312 units;
Dobsonville extension 1 184 units;
Diepkloof extension 1 281 units;
Jabulani 53 units.

(3) Yes.

(a) 1 Scheme;

(b) 1 000 units.

Hansard Q. 601, 830
Stationery for schools

439. Mr K M ANDREW asked the Minister of Education and Training:

- (1) Whether any schools administered by his Department are provided with (a) stationery, (b) exercise books, (c) text books, (d) set books and (e) class readers for pupils; if not, why not; if so, (i) which schools or categories of schools are (aa) provided and (bb) not provided with each such item and (ii) how many (aa) schools and (bb) pupils are there in each such category;

- (2) whether any changes in this regard are to be effected in (a) 1984 and (b) 1985; if so, what changes?

The MINISTER OF EDUCATION AND TRAINING:

- (1) and (2) Stationery and books are provided to schools on the following base:

Stationery

Stationery is provided only to schools

where compulsory education has been introduced. 264 Schools and 113 491 pupils receive stationery and 6 891 schools and 1 547 733 pupils do not.

Exercise books

Exercise books are provided on the same base as stationery.

Text books

Text books are provided to all schools—7 155 schools.

Set books

Set books are not provided to schools. Set books, which are being used in secondary schools only, are purchased by pupils themselves and remain their property. In that manner each pupil builds up a house library of good books which is also accessible to the rest of the family and by which the reading habit is promoted. 301 Schools and 269 920 pupils are involved. →

Class readers

Class readers which are being used in primary schools only, are provided to all primary schools (6 590) and pupils (1 391 304).

No changes are being planned for 1984 or 1985.

Compulsory education

440. Mr K M ANDREW asked the Minister of Education and Training:

(a) In respect of how many schools in each departmental region had compulsory education (i) been introduced and (ii) not been introduced at the latest specified date for which figures are available and (b) how many pupils were involved in each category in each of these departmental regions?

The MINISTER OF EDUCATION AND TRAINING:

	(i)		(ii)	
	(a)	(b)	(a)	(b)
High Veld	77	38 938	741	198 891
Orange-Vaal	41	17 354	1 308	185 842
Natal	8	4 576	951	155 035
Orange Free State	44	12 954	1 190	173 621
Johannesburg	15	5 341	251	145 716
Cape	9	4 235	971	201 393
Northern Transvaal	70	30 093	1 178	226 315

(50) Star
3/4/84
**Non-racial education
body has new branch**

Education Reporter

The National Education Union of South Africa (Neusa) which admits teachers, pupils, students and parents of all races opened a Durban branch at the weekend.

This is non-racial Neusa's third branch. It was established in 1981 in response to the school boycotts and riots of 1976 and 1980.

Founder members felt that other teacher organisations were ignoring important issues in education such as the enormous discontent in black schools.

One of Neusa's fundamental beliefs is that education in South Africa cannot be kept separate from politics. Instead of racially separate ministries of education, Neusa wants one integrated Ministry.

It now has some 700 members at its branches in Johannesburg, Maritzburg and Durban.

†The MINISTER OF LAW AND ORDER: Mr Speaker, on a point of order: Are hon members entitled to make allegations and accusations while I did not say a single word in this House this afternoon to justify that? Are hon members entitled to make this type of accusation while I did not refer to either of the two hon members, either by name or otherwise?

†Mr H D K VAN DER MERWE: Mr Speaker, on a point of order: Can you give a ruling on the hon the Minister's conduct while the hon the Minister of Posts and Telecommunications is replying to a question? He is continually making remarks, so much so that we cannot hear the hon the Minister's reply.

†Mr SPEAKER: Order! The hon the Minister of Law and Order has just explained that he did not make any remarks whatsoever and the hon member is obliged to accept his word.

†Mr H D K VAN DER MERWE: Mr Speaker, I heard him, and therefore I cannot accept his word. [Interjections.]

†Mr SPEAKER: Order! Can the hon member then tell the House what the hon the Minister of Law and Order said?

†Mr H D K VAN DER MERWE: Mr Speaker, the hon the Minister continually referred to the hon member for Sunnyside and said: "Jan, but it was in your constituency and in your time".

†Mr SPEAKER: Order! I think the hon member for Rissik will concede that there is no malice in that remark or that there is nothing wrong with it.

†Mr H D K VAN DER MERWE: We were listening to the reply of the hon the Minister of Posts and Telecommunications, but the hon the Minister of Law and Order is continually making remarks. That is the point of order.

†Mr SPEAKER: The hon the Minister may continue with his reply to the question.

†The MINISTER OF POSTS AND TELECOMMUNICATIONS:

- (4) Yes:
- (a) (i) by the hon member;
- (ii) 12 September 1979; and

(b) (i) that separate facilities again be provided and that additional staff be made available in order to expedite service to the public; and

(ii) that the re-introduction of separate facilities could not be considered and that the staff allocation was adequate.

The hon member to whom I am referring has since then and during about the past four years, not made representations to the Minister, the Postmaster-General or senior officials as though there were friction in the Sunnyside Post Office. When asked the Postmaster confirmed during the Post Office Appropriation debate two weeks ago that there were no such problems in the Sunnyside Post Office.

†Mr J J B VAN ZYL: Mr Speaker, arising out of the hon the Minister's reply—reference was also made to this in the Third Reading of the Post Office Appropriation Bill—is he aware of the fact that I raised this matter in 1979 at a meeting of the Post Office study group? I also wrote a long letter to the hon the Minister's predecessor in which I objected.

†The MINISTER: Mr Speaker, my reply during the debate on the Third Reading of the Post Office Appropriation Bill dealt with whether the hon member made any representations to me. The hon member has now pointed out that he made representations in 1979 when he was a member of the National Party. In the four years since then, he did not make any representation in regard to any friction at that post office, neither to my predecessor, nor to me, nor to any official. Therefore I accept that there is

no friction in that post office and that this member, when he was still a Nationalist and when he later became a member of the CP, did not deem it necessary to bring it to my attention.

†Mr J J B VAN ZYL: Mr Speaker, the hon the Minister said that I had never raised it and he said there are MP's who said that I had never raised it in the study group. Who were those MP's? [Interjections.]

SO Howard Q. 6/1/85
Black children: admission to schools

*8. Mr A SAVAGE asked the Minister of Education and Training:

With reference to his reply to Question No 7 on 15 February 1984, how many Black children were unable to gain admission to schools as at the latest specified date for which figures are available?

The MINISTER OF EDUCATION AND TRAINING:

The Department's forward planning for the provision of accommodation in 1984 made ample provision for normal enrolments that could be projected on the basis of known and reasonable parameters. From a survey made by the Department earlier this year, however, estimates based on waiting lists at schools place the number of pupils who could not gain admission to its schools in the order of 2 000. This estimate is obviously inflated because of—

- (a) pupils who made multiple applications and are therefore counted more than once;
- (b) persons who do not qualify for admission but nevertheless apply for admission such as

- (i) persons who do not fall within the prescribed age limit; and
- (ii) standard 10 pupils who have failed twice.

Ample provision is made at centres for

adult education for both of these categories.

Other factors which cause a demand not planned for are—

- (a) an unpredictable number of children who come from areas outside the jurisdiction of the Department of Education and Training (such as the national states); and
- (b) an unpredictable number of children who, after having left school for a period of time in order to take up employment or for any other reason, wish to resume their scholastic career.

Shackleton aircraft

*11. Mr P A MYBURGH asked the Minister of Defence:

- (1) Whether the South African Defence Force intends discontinuing the use of Shackleton aircraft; if so, (a) when and (b) why;
- (2) whether these aircraft have been used for reconnaissance purposes; if so, for what specified purposes;
- (3) whether these aircraft will be replaced by new reconnaissance aircraft; if so, (a) by what aircraft and (b) when; if not, why not;
- (4) whether any alternative means of gathering reconnaissance information will be implemented; if not, why not; if so, what means?

The MINISTER OF DEFENCE:

- (1) Yes.
- (a) In November 1984.
- (b) Because the safe lifespan of the airframe of the aircraft will have expired by that time.
- (2) Yes, to identify foreign ships and submarines which operate around the

Students call for education charter for SA

RDM
4/4/84
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Pretoria Bureau

THE Congress of South African Students (Cosas) and the Azanian Students' Organisation (Azaso), are jointly spearheading a campaign for the drafting of an education charter for an alternative system of education in South Africa.

The aims of the education charter, according to Cosas and Azaso, are:

- To gather the educational demands of all the people of South Africa into a coherent document;
- To give direction to the student struggle;
- To act as a guide against which reforms granted by the Government can be measured;
- To guide the student movement towards a free and dynamic compulsory education for all in a free non-racial democratic South Africa where the doors of learning and culture shall be open to all.

The United Democratic Front (UDF) and the chairmen of Atteridgeville-Saulsville school committees have urged boycotting pupils of five high schools to go back to classes, according to the chairman of the Federal Council of School Committees, Mr Antipas Sehlapelo.

Mr Sehlapelo yesterday said the UDF and school committees held an impromptu meeting in Atteridgeville on Monday to resolve the township's school crisis.

The meeting had been called because school committees did not want the Department of Education and Training (DET) to close schools because of the boycotts, he said.

"At the same time, a committee was elected at the meeting to be in close contact with the department, and to discuss the position of suspended pupils," said Mr Sehlapelo.

The chairman of the Saulridge High School committee, Mr Dan Mahlaba, said parents told his committee meeting on Monday night that pupils had agreed to go back to school, as long as they were not interfered with.

The five high schools — Dr W F Nkomo, D H Peta, Saulsville, Hofmeyr and Saulridge — had their classes suspended by the DET on Friday because of the mass boycott by the pupils.

The schools will reopen today and the DET has warned that the Minister, Mr Barend du Plessis, might be asked to consider closing the schools if pupils did not return to classes.

The pupils are boycotting classes in support of demands that suspended colleagues should be reinstated and student representative councils should be introduced at schools.

All was quiet yesterday at the five schools, as police patrolled the township.

Tsakane schools to get R5-m boost

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Stu

13/4/84

By Sol Makgabutlane

More than R5 million will be spent on school accommodation for 3 500 Tsakane children this year by the Department of Education and Training (DET).

The department's Highveld region director, Mr DA Scholtz, said work had started on three big schools in the East Rand township.

Mamelong High School which will cost about R3,6 million will be equipped to accommodate about 1 200 pupils.

"Provision has been made for commercial as well as technical subjects there. The double-storey school will have 30 classrooms, five laboratories, several workshops, a library and an administration block," Mr Scholtz said.

The two primary schools costing a little more than R1 million each will accommodate about 2 000 pupils. One will be occupied by Sotho-speaking children and the other by the Nguni.

"The department has also begun constructing extra accommodation at crowded schools in Tsakane," Mr Scholtz said.

He said it was necessary for the primary schools to be segregated to avoid language problems among the pupils.

"This is for practical

reasons. If the schools are not segregated it means we would have to make provision for seven African languages to be taught.

"At secondary schools, where pupils are integrated, we are having serious problems because of this. We often have to divide the classrooms during vernacular lessons and sometimes you find a classroom with 20 chil-

dren.

"This is a waste of classrooms which could be used profitably. It is also a waste of teachers' time."

He conceded that segregated schools often forced pupils to travel long distances to be taught.

"We've looked into this but we are limited by the availability of sites in all areas," Mr Scholtz said.



Part of the crowd of over 15 000 mourners at slain Pretoria school student, Emma Sathekge's funeral sing freedom songs and shout slogans as they march behind the coffin to the cemetery.

NATIONWIDE SCHOOLS BOYCOTTS

There have been sporadic reports in the commercial press over the past few months about the boycotts taking place in schools in various parts of the country. The proportions of the boycotts and the reasons for them have not been sufficiently explained.

In 1976 and 1980 black students expressed their anger at the inferior education that they receive. In 1984 Bantu education remains the same. A new wave of protest has developed as students boycott in areas surrounding Pretoria, Johannesburg, Port Elisabeth, Cradock, Uitenhage, Graaf-Reinet, Humansdorp, Durban and Bloemfontein.

Prominent educationalist and head of the National Educational Union of South Africa (NEUSA), Curtis Nkondo, said that the present dissatisfaction felt by black students is more widespread than the grievances which led to the 1976 uprisings and the 1980 schools boycotts.

The demands made in 1976 and 1980 are being restated. Students around the country are calling for:

- * A democratic form of representation – an end to the prefect system and its replacement by SRC's.
- * An end to corporal punishment which has at times taken the form of beatings with Kieries, T-squares and sjamboks.

- * Qualified teachers and more textbooks.
- * An end to victimisation of supportive teachers who are often transferred to remote areas – on the often unjustified grounds that they are unqualified.
- * The abolition of the age restriction on school attendance. The age-limit laws were introduced in January 1982. They stated that:
 - 1) children above the age of 16 could no longer attend a primary school;
 - 2) students 18 or older could no longer attend classes for Standard 6, 7 & 8;
 - 3) students 20 or older could not be in Standard 9 or 10.

One student has responded: "How can one be too old for education? The age

limit is an attempt to get rid of those students who are politically aware because of their experiences in 1976."

- * Re-assessment of the high failure rates in black schools.
- * Better hostel conditions.
- * Removal of security guards and soldiers at schools, colleges and universities.
- * And finally – academic freedom and an end to Bantustan control of education.

The Department of Education and Training has responded to these demands by threatening to close down the schools. The authorities have called on the police to disperse students in an attempt to end the boycotts.

DET CLAMP DOWN- STUDENTS RESIST

CRADOCK

Boycotts of classes at five primary schools and the Lingelihle and Sam Xhaliie secondary schools have prevailed since the beginning of this year. The events that led up to boycott:

January 27: Principle of Lingelihle Secondary School, Mr Mathew Goniwe, dismissed by the DET for refusing to accept a transfer to Graaff-Reinet.

February 3: Boycott begins at Lingelihle Secondary School. 900 students stage a sit-in protest calling for the reinstatement of Mr Goniwe.

March 8: Eight pupils detained on charges of intimidation. Police fire teargas on singing students.

April 1: Mr Goniwe and two other men, one, his brother Mbulelo, detained by security police.

Same week: Law and Order Minister Louis le Grange bans all political meetings in Cradock for three months.

April 3: Three more residents of Lingelihle arrested on charges of public violence, thus bringing the number detained to 14:

April 10: There were 100 students at the schools.

April 13: Mr H K Blackie, inspector of DET, warns parents in a circular that if pupils did not return to schools they would be struck off the register, ie. expelled and schools would be closed.

April 15: Two houses in Lingelihle stoned and a student stabbed. Boycotts have led to deaths as students are angered at the lack of positive response from the DET. At first the DET only closed the secondary schools hoping that primary school children would return to school and thus break the unity amongst boycotting pupils.

But:

April 16: 27 pupils at schools, and

April 30 until today: No pupils at schools in Cradock.

Mr Goniwe resisted his transfer because he believed it was politically motivated. Since he was elected chairperson of the Cradock Residents' Association (CRADORA) last year, there has been an "incredible amount of intimidation and harassment". The DET has tried to give the impression that the transfer was for educational reasons. "They said they need me in Graaff-Reinet because of the shortage of science and maths teachers there. But in Cradock I am the only maths and science teacher and if I leave, what will happen here? I can only con-

clude that the authorities have problems with my civic and political role in Cradock and thus want me out of town." CRADORA is affiliated to the United Democratic Front (UDF).

Mr Goniwe has applied for reinstatement but head office in Pretoria has done nothing about it despite the tense situation in Cradock.

STOP PRESS: All students now refuse to attend classes in Cradock until their demands are met.

GRAAF-REINET

April 16: Students at Ngwelsa Secondary School boycott classes. They are calling for the reinstatement of a Standard 7 pupil,

Pase, who was expelled by Mr Blackie, the circuit inspector because he tried to organise a meeting of pupils at the school last month in which the situation in Cradock was to be discussed.

April 18: 300 students assemble singing freedom songs and calling for Pase's reinstatement. They were dispersed by the principle who ordered students to return by the 24th of April.

April 25: Ngwelsa Secondary School closed.

Letters sent to parents warning that if people did not return to school on Monday 30th, they would be "scratched" from the school's register.

April 30: 240 pupils at school – others refuse to return.

May 1: 300 pupils at school.

May 2: 40 percent of 526 pupils at Ngwelsa Secondary School removed from register.

Students have said that unless their demands are met they would not return to school.

The unrest has not yet spread to black schools in Cape Town. Students here face equally serious frustrations, having to share textbooks, and the age-limit regulations on education are also being applied. School authorities have been instructed not to admit students who do not have "legal" rights to live in Cape Town. It has been announced that no extensions will be done to the overcrowded schools in Langa, Guguletu and Nyanga, but that a school will be built at Khayelitsha. This is being seen as a further attempt by the government to force people to move to Khayelitsha.

RESISTANCE CONTINUES...



School boycotts Pupils show their resistance to apartheid education.

A sequence of resistance at the Atteridgeville Saulsville schools:

January 30: Jan Hofmeyer school boycott of classes. Students demand the reinstatement of colleagues who have been refused admittance because of the age limit.

February 7: 1 500 pupils from Souldridge and Souldsville High Schools join the boycott.

The Department of Education and Training respond by suspending classes in all three schools.

February 8: Students march in Atteridgeville in an attempt to rally support. Violent clashes occurred between the DET and students.

Police fired teargas and students stoned police cars and broke school windows — students injured.

February 13: Emma Sathekge, a fifteen year old school girl dies as a victim of the clash between police and students.

February 23: 4 000 pupils return to school.

February 27: 2 000 students from D H Peta, D W Nkomo, Souldridge and Hofmeyer high schools renew the boycott. The boycott was to continue until the students' demands were met.

The Department of Education respond by suspending classes for a week.

March 28: Students stone teachers and refuse to call off boycott until demands had been met.

March 29: 1 000 Sausville High School pupils join the boycott — 6 000 now boycotting.

March 30: 3 000 students confront locked school gates at three Atteridgeville schools.

Various skirmishes take place.

April 1: Seven students suspended under Education Act of 1979.

April 4: Parents and teachers urge students to end the boycott.

April 8: Pupils at three schools return to classes.

April 9: Fresh boycotts break out at Sashonguve High School north of Pretoria.

April 9: DET responds: warns pupils that schools would be closed for a year.

April 11: UDF calls parents students meeting at D H Peta High: at the same time urging the DET not to close schools until matters had been discussed.

April 13: Mr A M L Carbrink (regional inspector of Education and Training): "It is no use keeping these schools open if no tuition is taking place."

April 13: 2 000 pupils at D H Peta High School and Flarius Moeka High School refuse to compete in inter-school athletic meeting.

April 13: D H Peta school children march to assembly chanting freedom songs — others throw stones and lock them out. 8.30 am all students went home.

April 16: Hofmeyer Dr W F Nkomo Saulsville and Souldridge pupils go back to school.

16 pupils appear in court on charges of public violence.

April 17: 2 000 pupils at Flarius Moeka and D H Peta high schools continue boycotts despite warnings from the DET. DET suspends classes.

April 18: Boycott begins at Flarius Moeka. DET suspends classes at Flarius until Tuesday 24th.

Students attack motorist after three students were knocked down during a peaceful demonstration.

Recent news is that the DET has actually closed down the schools that were seen as areas of strife.

APARTHEID HERESY — STUDENTS BOYCOTT

Since the declaration by the Ned Geref Sendingkerk (NGS) that the moral and theological justification of apartheid was a heresy and went against the spirit of the Gospel, there has been an ongoing confrontation between the NGS and the Ned Geref Kerk (NGK). This manifested itself in a decision taken by all 110 theology students at the University of the Western Cape (UWC) to boycott the classes of seven white faculty lecturers who have ties with the NGK.

In an article in Kerkbode, the official mouthpiece of the NGK, its General Moderamen denied that the church was guilty of "theological heresy". It was in light of this that the students de-

cidated not to attend classes of lecturers who were members of the NGK. A statement released by Koinonia, a theology student's organisation, said that students resolved unanimously that any guest lecturer to the UWC must show through his/her teaching and actions that he/she found apartheid contrary to the essence of the Gospel. It also called on full-time lecturers who are legitimized by the NGK to announce their intention to surrender their legitimization.

After a week of not attending lectures, the dispute reached a stalemate. At a mass meeting on the UWC campus, Llewellyn MacMaster, vice-chairperson of Koinonia, said the NGK was the "suppor-

ter and co-creator" of apartheid. The Curatorium of the Sendingkerk, a body which oversees the Faculty of Theology, told students it would not discuss the matter with them until they returned to their classes.

The conflict was resolved after a day-long meeting last weekend between the Curatorium, the students and the lecturers. A joint statement was issued by students and lecturers. It said that the renouncement of NGK legitimization by Sengingkerk ministers would be on the basis of the status confescionis which declared apartheid a heresy and against the spirit of the Gospel. Lecturers would renounce their legitimization at a special

sitting of the General Synod Commission this year, and a new legitimization oath would be taken. At the moment the Sendingkerk's oath is the same as that of the NGK.

A member of the executive of Koinonia, Nico Koopman, said that the status confescionis would be part of the legitimization oath in the future. There is a feeling among students that there is poor leadership in the church at the moment and that the moderamen did not spell out all the consequences of the status confescionis. Nevertheless, students returned to classes on Monday with a feeling that they had achieved more than they had aimed for.

NUSAS BOOK COMMISSION

If you've felt that you're being ripped off every time you buy a textbook — you're probably right. At its 1983 Congress, NUSAS launched a National Book Commission to investigate the supply and distribution of university textbooks. The commission will be presenting its findings at the June National Council and delegates will work out some response to the growing problem of escalating book prices.

In the short term, book surveys will be conducted by Edcom's on each of the campuses. The intention of this survey will be to find out the extent to which lecturers and students make use of prescribed or recommended books. Information gathered from the survey will be made available to students via the Faculty Councils. By presenting students with an outline of which books are essential and those which are not (according to the extent to which they are used) it is hoped that some of the financial burden placed on students can be relieved.



So be on the lookout for the survey watch your pockets and think before you buy!!

FACULTIES GEAR UP

More than 80 delegates from Pietermaritzburg, Durban, Rhodes, Cape Town and Wits participated in the three-day conference. A range of important issues involving student representation, confidentiality, class rep systems, quality of teaching and the role of Edcom were thoroughly discussed. The conference also included media and public speaking skills workshops, evaluation of the NUSAS class rep guide, national Book Commission and a planning seminar for National Student Review.

A particularly significant aspect of the conference were the panel discussions on the new subsidy formula for universities and raised admissions criteria and conditions on black campuses and

schools. Delegates confronted the current initiatives within university education and formulated a response to them. A national campaign focussing on university education and the current crisis in Bantu education is being planned by faculty councils, naturally.

"We have come a long way since the first conference. We set ourselves priorities and we acted on them. We have now set ourselves further tasks and I'm confident that faculty council members will tackle these with even greater enthusiasm than last year." This was the message outlined by NUSAS president Kate Philip in summing up the achievements of the Second NUSAS Faculty Councils Conference held at Wits in April.

THE PUPILS CAN'T SPEL!

NED report slams children's English — but just look at this

Tribune By KEVIN DAVIE 15/4/84 (56)

THE Natal Education Department is red-faced over an examiner's report which slams pupils for their poor use of English but which contains four glaring mistakes itself.

The four-paragraph report, compiled by a history standard grade examiner, was recently sent to Natal schools and the Examinations Board.

It criticises students for atrocious spelling, numerous grammatical errors and an inability to write, yet itself contains spelling, grammatical, translation and sentence construction mistakes.

The report reads: *"From the choice of questions by the candidates it appears that certain sections of the South African history is either ignored altogether or is dealt with very briefly."*

Having made several basic mistakes, the report continues: *"Quite frequently an inability to write and give structure to essays and arguments became evident. This could only be attributed to a language deficiency."*

The passage ends mysteriously: *"The atrocious spelling and numerous grammatical errors did not contribute to a contrary conclusion."*

Natal Education Department Director, Willie van Rooyen, was embarrassed when his attention was drawn to the report by the *Tribune*.

"We do not deny the mistake but we regret it," he said.

Mr van Rooyen described the mistakes as a "printer's devil" and said he believed it was an editing problem



Mr van Rooyen: "It was a printer's devil"

which originated in the typing pool.

"The editing went haywire," he said.

Mr van Rooyen explained that the report followed last year's examination. The examiner's reports are sent via the academic section of the Natal Education Department to the Examinations Board and to schools.

"The Examinations Board considered this report and expressed their dissatisfaction. Remedial action has been taken," said Mr van Rooyen.

He said the report had already been sent to schools. These schools would now be sent a corrected version.

"The academic section controls and edits these reports," said Mr van Rooyen. He explained that mistakes were possible as the reports were produced during a period of intense work.

THE Peninsula School Feeding Association which provides daily meals for about 127 000 needy schoolchildren is to lose its boiled egg supply from mid-June.

The association's organiser, Mr Norman Freeman, said its supplier of boiled eggs would cut off supplies to the association from mid-June.

Until then the price will increase by 25 percent to R1 a dozen.

The association buys 56 352 eggs a week.

Boiled eggs were a "very important" part of the diet the association fed the schoolchildren, Mr Freeman said. "It is the highest source of protein we have."

An egg producer had supplied the association with boiled eggs since 1981, Mr Freeman said.

"First of all we were paying 80c a dozen. The price recently rose to 90c a dozen."

The suppliers were asked to do another costing because the price was too high for the association, Mr Freeman said.

They had come back and said they wanted to stop supplying eggs to the association at the end of the June school term and that they wanted R1 a dozen until then.

Mr Freeman said a sub-committee was looking into the situation.

Dr E Brock, a director and area manager of the company, said eggs had been supplied at a discount. They would now be supplied at cost.

The area where the eggs were being boiled had been refurbished and the State veterinarian would not allow the boiling unit to continue operating there.

Mr Freeman said the schoolchildren were fed eggs on a cyclical basis. They also received soup and bread with spreads.

"Recently there have been reports of a large surplus of skim milk powder, which we want to look into," Mr Freeman said.

The association had previously used fresh skim milk — "but it priced itself out of the market".

Staff Reporter

Feeding association to lose boiled eggs supply

AKGUS

16/6/84

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CITY

Education

not crucial
ARG 16/4/84
for all jobs,
~~say~~
inquiry told

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Labour Reporter

EDUCATION is not a crucial factor in securing employment in the bulk of jobs, a research paper has found.

For most blacks previous experience and "inside contacts" already in employment were far more important, according to a paper presented to the Carnegie inquiry into poverty by David Gilmour and Andre Roux, both of Rhodes University.

Based on surveys in Port Elizabeth and Grahamstown, the paper said the chances of an unemployed person getting work were not "significantly improved" by education.

About 89 percent of young school-goers hoped to get non-manual jobs after they had left school.

However, it was unlikely that more than 19 percent of them would be accommodated by 1987.

EXPECTATIONS

But though expectations of schoolgoers were high, they were not exaggerated.

"As long as income disparities and security of tenure favour white-collar jobs, and as long as skilled and technical occupations are dominated by whites, it is unrealistic to believe that black aspirations will be downgraded to an acceptance of comparatively insecure and low-paid work," the paper said.

Vocational jobs, such as nursing and teaching, were realistically aimed at by many black school-leavers. However, the low intake into vocational training could be partly attributed to the "pathetic" level of black education.

● See Page 13

School boycotts under microscope

AK665 17/4/84 (50) 2770/11A

JOHANNESBURG. — A symposium on corporal punishment organised by the Health Workers Association (HWA) here was a resounding success because it offered solutions to some of the problems at present causing friction in black schools.

It was a serious effort by community organisations, parents, teachers, doctors, nurses, social workers and others involved in black education to look not at the system as such, but the things which usually led to friction between the teacher and his charge.

The meeting was given an outline of probable causes of friction in the classroom which led to hostility between the teacher and the student and vice versa, then broke into groups to look for solutions.

At the helm of HWA is Dr Solly Rataemane, a medical practitioner who also chaired the symposium, held at the Soweto College of Education.

Love affairs

Among the issues raised were:

- Many teachers entered the profession young and found themselves teaching pupils only a few years younger than themselves.

- Teachers had to play the role of parents and teacher at the same time.

- Teachers should never have love affairs with their students, as has been alleged at Pretoria schools experiencing boycotts. Such affairs meant that teachers lost the respect of their pupils.

- Drunkenness during school hours was a serious matter, and some teachers often stood drunk in front of their pupils. Such practices made the children lose respect for their

It was a symposium intended to probe corporal punishment, one of the main causes of the class boycotts at present bedeviling black schools. It ended as a microscopic probe into many other problems at black schools, and some far-reaching recommendations were made.

JOHN QWELANE, Argus Correspondent, reports.



tutors. Some teachers even allegedly drank with their students.

- At times of crisis, a number of organisations often sprang up to make condemnations while suggesting no solutions, only to fade with time and surface again when more crises arose.

Co-ordinated

An example, said the participants at the symposium, was at the end

of each year, when results were invariably poor. After condemning the schools, the organisations ceased functioning until the end of the next year. Such protest organisations were necessary but had to be co-ordinated.

- Teachers and pupils met only in the classroom, meaning that as far as their personal contact went. More contact outside the classroom was necessary.

The symposium felt that, as a change from the norm, punishment should not always be resorted to when a child was at fault.

Children who did badly at school were always punished. A new method should be explored to reward children who did well. Such rewards could serve to encourage poor performers.

If a child lived with ridicule, he learnt to be aggressive. If he lived

with praise he would become appreciative, the symposium agreed.

Parents and teachers had to be exemplary at all times and should live the way they wanted their children to live. It should not be a matter of "do as I say" but rather "do as I do."

The symposium recommended that:

- Teachers be subjected to a code of ethics like many other professional people. The code should be strictly enforced, and teachers seen to adhere to it.

- Teachers should regularly visit the homes of children experiencing problems with their studies to discuss things with them in their home environment. Such meetings, while improving student-teacher relationships, would also improve parent-teacher relationships.

- Parents should be conversant with the school syllabi to be in a better position to help their children with their studies at home.

- Pressure should be exerted on the Department of Education and Training to open school halls to the community for seminars to look into school problems.

- Teachers and students were members of their communities and should therefore become active in community organisations. To dismiss such organisations as political was a failure to face reality.

Some parents were berated for having time only for themselves and rarely giving attention to their children and their studies.

It was pointed out that many parents never responded when called to school meetings. The only time they went to the schools was to complain when their children failed.

It was decided that more symposiums would be held on a regular basis.

Compulsory schooling grows steadily, but

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Star
17/4/82

Compulsory education for blacks is increasing steadily at a rate of about 2 500 pupils a year.

When the system was introduced three years ago some 35 000 children were involved. Today the figure has more than tripled and black pupils as far afield as Soweto and Langa in the Cape are undergoing compulsory education.

Yet no matter how encouraging these numbers, they account for no more than 6,8 percent of the total number of black pupils in South Africa.

The DET says its policy is not to force compulsory education on a reluctant community. The headmasters, school committees and parents must want it. But many of these parents are poor. And poverty and compulsory education are uncomfortable bedfellows.

"Parents have to pay for their children to travel to school, for uniforms and for books. Often they cannot afford that," says Mr Peter Nixon, provincial councillor and PFP spokesman on education.

Mr Nixon adds that uneducated parents often do not appreciate the need for education and prefer their children to earn money working instead.

The DET has explained that by consulting the community before introducing compulsory education, it hopes parents will ensure their children do not play truant.

"Most parents are at work all day. So even if they want them to go to school they don't have that control," Mr Nixon says.

But the Government's caution in implementing compulsory education also saves it from being faced with an overwhelming number of pupils with which it could not cope.

"You cannot have compulsory education if there are inadequate facilities and not enough teachers to man the classrooms," says Mr Nixon.

Instead, the DET introduces compulsory education into schools at grade one level. The next year it is extended to grade two, increasing the level yearly as it follows that class of pupils through their careers.

Compulsory education has now reached the Standard 2 classes of

Some praise compulsory education as an important step towards equal education for all. Others believe it merely entrenches an inferior system of education. The issues are discussed by Education Reporter Jean Hey.



Peter Nixon . . . points to the problem of poverty.

those schools where it was introduced in 1981.

"Our ideal is to have compulsory education for all — but it is up to the community," said Mr E Posselt, the DET's deputy chief public relations officer.

Yet the Government appears reluctant to introduce compulsory education in schools where there has been unrest. Those schools disrupted by riots in 1980 were barred from compulsory education the following year.

"We prefer to introduce it in an area where the chances of disruption are low," says Mr Posselt.

Critics of the DET accuse it of trying to push an inferior "gutter" education down the throats of the children by encouraging compulsory education.

"If education is to be compulsory the people for whom it is meant must have a say in what they are taught. This present education is a form of indoctrination being stamped on our children in an authoritarian manner," says Mr Curtis

Nkondo, president of the National Education Union of South Africa.

Mr Nkondo views the continual school boycotts as eloquent proof of black children's rejection of the education system.

In most countries compulsory education goes hand in hand with free education. While this is still the case in white schools, blacks in South Africa's compulsory schools have to pay for their setbooks.

"Black families are generally not avid readers. These books ensure some literature is getting into the homes where other members of the family may read them," said Mr Posselt.

Yet the reading skills of most blacks is well below the average setbook (which include works by Bernard Shaw and Shakespeare).

The DET claims that all schools — whether compulsory or voluntary — are given free textbooks and free tuition.

By becoming compulsory, a school enjoys only one financial advantage over other schools: free stationery for the compulsory classes.

But this should not be the incentive, says the DET. In the words of its pamphlets: "Compulsory education will increase the spending on education for blacks. It will improve the quality of teaching and it will lead to a better future."

Education: homelands unhappy

Pretoria Correspondent

The five self-governing black states are to meet the South African Government on the disparity in amounts spent on education of the different racial groups in the country.

At a meeting in Pretoria, ministers of education from Gazankulu, kaNgwane, kwaZulu, Lebowa and QwaQwa expressed their concern over the amounts spent on black education, the conduct of matric exams, poor matric results and the high rate of illiteracy in the black homelands.

The spokesman for the ministers, Mr S P Kwakwa of Lebowa, said they were unhappy with the central Government's budgeting for the various homelands. They were, however, pleased with the Cabinet's decision in its White Paper to introduce parity in education expenditure for all racial groups.

"Ordinarily, in developing countries, salaries of people concerned with education should form 80 percent of the budget, but in our case it is 90 percent, leaving less than 10 percent for development," said Mr Kwakwa.

DISPARITY IN FUNDS

There was also a disparity in the funds of homeland education departments and those of the Department of Education and Training (DET), which controls education in "white" South Africa. DET had a better budget, he said.

As a result of the shortage of funds there was a backlog in classroom accommodation. The homelands could not build more schools to cope with the ever-increasing demand for classrooms.

While the homelands did not begrudge DET its budget, the Ministers would like to see their states' budgets increased.

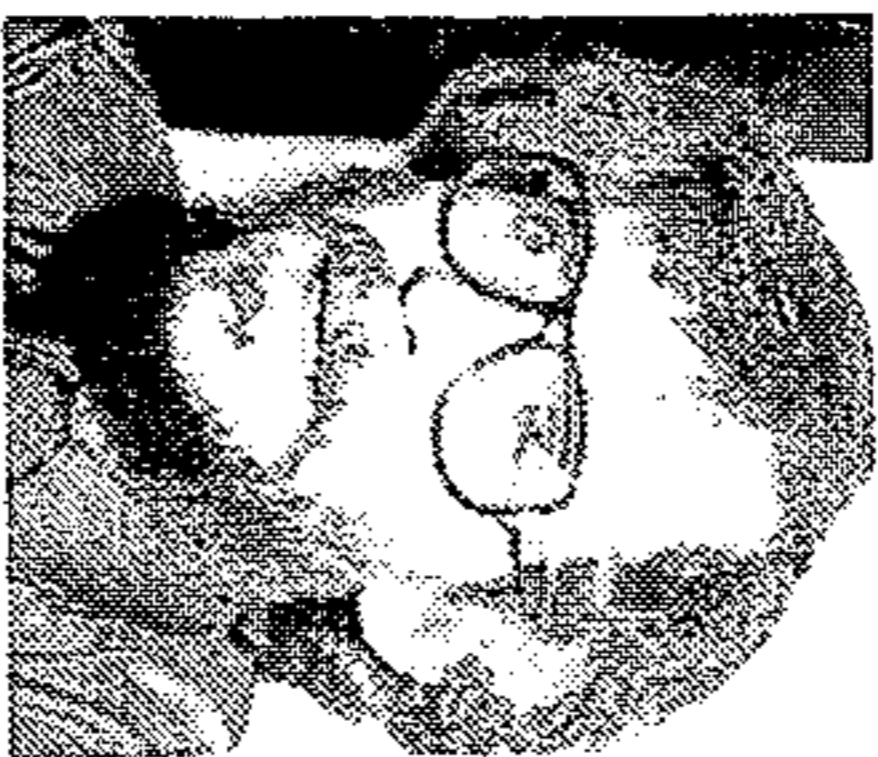
The secretaries of the homelands education departments have been told to explore ways of improving the manner in which the matric exams are conducted.

Funda Centre: A unique first for SA adults

FUNDA means LEARN — and this is exactly what the Funda Centre, next to the St. John's Eye Hospital in Diepkloof is all about.

Funda, an adult education facility, is a project of the Transvaal Region of the Urban Foundation. The building of the centre started in June 1982 and was completed in October 1983 at a cost of over R3,5-million.

The centre was started after discussions and negotiations with a variety of concerned community figures, private sector sponsors and relevant authorities over a period of four years. The Research Unit for Education Planning Systems at the University of the Orange Free State conducted research for the Urban Foundation. This laid the basis for the multi-purpose nature of the centre. The centre began to operate in February this



DIRECTOR: Mr W J Bill Davies, the director of Funda Centre.

year. The total number of students and participants in programmes conducted in the various components of the centre has steadily increased to around 200 per day. This is well below Funda's capacity, although preferred at present because growth in numbers is expected gradually. The maximum number of people who can make use of the centre per day is about 1 500 and this, it is hoped, will be reached by the end of the financial year in March, next year.

The director of Funda Centre, Mr Bill Davies, said: "Funda's main objective is associated with the education and training of teachers and trainers in the broadest sense, although other activities are not necessarily excluded. Basically the centre is to train trainers. It is an adult education centre and does not cater for the everyday formal education provided by normal schools."

Important

The centre has four important teaching and training related areas which are autonomous centres responsible for their own programme development, implementation and financing. These are:

- The Teachers' In-Service Training Centre;
- The Adult Education and Training Resource Centre;
- The Teachers' Centre; and
- The Arts Centre.



SCIENCE CENTRE: Soweto teachers attending a science enrichment programme.

There are three main policy objectives that Funda will pursue:

- The development of programmes and activities that will promote integration and interaction among the formal, non-formal and informal components of education as indicated in the De Lange Report;
- To focus attention on the education and training of teachers and trainers, thereby gaining the maximum effective impact in the community;
- The investigation and implementation of innovative methods of financing a private educational institution like Funda.

Funda is a unique venture of co-operation between the private and public sectors on the one hand, and a broad spectrum of education and training on the other. In addition to the teaching and training-related components at Funda, there are three service/support facilities:

Library

- A comprehensive library which will cater for the needs of the users of the centre;
- An auditorium which is a multi-purpose facility for the use by the centre's users and the community;
- A canteen facility

which will be operated by a private entrepreneur.

The total operating budget for the centre for 1984/85 amounts to about R700 000 and a number of important private sector contributions have been secured to meet these costs.

Mr Davies said they at Funda have a problem: "We have come to identify a considerable amount of duplication of effort in the various courses that are being offered by the different groups, agencies and organisations. The most important problem in duplicating is that you may find up to five organisations or agencies coming up with the same programme. When it comes to the financing side you can see that they should have got together and saved.

"We are very much aware of the vested interest and great deal of inter-group and suspicion around. Nobody should feel threatened. We should rationalise and justify entry into Funda," he said.

He said a number of programmes are still in the pipeline and these would be introduced at the centre soon.

Mr Davies said another of his problems is that facilities at the centre are not being used in the mornings.

HOOKED ON SHOWS THAT FEATURE VIOLENCE

SA breeding a violent generation

W/L Argus 21/4/84
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Weekend Argus Correspondent JOHANNESBURG. — South Africa may be breeding a generation hooked on aggression as its young children fast become addicted to television shows that peddle violence, a 10-year study has found.

The Human Sciences Research Council (HSRC) study on television's effects has revealed that South African children are spending almost as much time in front of the television as at school. According to the HSRC survey, which tested more than 100 000 pupils,

Standard 5 pupils spend on average 25 hours a week at school and 23 hours a week watching television during school terms.

Professor Daan van Vuuren, head of the division for media effects research at the Institute for Communications Research of the HSRC said children spent even more time in front of the TV during school holidays, and his study did not take into account the present video fad.

United States research has found that violence is mass-marketed through television and films, and often exceeded one vio-

lent incident a minute.

Seemingly innocent movies like *The Return Of The Jedi*, which left the audience with the feeling that it was a great and thrilling show, peddled violence to the tune of 81 incidents an hour.

"There should be little wonder when violent deaths through suicide, homicide and accidents reach epidemic proportions among our children", American researchers concluded.

While the HSRC data on the relationship between South African television and increased child aggression is still

Study finds children spend as much time in front of TV as they do at school

being processed, child psychologists have little doubt that a strong correlation exists.

Children of six years old and younger were particularly susceptible to the influences of television because they did not know the difference between fantasy and reality, said a Johannesburg child psychologist.

"When they see people die on television they think it is real and become emotionally disturbed," said the child psychologist, who for professional reasons cannot be named.

Some children modelled themselves on violent television characters, "Television teaches them to solve conflict situations with aggression rather than negotiation."

One way to prevent this was to put age restrictions on certain films and television shows.

Yet the research carried out under the supervision of Dr van Vuuren has revealed television does have a positive side. It has improved the second-language skills of Afrikaans and English children and has made adolescents more sociable.

School fees for all pupils in two years

By Jean Hey, Education Reporter

Free education for all races — for years a highly contentious issue — will be out by 1986.

But the dissatisfaction surrounding education is likely to grow as blacks are asked to pay more for what they have long regarded as inferior education.

Parents of all races can expect to pay school fees from 1986, bringing to an end free education in South Africa for all.

Cabinet ministers and top officials of all four educational departments still have to thrash out a system that will cut across the colour lines, but informed sources say the policy of school fees for all is well on the way to being accepted.

White educational authorities in all four provinces have already agreed to a system whereby white parents are likely to pay between R100 and R200 a year for their children's schooling.

Fluctuation

Mr Ranie Schoeman, MEC and leader of the National Party in the Transvaal Provincial Council, said this figure would fluctuate according to the parents' income, the number of their children and the stage of the children's schooling.

Fees for whites would probably be divided into three categories: primary school, senior primary and high school, with parents of high-school pupils paying the most.

But these fees would only be implemented when the fee systems for other races were completed and could be coordinated, Mr Schoeman said.

"There are a lot of practical angles involved. It is a delicate matter and we do not want to make any mistakes," he said.

Subsidise

A bursary scheme would be fundamental to the system and the Government would probably subsidise parents of all races who could not afford the fees, he said.

Blacks, coloureds and Indians are unlikely to pay as much for their schooling as whites.

A strong possibility is that parents will pay a percentage of the amount of money paid by the Government.

Mr Schoeman said expressed strong doubt that the pay system would come into effect at the beginning of 1985 as first hoped.

FIRST there was slavery, then colonial conquest followed. The colonial master appears in various guises. For instance, he may have fled from responsibilities and competition among his people back home, like Shakespeare's Prospero; he may simply have been fired by a lust for adventure; he may have been inspired by a sense of mission, to bring the fruits of Western civilisation to Africa.

There may have been a bit of each of these in one and the same white man. Whatever the dominant overall motive such as commercial and expansionist interests, the colonial administrator came to be the centre of power and authority.

The fire which the African Prometheus stole to bring to us, against the will of the gods, gave us in Africa a weapon of protest and a means of extending nationalism towards political independence and later, pan-African unity.

That weapon was language, be it English, French, Portuguese, Spanish.

I say "stole" both as a mythological and a historical fact. Because no-one owns a language to the extent that he can limit or control or monitor the direction it will take on the lips of other users beyond its national boundaries.

We appropriated these colonial languages, domesticated them to express an African sensibility, traditional, modern, rural or urban, political or religious: the ultimate phase of emancipation.

Frantz Fanon has told us that the use of language "means above all to assume a culture, to support the weight of a civilisation".

Confrontation and clamour for emancipation is the immediate result of the mastery of the colonist's language. The Promethean gift can only begin to give a good account of itself when the ex-colonial strives towards a synthesis, a point of equilibrium.

This is an exciting if often excruciating experience.

Agonising when you become ambivalent towards the language you have appropriated and its culture, when you seek to redefine your people's identity in relation to an alien but dominant culture all of Africa has to come to terms with.

Exciting when you try to hammer out an idiom that will do justice both to English and to allegory, metaphor and symbolism inherent in native being.

The Afro-American scholar, Mercer Cook, has said: "Taking the white man's language, dislocating his syntax, recharging his words with new strength and sometimes with new meaning before hurling them back in his teeth, while upsetting his self-righteous complacency and clichés, our poets rehabilitate such terms as Africa and blackness, beauty and ease."

We have all as African writers been influenced by British and American literatures of some kind.

But in time we have tried with varying degrees of success to apply our own to the African reality actuality in the context of histories, and to our own for self-knowledge.

It had not been English could have been French or Portuguese or Hindi, any, depending on the co-sider's language.

At there was something at the *laissez-faire* apathy of the English to culture outside their own that made it possible for their literature to take root in Africa when the natives could not to further their own nation and creativity.

The early Dutch in this story tried to resist the English language.

It the Afrikaner came to use that English was a to the larger world, and to be mastered.

When the gods woke up to act that many more Afrikaners spoke English than Afrikaners, and that the former had become the carrier of Prometheus's fire, mother-tongue instruction was introduced in primary and secondary schools.

The gods had come to see that to limit thought,



To the black writer, English is both a liberating force and a burden — a means of creating unity and a 'foreign' culture that must be reshaped, argues ES'KIA MPHAHLELE

BLACK WRITER'S BURDEN



to immobilise the vital processes of conceptualisation, to prevent the free flow of ideas, blast language from the lips of its users, or make it appear inconsequential, at best a difficult nuisance; reduce it to an incoherent stutter.

Because to create concepts you re-create language. Concepts like liberalism (with a small 'l'), nationalism, unity, Africanity, "freedom in our time", socialism, democracy, and so on are only possible when you have a language for them. The mother tongue was not equal to this.

Then came the Suppression of Communism Act, the Defiance Campaign, the Bantu Authorities, Bantu Administration and Bantu Education Acts, the treason trial of 1956-1960, and the abolition of 'native representatives' in Parliament.

The pass laws were tightened, and the black universities were set up. If Prometheus hoped some miracle might set him free, he must have thought again.

The Fifties were a decade of prose. You heard it on the political platform, you read it in newspapers and periodicals of the radical Left, of the Congress Alliance, and the commercial ones.

Political pamphlets proliferated; all the printed media talked an English prose shared by an urban proletariat. Writers of fiction and reportage tuned into the language of the literate masses and re-created an idiom for them in turn.

The African journalist had a better command of English than the present-day black writer; he was more adventurous, even more visible.

Largely as a result of the banning of political movements and their mass meet-

ings and the creeping virus of Bantu Education that was gnawing at the vitals of the English language, prose began to lose its energy, its tension, in the late Sixties.

Meantime in schools, teachers' colleges and universities, there was a progressive deterioration in English speech and writing. University students began to complain that English was being taught in such a way as to make it appear difficult in order to frustrate them and cause them to drop out of the discipline.

Proportionally Afrikaans classes were being swelled, because the discipline was made highly passable in the examinations. Honours classes in English at one university never had more than five students. Where proficiency in written and spoken English is poor, communication fails; the study of other disciplines must suffer.

Various groups have moved into the business of trying to provide tuition for students who ask for it.

We teach them how to waylay the examiner. They keep coming for more, in huge numbers. They are prepared to plug into every station that promises them a learning experience.

Similarly teachers are permitted to leave their classes work-shopped, up-and-down-graded, in-serviced. An image is conjured up here of cattle being forced into a dipping tank. Go in they must, theirs not to reason why.

They dare not ask search-

ing questions about the reasons for this activity. They tell themselves that if they want a higher certificate and the salary increment that accompanies it, this is a sure route to follow.

We are doing things to teachers and students all the time. Always we and English are happening to them, they never happen to us or to English. They are not articulate enough to ask the right questions and we, especially those who run our lives from Pretoria, do not encourage the teachers to ask.

With Prometheus in chains, English is also being held in captivity. Especially

Excerpts from a speech by Professor Es'kia Mphahlele to the South African English Academy at the University of the Witwatersrand this week

school English. For, in spite of the 20 years of stringent censorship and in spite of the unfriendly socio-political climate all round, South African writers, black and white, have been trying to liberate the people.

Our fragmented society has always made it impossible for black and white writers to speak to the same audience across the barriers that exist. And there's the rub: despite our relative freedom to shape the word that we want to send out, despite the fact that censorship is now being relaxed under a new chairmanship, we are nevertheless in chains.

While Afrikaans and, to a lesser extent the African languages, have enjoyed a live contact between their literatures and classroom language teaching, our writings in English have not entered prescribed reading lists in the school system to any appreciable extent.

It was an aim of Afrikaner Christian National Education to teach in the Afrikaans medium right through a child's school career through university, relegating English to the status of a 'foreign language'. This ideology was a product of the Institute for Christian Education established to counter dual-medium instruction.

The gods eventually caught Prometheus in their net and nailed him. When the English lost political power, some of them fell easy prey to the Afrikaner's flattering invitation for them to prove their commitment to white supremacy.

Others relinquished the teaching profession. Not having felt the need for an ideology with language as its cause célèbre, the English had no practical answer for the arrest and torture of Prometheus.

Today they are still as bashful in the face of this ideological outrage against English as they seem to be fearful of losing more than their initial power base.

I make bold to suggest that the black man here has vested interests in English as a unifying force. Through it Africa can be restored to him and, together with French, English provides a pan-African forum, widens his constituency.

English is therefore tied up with the black man's efforts to liberate himself.

Through his literature the language is entrenched in the deeper recesses of his consciousness, his sense of other self, in his redefinition of the indigenous self.

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(BLOCK LETTERS)

'Mistrust' hampers education for blacks

By Jean Hey,
Education Reporter

All efforts to improve black education were undercut by a basic mistrust of, and lack of confidence in, separate education, the head of the Urban Foundation, Dr Robin Lee, said on Saturday.

Speaking at a graduation ceremony of the University of Zululand, Dr Lee said the Government's rejection of one ministry of education remained a major constraint on changes in the education system.

Substantially more was now being spent on education than on defence, but the Government still had to make a major political decision regarding the management of education.

"In the South African context, where reform is much talked about at present, it is very clear that social and educational change must go hand in hand."

Dr Lee said another 250 000 black teachers would have to be trained by the year 2020 to achieve a pupil/teacher ratio of 30:1.

Speaking of the importance of non-formal education, Dr Lee said it "holds the key to the future for millions".

A total of 40 percent of all South Africans were illiterate and in 1980 about 4 million people over the age of 19 had no formal education at all.

Manpower statistics showed about 5,5 million new jobs which would require basic education and further training were needed by the year 2000.

"South Africa has thus a major backlog of need for non-formal education at a basic, compensatory level," he said.

Call to raise Mercury 1/5/84 (50) subsidy and 'save schools'

Mercury Reporter

THE Natal School Grantees Association yesterday urged the Government to raise the subsidy for many schools built and run by the Indian community to prevent them having to close.

The new formula for subsidy came under heavy fire by delegates at the association's annual meeting at the weekend.

They said the majority of schools which had fewer than 200 pupils would be unable to cope with the grant of R9 a year a pupil and an additional grant of half the wages of a caretaker.

A school with 60 pupils, it was calculated, would under the new formula receive the basic subsidy of only R135 a month although the basic minimum needed by the grantee to run the school was R320.

The association instructed its new management committee to approach the Prime Minister to prevent a collapse of the 'aided' school system.

It said 95 primary and five secondary schools in

Natal still provided accommodation for more than 30 000 Indian children.

The conference also expressed concern that teacher training colleges for Indians were full to capacity and many students with matriculation passes were unable to find accommodation while such colleges for whites still had many places.

A resolution passed unanimously urged the authorities to take urgent steps to open white colleges to Indians and others.

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Free education to be phased out by 1986

ARGUS
2/5/84

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Argus Correspondent

JOHANNESBURG. — Free education for all races — for years a highly contentious issue racked with accusations — will be phased out by 1986.

But the dissatisfaction surrounding education is likely to grow as blacks are asked to pay more for what they have long regarded as inferior education.

Parents of all races can expect to pay school fees from 1986, bringing to an end free education in South Africa for all.

Thrash out system

Cabinet Ministers and top officials of all four education departments still have to thrash out a system that will cut across the colour lines, but informed sources say the policy of school fees for all is well on the way to being accepted.

White educational authorities in all four provinces have al-

ready agreed to a system whereby white parents are likely to pay between R100 and R200 a year for their children's schooling.

Mr Fanie Schoeman, MEC and leader of the National Party in the Transvaal Provincial Council, said this figure would fluctuate according to the parents' income, the number of children, and the stage of the children's schooling.

Three categories

Fees for whites would probably be divided into three categories: primary school, senior primary and high school, with parents of high school pupils paying the most.

But these fees would be implemented only when the fee systems for other races were completed and could be co-ordinated, Mr Schoeman said.

"There are a lot of practical angles involved. It is a delicate matter and we do not want to

make any mistakes," he said.

A bursary scheme would be fundamental to the system, Mr Schoeman said. The Government would probably subsidise parents of all races who could not afford the fees.

Blacks, coloured and Indians are unlikely to pay as much for their schooling as whites.

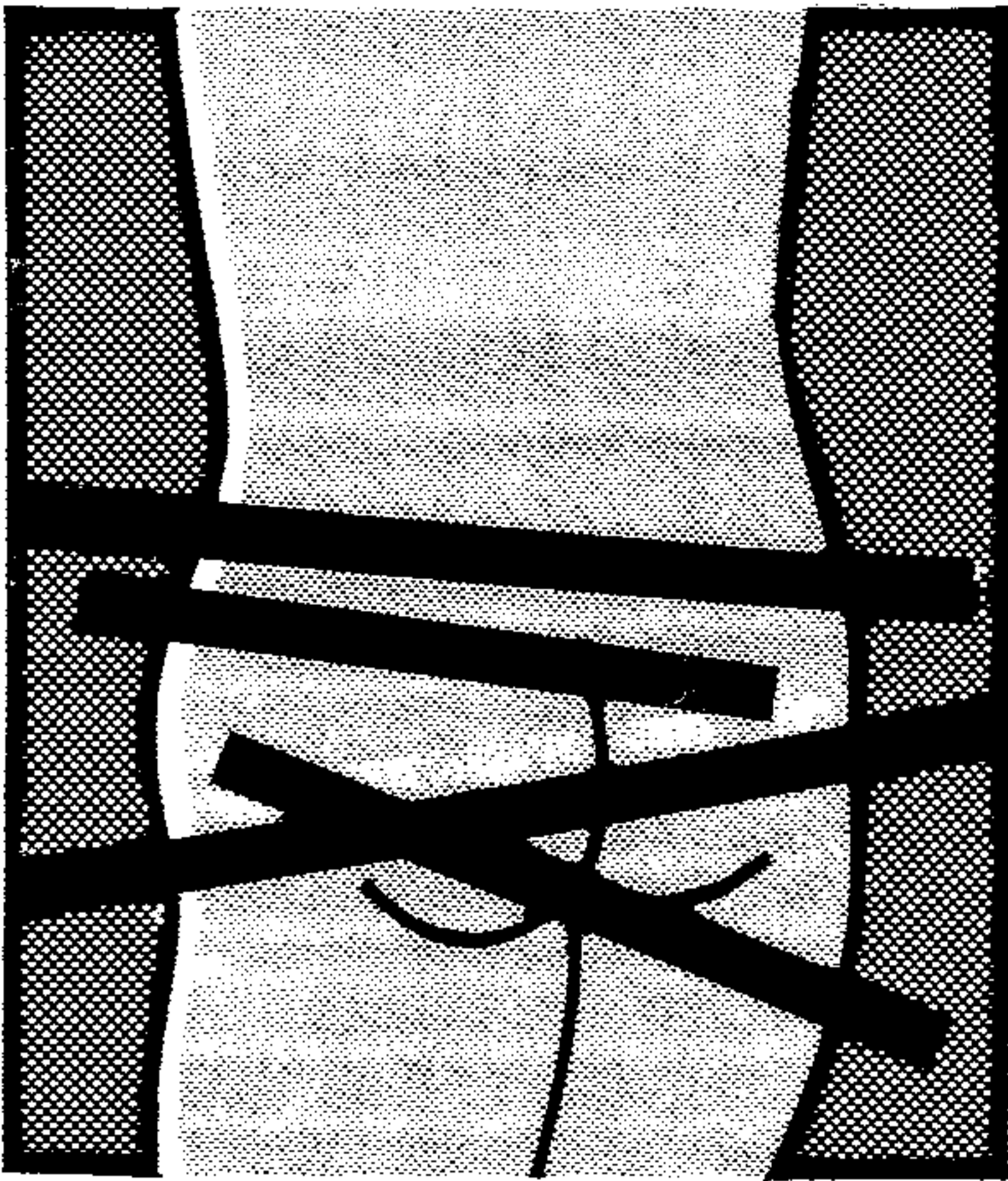
A strong possibility is that parents will pay a percentage of the amount of money paid by the Government.

"Until the Government provides an equal amount for all races it would not be fair to make parents of different races pay the same," Mr Schoeman said.

He expressed doubt that the pay system would come into effect at the beginning of 1985 as first hoped.

"Even after all the legislation has gone through Parliament, we will need time to inform the parents," he said.

Outrage follows claims the rod not being spared



WHILE the use of corporal punishment in schools has been abolished in a number of countries it is still a sanctioned method of dealing with children in South Africa.

South African education departments have regulations describing the circumstances in which headmasters can administer corporal punishment and the manner in which it should be implemented.

The various educational departments accept that schools will abide by the regulations and unless a school's abuse of the regulations is brought to their attention, they maintain very little control over the situation.

According to regulations of educational departments in South Africa, corporal punishment is to be administered on boys only and is only considered necessary in such cases as grave neglect of work, lying, bullying, indecency, gross insubordination, truancy or any other grave breach of discipline established after a full inquiry by the principal.

THE Atteridgeville school boycotts near Pretoria have highlighted the malpractice of corporal punishment in schools. About 6 000 students from six high schools have been demanding the authorities exercise control over what is said to be "brutal behaviour" by many teachers. The use of corporal punishment in white, Indian and coloured schools has recently come under the spotlight following reports that children from a school in Lenasia were allegedly assaulted by teachers.

THELMA TUCH

according to a spokesman for the Health Worker's Association, Dr Solly Rataemane.

He said caned children had been seen at clinics with bruises on hands, thighs, legs and buttocks. Even head injuries have been treated.

A number of sources say the DET regulation on corporal punishment was flagrantly disregarded in the majority of black schools where it was considered a norm for girls to be beaten and where teachers caned children in the classroom — without the presence of the principal and in front of the rest of the pupils.

Serious allegations about principals attacking pupils — kicking them and beating them in the presence of other pupils — have been made.

Soweto community leader Dr N Motlana told the Mail he had seen many cases where children had been "brutally assaulted" by teachers.

Parents were also reluctant to take action because they feared their children would be victimised, he said.

But despite the multitudes of reports and the Atteridgeville school boycotts which highlighted the issue of corporal punishment, children still run the risk of being physically punished for trivial offences.

The liaison officer for the DET, Mr Edgar Posselt, said the department viewed the abuse of its regulation on corporal punishment in a "serious light".

He said the department would take action against teachers who contravened the regulation if the department was provided with the necessary evidence.

The regulations are alleg-

edly also being abused in Indians schools. A parent of a child at the Trinity High School in Lenasia, Mr Yusuouf Ebrahim, told the Mail children at the school had allegedly been punched, kicked and grossly insulted.

"Teachers threaten our children that they will beat the living daylights out of them and fail them if they dare to tell their parents of their punishment," he said.

Alarmed parents have sent a report on the numerous allegations of violent teacher behaviour to the Trinity High principal, Mr B Naidoo, the chief inspector of Indian education, Mr O E Beyers and the chairman of the education committee, Mr Ismail Shaikht.

They have called for the "suspension of those teachers who bullied defenceless children" and warned of legal action if this was not done.

The extent to which corporal punishment is abused in white schools is uncertain.

Headmasters interviewed said most white schools complied with the TED regulation on corporal punishment.

One educationalist who has taught in both white and black schools confirmed white principals were more inclined to abide by the regulations.

But according to another source certain cases had been documented of corporal punishment being misused in northern suburbs schools.

Mr Allan Slotar — outraged after the caning of his son, Gregory — has formed an organisation called "Education Without Fear" which wants to inform parents of the harm of corporal punishment and ways in which they can attempt to protect their children.

Some of the victims

GREGORY, 11, is a boy with learning difficulties. He recently came home from a northern suburbs primary school with a bruise on his left buttock.

It has been alleged teachers from the Trinity High School in Lenasia punched and kicked children aged between 12 and 14 years, banged their heads on the desks and pulled their hair for petty offences.

A 12-year-old Lenasia boy sustained a bruised leg after being kicked by a teacher.

At least nine children are treated daily in Soweto clinics for the effects of severe

corporal punishment, according to an investigation conducted by the Health Workers Association.

Among the association's reported cases — regarded as the tip of the iceberg — are the following:

- Nine-year-old Benny Molusi was treated for swollen buttocks and bruises after he was given 15 strokes by two teachers.
- A 12-year-old boy was given more than 10 strokes and sustained a fractured left wrist — for arriving late at school.
- An 18-year-old girl fainted while receiving corporal punishment for not doing her homework.

Only the principal or teacher in his presence has the authority to implement punishment — on the buttocks of the offender only and in isolation from other pupils.

According to the Indian Education Department and the Department of Education and Training's regulations not more than four strokes should be given to a child in one day.

But despite these regulations children in some black schools are apparently being brutally punished for minor offences — arriving late, not having school uniforms, making a noise, failing to do homework, giving wrong answers in class and failing to pay school fees,

'Mental havoc' caused by cane

THE use of corporal punishment as laid down in education department regulations is regarded by many as the "normal" method of correcting children's misconduct, the way to modify their behaviour and the only language which some children understand.

But much controversy surrounds this issue. Noted psychologists maintain that its use not only breeds violence in the child, can lead to serious maladjustments including sexual hangups, but that it is also detrimental to the child's learning process.

Alternative methods have been advocated focusing on teachers extending themselves to communicate with rather than attempt to "teach" through physical punishment.

It has been argued by Professor Len Holstock of the Psychology department at the University of the Witwatersrand that an educational environment devoid

of corporal punishment developed children's capacity to communicate without violence and encouraged one of the most important qualities necessary to deal effectively in society — respect for himself and other human beings.

On the other hand, children who have received corporal punishment are more likely to understand violence as a means of communication, suffered from a decreased self esteem and lacked the ability to empathise with others.

"Teachers have no idea what havoc they create in a child when they pain him — not only through corporal punishment but by other menacing forms of behaviour widespread in our schools."

While many people still support the method of corporal punishment to deal with serious misdemeanours others are strictly against its use altogether.

The latter maintain that

it can only be destructive, particularly with difficult children.

The director of the Child Welfare Society, Mr Howard Ferreira, said he had been campaigning against the use of corporal punishment on children committed to industrial schools and reformatories.

Girls in these institutions are also allowed to be corporally punished.

"In a society already dreadfully brutal, here we are legally brutalising children. Let's try and correct children's behaviour constructively instead of lashing out at them," he said.

He added that corporal punishment was forbidden at the children's homes of the welfare society.

A spokesman for the National Education department said there were regulations specifying conditions under which certain types of handicapped child-

ren in special schools could receive corporal punishment.

But she added these regulations were hardly ever put into practice as handicapped children were not usually physically punished.

Many adults who resent the way they were punished at school find their children facing similar circumstances. And they are unable to prevent their children being corporally punished.

By sending their children to Government schools they are obliged to abide by the corporal punishment regulation and can only hope that their children do not fall victim to its abuse.

While there has been much recent discussion on the adverse effects of violent films and television on the psyche of children, perhaps the time has come to focus on the real violence witnessed in schools.

THE INVISIBLE QUOTA

1983 saw the introduction of the 'Quota' Bill. Legislation which proposed a numerical limit on the number of black students at white universities. Students and staff at English-speaking campuses across the country rejected it and the government suspended its implementation.

city, and will be weighted in favour of post-graduate students.

The immediate implications of the new formula (eg. increasing emphasis on postgraduate research) are made even more marked by the universities' response to the formula. With the exception of Wits where students and staff pressure intervened, all the English-speaking universities have raised their admissions criteria. The rationale behind this is to increase the pass rate by admitting "higher quality" students who would move into postgraduate research more rapidly, to secure the subsidy of the university.

Training to be masters?

"Our education trains us to be slaves. White children are taught to be masters. These are the two sides of apartheid education. But as we don't want to be slaves, nor do we want to be masters. We want a democratic education for a democratic society."

Boycotting schoolchildren, 1980

One of the functions of education in any society is to train the required number of people with the skills necessary to maintain and expand the economy. Apartheid education has been specifically designed to ensure that different races in South Africa are educated to fill different categories in the hierarchy of power and status in our society. The social proportions of those who reach university and those who have to find work in the mines are far from simply historical coincidences, and unequal education is part of the process that keeps things this way.

So, the problems of apartheid education are not only seen in the inferior education of black South Africans. They are also found in the education we receive at university. Bantu education equips students with the bare minimum reading writing and counting to prepare them for life as cheap labour in factories, farms and mines of apartheid South Africa.

Our universities on the other hand teach us the skills and attitudes to take our place among the elite of apartheid society as a whole: medical courses teach us to perform expensive plastic surgery; but often not how to confront the problem of malnutrition and understand its social causes. Architecture students are seldom taught to design

cheap housing, being encouraged rather to design yacht clubs and mansions. While KTC was being demolished, UCT archi students were designing a wall to run down a beach, for no apparent purpose.

Law courses focus extensively on commercial law and divorce, and often neglect issues like pass laws. And there are many more examples. So the university reflects a particular face of apartheid education, one that we usually exempt from that label.

Apartheid education is in crisis: on the one hand it is not being effective in allocating skilled personnel in correct proportions to different sectors of the economy, and thus we have the contradictory situation where unemployment and a skills shortage exist side by side. At the same time, more and more students around the country are once again loudly stating their rejection of the system and aren't keen to slot into it in the places apartheid's masterminders want them to.

The government has tried to contain student opposition by building education reforms into its new deal strategy and we see the essential feature of the new deal reflected in these reforms: Coloured and Indian universities are being upgraded, but conditions in African schools and universities remain largely unchanged.

Apartheid education is definitely still with us, and students across the country continue to oppose it and the apartheid system of which it is a functional part.

Part of our role in contributing to this opposition involves joining hands with other students across the artificial divi-



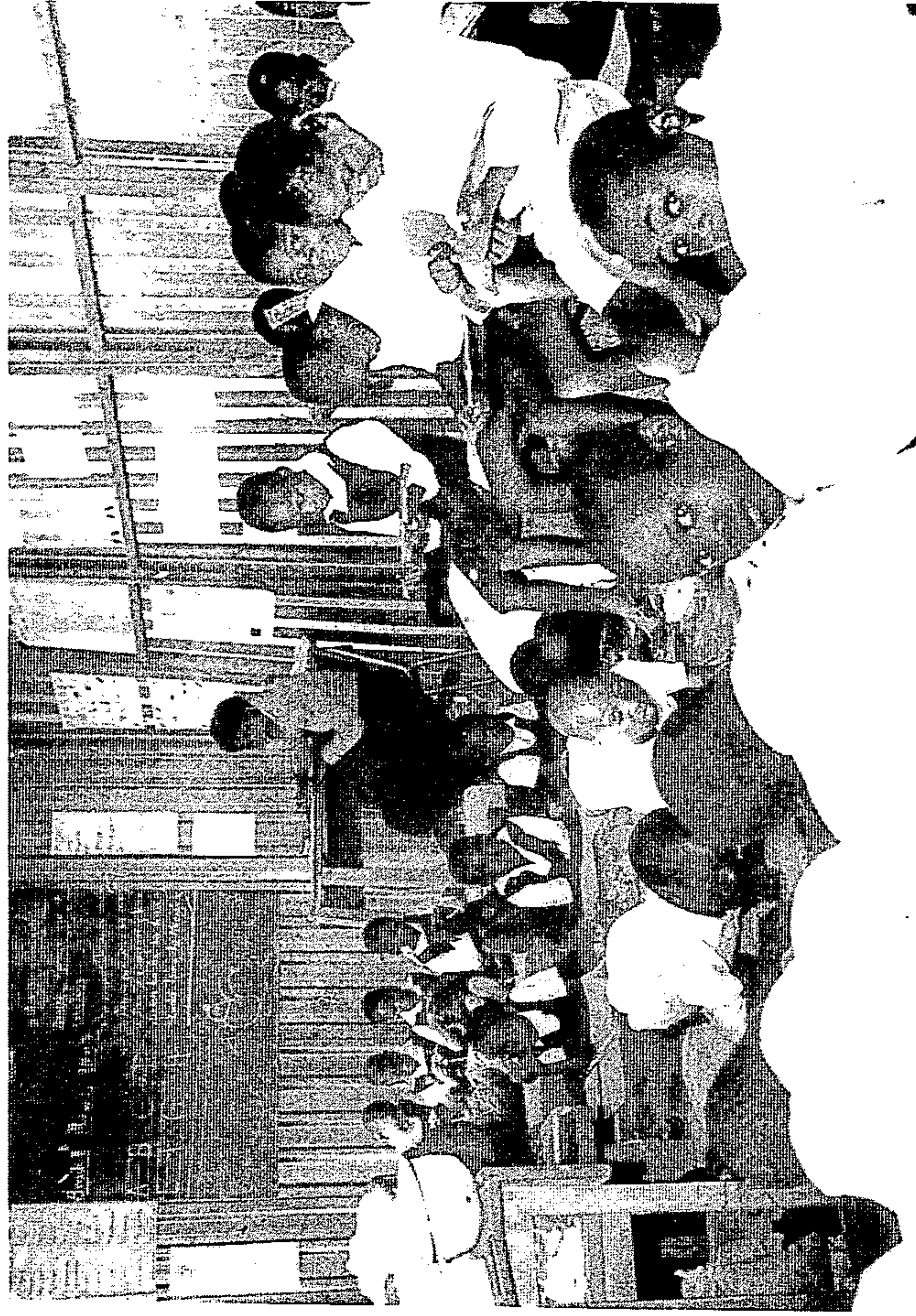
sions created between us, and widely advancing the call for an equal education system in an equal society.

We need to examine our education and challenge those aspects of it which entrench inequality or obscure apartheid. We need to repeat the demand first made in 1955 when the Freedom Charter was adopted, that "The Doors of Learning and Culture Shall be Opened", and we need to look to the words of the Call to the Congress of the People:

**We call the teachers, students and preachers.
Let us speak of the light which comes with learning, and of the many ways in which we are kept in darkness.
Let us speak of the great services we can render, and of the narrow ways that are open to us.
Let us speak of laws and government and rights.
And let us speak of freedom."**

In a situation where 50.4 per cent of black matriculants passed last year and only 11.8 per cent achieved a university entrance pass, no university can hope to apply the admissions policy based on 'academic merit' alone without discriminating against students who receive a 'gutter' education. Raising admissions criteria will be as effective as a quota system in keeping our universities white while unequal education continues. The universities' response to the new subsidy serves as an 'invisible quota' and plays into the hands of apartheid. To improve academic standards, the universities should rather improve the quality of teaching on the campuses.

THE DARKER SIDE OF APARTHEID EDUCATION



Education in South Africa 1984:

- * Only 50.4 per cent of black matric pupils passed their exams. 92.3 per cent of white pupils passed.

- * White schoolchildren, as young as 16, marked black matric exam papers last year.

- * In the previous financial year, the government spent R1 385 on each white student compared to R192 on each black student.

- * At least 5 students were killed and more than 300 injured in clashes with South African and homeland police on black university campuses last year.

Not much about South African education has changed since June 16, 1976. On that day, 13 year-old Hector Petersen became the first of more than a thousands stu-

dents to be killed in the months that followed, as the police violently suppressed peaceful protests by black schoolchildren. The students were trying to draw attention to the highly inferior education they received. The student protest against apartheid education soon became a nationwide protest against apartheid, with thousands of people around the country expressing their rejection of the government's policies.

This was followed by a massive school boycott in 1980, again involving thousands of students around the country. They demanded an end to apartheid education and its replacement with an education system which would help to build an equal society in South Africa.

In 1983, from Vryheid to Cradock, from Port Elizabeth to Cape Town, over 10 000 school pupils boycotted school yet again out of frustration at the limitations of the "gutter" education they were receiving. Through boycott, the pupils

used a last resort measure to draw attention to their earnest plan to be taken seriously in their desire for a proper education. But to no avail, and already 1984 has seen flash-points of conflict erupting in black schools all over the country.

Former Soweto teacher and president of the National Education Union of South Africa, Mr Curtis Nkondo, has stated that if the problems of apartheid education continue, "the events of June 16, 1976 will look like a Sunday picnic".

In the sheltered classrooms of Christian National Education, where students sit dutifully watching overhead projectors and underlining their textbooks, these realities are hidden. And in the hallowed portals of our universities, between the lectures and tutorials; between the libraries, computer terminals and audio-bank facilities, it is easy to forget what we are not taught. Let's have a look at the darker side of apartheid education, 1984.

SJAMBOKS IN THE CLASSROOM

The large scale school boycott in Pretoria received little press attention until one of the pupils was run over and killed by a police van when police intervened. But even then, the issues that had led the pupils to take this drastic action and walk out of school, were hardly explained. So what were the problems they faced? Pupils at schools throughout Pretoria shared 4 main grievances:

- * The high failure rate
- * The age-limit law
- * Vicious corporal punishment
- * Their lack of any student representation through which they could voice these problems to the authorities.

The high failure rate

The matric pass rate of only 50.4 per cent of African pupils, and high failure rates in other classes as well, was enough to make pupils concerned at the state of Bantu Education when they returned to class for a new year; but when pupils at Sauridge Secondary School found 17 exam papers unmarked in a classroom, concern turned to anger. Particularly when it became clear that some of these 17 pupils had been told they had failed the exam concerned.

Apart from the outcry at this and other allegations of corruption in the marking of papers, pupils have pointed to the lack of qualified teachers, poor teaching facilities and overcrowded classes as features of Bantu Education that limit their potential:

"Education in South Africa was introduced to control and indoctrinate. The failure rate is a reflection of the system of racial education in South Africa".
Curtis Nkondo, NEUSA.

The Department of Education and Training have responded to ongoing pupils' complaints about the shortage of facilities by building a limited number of new schools in Soweto. According to Curtis Nkondo, they still haven't addressed themselves to the real issues:

"I have seen some of these 3-story buildings in Soweto. But provision of these schools is not the answer. It is like giving me a bone to suck without the meat. We have new buildings, but the same racial education. What good are these new buildings to someone who lives in a shack?"

Pupils' ability to learn is also limited by other of apartheid's realities: 2 room houses shared by 12 people; concentration on empty stomachs; maths by candlelight and education in a foreign language.

Corporal Punishment

Discipline through excessive use of sjambocking and other forms of violent punishment are the means of control used by school authorities with little sympathy for the problems faced by the pupils they teach. One pupil was sjambocked extensively 3 days in a row, 41, 33 and 21 times respectively. Pupils have called for reasonable forms of punishment to be formally laid down in the Government Gazette, which would give currently

powerless pupils access to the courts when teachers use vindictive violence.

Pupils at one Pretoria school further allege that some of their teachers have formed a gang known as the "Zebra Force", that has beaten up some of their class mates after school hours.

The Age Limit Law

This law, introduced after the 1980 schools boycott, means that pupils may not attend school after 20 years of age. According to COSAS, the black pupils organisation, it has been selectively applied against pupils the school wants to get rid of for being "trouble makers", which COSAS believes is part of the intention behind the law.

COSAS estimates that 980 pupils in the Port Elizabeth area alone were refused re-admittance to school on grounds of age in 1982. Many black pupils don't manage to get a place in school before they are 8 years old; many have to stagger their education if parents cannot afford

books and uniforms and many work for a year after Std 8 to put themselves through Std 9 and matric. So when certain Pretoria schools started applying the law strictly, many pupils' hopes of getting matric were dashed for reasons of age alone.

Student Representation

Prefects are supporting fellow pupils in the call to abolish the prefect system. Instead of having prefects policing their classmates, all pupils want to be able to elect representatives who could facilitate better communication between pupils and the authorities, thus providing channels which could reduce conflict in the schools. The call for SRC's in the schools has been made, nationally by COSAS and over the years some school authorities have reluctantly accepted this.

While pupils at Pretoria have gone back to class, the issues remain, simmering under the surface not only in Pretoria but in schools nationally. And a few more thousand of SA's children have had to face police, teargas and the death of a classmate as the official response to the plea for equal education.

Thousands of mourners buried Pretoria highschool student Emma Satheke in Saulsville.



SURE
WE
LOVE FREEDOM

BANTU EDUCATION— WITH STRINGS ATTACHED

Students on Kwazulu government bursaries were summonsed by telegram to Ulundi, where they were interrogated before the Legislative Assembly. Each student had to state their view on Inkatha, and on the incident at Ngoya University last year in which 5 students were killed when Inkatha raided the campus.

Gatsha Buthelezi also demanded that students sign a pledge that they would not in any way criticise him, the Kwazulu Legislature or Inkatha.

The vast majority of students have simply refused to sign the pledge, rejecting it as unacceptable political blackmail. Now, Buthelezi is trying to force all teachers in Kwazulu to sign it. Teachers assume their choice is to sign or to lose their job. The pledge is a disturbing indication of the coercive methods Buthelezi is prepared to use to silence opposition and exert control over the education sphere. At Fort Hare at present, all students have to get political clearance from the Ciskei National Intelligence Service before they register. These control methods are clearly in response to students consistent rejection of the Bantustan system and the clashes with Bantustan authorities that has resulted.

At both Fort Hare and Ngoye, Sebe and Buthelezi are attempting to make university admission ethnically exclusive for "Ciskeians" or Zulus only. This is intended to separate "national" identities and further entrench ethnic division. The Bantustan universities are increasingly being tailored to suit the needs of their government machinery, and graduates are intended to staff Bantustan bureaucracies.

At Ngoye, bursary holders (who constitute a large proportion of students) are forced to work in Kwazulu after they graduate.

So, education for African university students is almost entirely in the hands of the bantustans, and the bantustan authorities use tight control of education to serve their own particular interests.

Students around the country have opposed this tight control, their lack of rights to student representation, and the clampdown on political activity, particularly of support for AZASO the black student organisation.

The importance of student representation was highlighted in the first weeks of this year by the unprecedented closure of the University of Natal Black Medical School. This was the university's over reaction to a conflict situation that developed. When students returned from their vac, they were forced with a range of new rules and regulations they had never heard of, one of which meant that some students were being forced to repeat courses they had in fact passed. When students memorandums of the complaints and pleas for a Faculty Board meeting to discuss the issues were ignored, they refused to return to classes until the university listened to their problems. The university's response of closing the universities and turfing everyone out of residence was the kind of authoritarianism guaranteed to entrench conflict, and while students are now back in classes, the question of the right to a voice in university decision-making remains central to student demands right around the country.

(58) Star 8/5/84

Black school libraries to receive major boost

Libraries in black secondary schools in South Africa will receive a major upgrade as a result of a scheme launched last month.

The scheme, brain-child of the Read, Educate and Develop (READ) organisation, will enable private companies to contribute on a rand-for-rand basis with the Department of Education and Training.

The scheme has been dubbed the "Match-a-Million" library project.

Donations made by private companies are tax-deductible.

The department is committed to spending R5 000 on each of 320 secondary schools in the country — and private enterprise is now being asked to match this outlay of R1,6 million.

READ challenges the private sector to match each R5 000 contribution with a R3 000 donation. The contributions will be used largely for staff training programmes and pupil motivation to ensure optimum use of libraries.

The tax-deductible nature of this scheme offers a company the opportunity of making a contribution worth R8 000 at an effective cost of R1 500.

The Anglo American



Schoolchildren will benefit from the "Match-a-Million" library project, allowing companies to contribute along with the Department of Education and Training.

Chairman's Fund has already contributed R50 000 to the scheme, and positive interest has been expressed by other major employers, including companies which have already funded READ libraries, and those which have "adopted" schools for blacks.

Because the work of READ has spread nationwide, the organisation is able to offer employers in any part of South Africa the oppor-

tunity of sponsoring the improvement of a library in a school.

Some employers are also consciously opting for rural schools which are often neglected in development programmes of this sort.

READ has developed a sponsor's "Match-a-Million" Recognition Certificate to be presented to each company which contributes one or more units of R3 000. Recipient schools will also re-

ceive a library plaque acknowledging the sponsor's generosity.

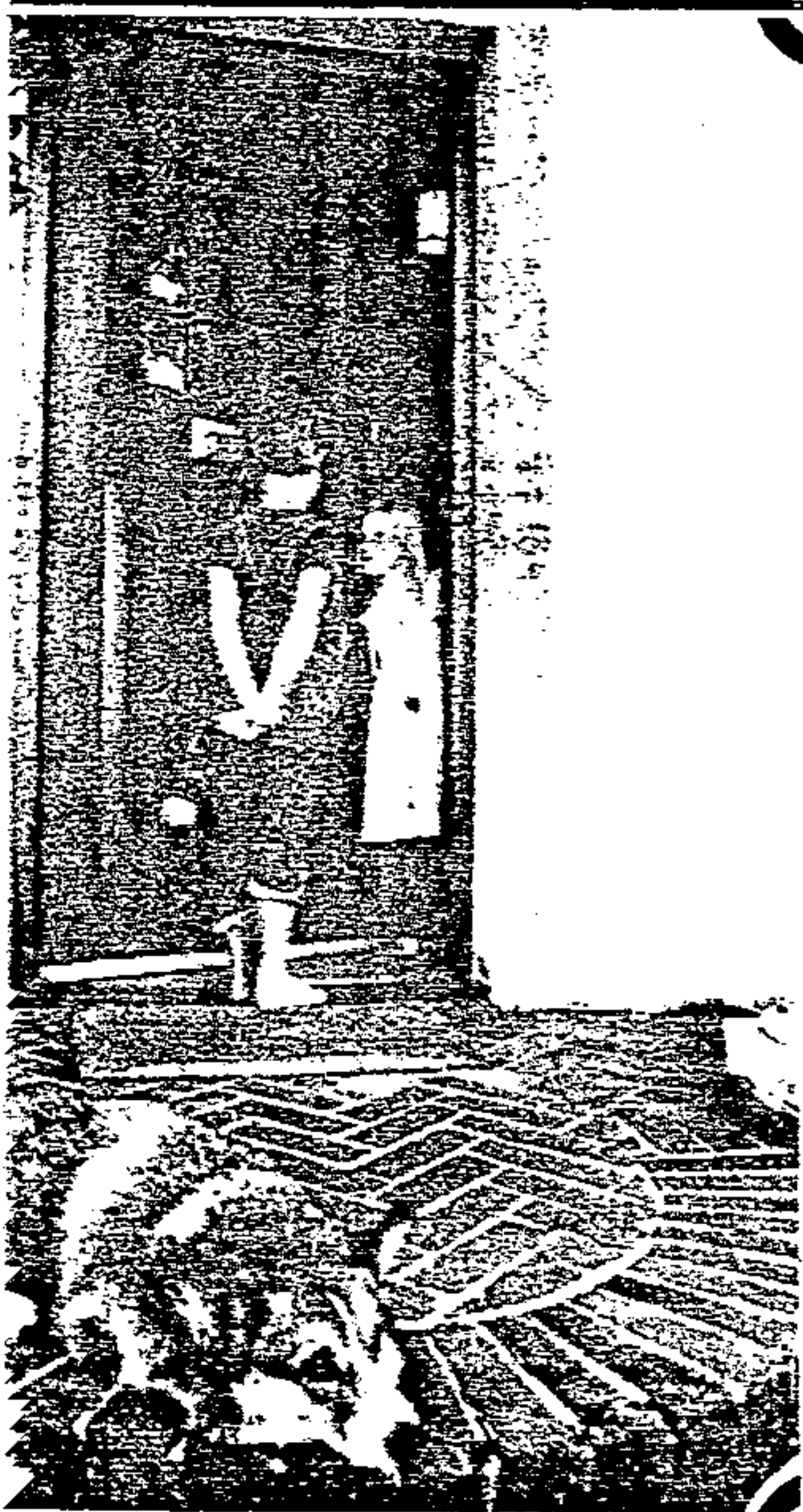
Each book purchased by means of the grant will carry a frontispiece recognising the fact that it is part of the "Match-a-Million" collection.

Companies who wish to participate in the project should contact READ's National Director, Cynthia Hugo, at (011) 788-6833, or write to: PO Box 47152, Parklands, 2121.

increase over the last year was higher than that for defence spending. They had asked for the

Models

wanted more
just a kiss for
Mother's Day



15 cm Pot.....	3,50
cm Pot.....	1,95
Pot.....	2,95
cm Pot.....	1,95

Tragedy for education

Parliamentary Staff

IT was "an enormous tragedy" for South Africa that education under the new constitutional dispensation would still be subject to apartheid, the Assembly was told.

Mr Horace van Rensburg (PFP Bryanston) said this was a rejection of the most valuable recommendation of the De Lange committee on education and had come as a disappointment to thousands of teachers, parents and others of all races.

The continuation of the apartheid system was also "a cruel setback" in South Africa's process of reform.

TWO OPTIONS

Predicting that apartheid would eventually be abolished, Mr van Rensburg said the Government had two options:

- It could abolish apartheid at its own initiative; or,
- It would eventually have to give way under pressure and thereby lose control over the process.

Mr van Rensburg said most South Africans wanted an education system that was not based on apartheid.

CHARTER

Teacher organisations representing about 150 000 teachers in South Africa and South West Africa had joined in condemnation of apartheid at the weekend and declared themselves in favour of a charter for teacher unity.

The charter called for one Ministry of Education and equal standards of education for all, regardless of race, creed or sex.

Mr van Rensburg called on the Government to announce a programme for the elimination of race discrimination in the allocation of education funds.

SEVEN TIMES

He said whites were at present allocated seven times the amount granted to blacks for education and 24 times the amount allowed for sport.

The present annual allocation for each child for the various race groups was: whites R1 385, Indians R871, coloured R593 and blacks R192.

"This crass form of discrimination cannot be tolerated any longer," Mr van Rensburg said.

Replying to points raised during the debate, the Minister of National Education, Dr Gerrit Viljoen, said it was wrong to use the expenditure per child as a starting point in considering education finance.

NEW FORMULAS

Other factors also had to be taken into account. The Government was seeking new formulas for financing education.

The Government was, in fact, making concerted efforts to bring about equal education opportunities for all race groups as soon as possible.

However, the standards achieved in the more advanced education systems could not be allowed to be lowered in the process.

Changes in the education system could not be achieved overnight.

BRIDGE GAP

Efforts to bridge the education gap in respect of black and coloured children were seriously hampered by the high rate of population growth of these groups and by a shortage of trained teachers.

While the Government was committed to bringing about equal education, the extent to which this could be achieved would be up to individual communities.

Dr Viljoen said the Government was considering the imposition of levies on families to pay for education.

This was a matter which had to be co-ordinated between the provincial authorities.

He gave an assurance that legislation to put such a move into effect would not be introduced before the public had been fully informed.

APPEALS 8/10/84

A new interpretation of education

Star
11/5/84

50

By Jean Hey,
Education Reporter

The first left-wing book on South African education, that sees schooling as part of wider and sometimes sinister socio-political forces, will be launched in Johannesburg tonight.

"Perhaps it is neo-Marxist ... but the term is flamboyant and it scares people," says the editor of "Apartheid and Education", University of Cape Town education lecturer Mr Peter Kallaway.

He does not pretend that his compilation of some 15 articles on black education is unbiased.

"There is no such thing as an unbiased book. I did not want to produce an eclectic product that embraces all arguments. I am trying to put forward a powerful case that challenges common assumptions on education," he said.

All the articles in Mr Kallaway's book criticise the dominant and traditional view that education can be viewed in isolation from the socio-political forces around it.

"I felt a gap in the local literature on

black education. This book is for the new generation of people who are involved in a new interpretation of education."

Educationists, claims Mr Kallaway, lag behind other academics in approaching their subject in a broader socio-political context.

He contends that liberal organisations — such as the Institute of Race Relations — believe the problems of black education would be solved if it became more like white education.

"We are trying to show it is not enough to give blacks the same education as whites. A change in society is needed."

Mr Kallaway and some of his contributors argue that the De Lange report and the subsequent Government White Paper on education are likely to change the system of education from one resting on racial discrimination to one that relies on a meritocracy.

"It is not enough to do away with apartheid if it is replaced by class discrimination. A meritocracy would mean that the lower classes — mostly blacks — receive a technical education, leaving the

academic courses to the privileged classes.

"It simply puts a new liberal gloss on education, making it acceptable to reformists and to the United States Government."

Despite heavy criticisms of Bantu Education, the De Lange report and the State, Mr Kallaway does not claim any solutions to the education problems of South Africa.

"It would be pretentious for me or the other authors of the book to formulate a policy on behalf of some 20 million people.

"All we hope is that this collection of essays will help open up new areas of debate on the great question of our educational future," he says.

Mr Kallaway admits to gaps and anomalies in his book. Rural education — which affects some 70 percent of black pupils — is not included. And of all the authors, not one is black.

"There simply aren't any blacks doing this kind of research in South Africa. Those who would write such a book in a normal society are in exile," he says.

("Apartheid and Education" is published by Ravan Press.)

RAM 11/5/84 (50)

Teachers in pay uproar

By GERALD REILLY
Pretoria Bureau

SEETHING discontent among the country's teachers is as rife now as it was three years ago, during the profession's battle with Government for salary increases.

Discontent, too, is widespread among university and technikon staff, also impatient to hear what kind of a deal the Government is planning.

Teachers have threatened the Government with mass protests unless a quick and precise announcement on salaries is made soon, one source said.

Four years ago, the discontent among teachers broke out in threats of "go slows" and refusals to carry out extra-mural activities. This has again become a real threat, according to education sources.

It was then that hundreds of teachers resigned to find better paid work in the private sector.

Teachers' organisations had at that time considered forming trade unions, which would have allowed for a more militant, and many believed, a more effective bargaining position.

The chairman of the Federal Council of

Teachers' Associations, Mr John Stonier, said the assurances of the Minister of Education that the Government was aware of the urgent need for competitive salaries would not completely satisfy teachers.

The secretary of the Transvaal Teachers Association, Mr Jack Ballard, confirmed the explosive level of discontent.

Referring to a statement issued this week by the federal council warning of "some kind

of action" unless the date of implementation of the new salaries was announced "very soon", Mr Ballard said:

"Most teachers would consider a month ample time for the Minister and the Cabinet to make up their minds about the increases."

Mr Ballard said much of the discontent in the profession would diffuse if the Minister announced the precise date of implementation of increases.

As it was, teachers and their associations were totally in the dark.

He added that resignations from the profession had been tempered by the recession.

"But had the economy been expanding, teachers would have resigned in large numbers and a very serious situation would have resulted".

CAPS Times 12/17/84
50

Defuse schools unrest, says Andrew

11 Political Staff

HOUSE OF ASSEMBLY.

— South Africa could soon face a crisis of major proportions unless the government took speedy corrective action to defuse the growing unrest in black schools, the PFP's chief spokesman on black education, Mr Ken Andrew, said yesterday.

"We must find a way out of the familiar pattern of grievance, boycott, threats, incidents, police involvement, more incidents and then endemic unrest," he said during debate on the Education and Training Vote.

"Until the government recognizes that the black people of this country reject apartheid education and does something about it, our black schools and universities will be plagued with problems and unrest," the MP for Gardens said.

Causes for the worsening situation included poor matric results, inequalities in expenditure, departmental inefficiencies and communication breakdowns.

"It is the fourth successive year in which about 50 percent of pupils failed their matric exams — the official response is far too casual.

"I fail to understand how only half of the students capable of passing Standard 9 are able to get through Standard 10. Whites would not put up with this and blacks should not either."

Departmental inefficiencies such as late arrival of books, problems with matric results and late payment of teachers occurred frequently and caused a lack of confidence, he said.

Communications breakdowns between pupils, teachers, communities and the authorities also caused "endless problems".

Mr Andrew called on the minister to take immediate steps to defuse the causes of unrest that have plagued schools over the last 18 months.

These included removing inequalities by allowing all pupils to write a common National Senior Certificate exam, providing free stationery and books to all schools and closing the gaping per capita gap spent on black and white education.

He also urged better communication and flexibility in dealing with pupils' problems. "Principals must be assisted in developing conflict-regulating skills and authorities must act quickly and sensibly to eliminate legitimate grievances," he said.

Cape Times 12/5/44
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**Farm 'Cinderellas'
of black education**

Political Staff

HOUSE OF ASSEMBLY. — Farm children have for too long been the Cinderella group in black education and their inferior status should be changed as a matter of urgency, Mr Errol Moorcroft (PFP Albany), said yesterday.

Speaking in debate on the Education and Training vote, Mr Moorcroft said the black farm child was severely disadvantaged for these reasons:

- No provision is made in farm schools for education beyond Standard 5.

- It was also departmental policy to give town children preference in the allocation of vacant places at senior schools in towns.

- There are no boarding facilities for rural black children at town schools.

"How many white farmers would accept a system which discriminated against their children's acceptance at the local town school, and which failed to provide their children with boarding facilities at that school," he asked.

He appealed to the minister, Mr Barend du Plessis, to allow black children to be given equal access to educational facilities in towns and to investigate the possibility of providing boarding facilities for these children as a matter of urgency.

Det is slashed

Sweeter
22/5/84
50



A PROMINENT Witwatersrand educationist has rejected allegations by the Department of Education and Training (Det) that the outlawed African National Congress (ANC) was to blame for the closure of schools in Atteridgeville and Saulsville near Pretoria.

Mr Curtis Nkondo, president of the non-racial National Education Union of South Africa (Neusa), was reacting to reports which appeared in an Afrikaans Sunday newspaper quoting Det's northern Transvaal regional director, Mr P G Felstead, as blaming "intimidation" by ANC for the unrest at the seven Pretoria schools.

"We investigated the pupils' charges but still the pupils stayed away, Mr Felstead was reported as saying.

Mr Nkondo accused Det of running away from the truth and of shedding its responsibilities.

"Where is the ANC?" he said.

"The children have rejected Bantu Education from 1976 and are still doing so now. Det has to attend to the underlying problem, instead of dragging its feet and looking for excuses.

"The major problem here is apartheid and the children are fighting against it. All they want is a non-racial, democratic educational system.

The Minister of the Department of Education and Training Mr Barrend du Plessis, also accused "forces of subversion" when he closed down the schools last week.

The original demands of the pupils were the replacement of school prefects by elected representatives, the abolition of corporal punishment, the supply of textbooks to pupils and the ending of "love affairs" between teachers and schoolchildren.

GENIUS: Watu Kobese ponders a chess move against a chess computer.

Mourners stoned at Cradock

CAPE TIMES 14/5/84

(50) (57) (715) (715) (250)

Own Correspondent
PORT ELIZABETH. — Seventeen youths were arrested at Cradock on charges of public violence at the weekend after police used whips to stop a crowd of about 70 youths stoning members of a funeral party. And according to the police liaison officer for the Eastern Cape, Lieutenant-Colonel Gerrie van Rooyen, about "40 to 50 people", including the 17 youths, have been arrested in the area since the beginning of the month. All the African schools in the town have been boycotted for the past two months. Colonel Van Rooyen said yesterday that the youths arrested were part of a group of about 70 youths who gathered to throw stones at

people attending the funeral service of Mrs Emma Mbanjwa, mother of the mayoress of Cradock Township, Mrs Doris Hermans. Colonel Van Rooyen said youths started stoning vehicles belonging to members of the funeral party while they were driving from the church to the graveyard about 2.30pm. At the graveyard the stoning continued and the police moved in and chased the youths with whips, he said. The minister who conducted the service, the Rev F M Makwela, yesterday described how he continued with the service while stones were being thrown at him and members of his congregation as they stood at the graveside.

Stood their ground

Mr Makwela said the youths had tried to stop people attending the funeral because they "don't like the mayor-ess". As a result only "seven or ten" people attended the burial ceremony and stood their ground despite having stones thrown at them while he completed the service. The mayoress had been very upset by the incident.



Seventeen British hostages arrive at Jan Smuts Airport the Angolan resistance movement. Their release followed southern Angola yesterday afternoon between the Under-Secretary for African and Mic

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Dry-dock gate costing money

Staff Reporter
 THE East London dry-dock caisson that parted from a South African Transport Services tug while under tow in heavy seas last week, will cost the East London Harbour about R6 600 for every month it lies where it ran aground about 6km north-west of Duiker Point.

This was said in Parliament last week by the Minister of Transport Affairs, Mr Hendrik Schoeman, in a reply to question by Mr Brian Page (NRP Umhlanga).

The extent of the damage and the cost of repairs were not yet known.

Durban blast: No one owns up

CAPE TIMES 14/5/84

Own Correspondent
DURBAN. — Nobody has yet claimed responsibility for the explosion on the 25th floor of Durban's Trust Bank Centre on Saturday morning.

And while police mount a follow-up operation to track down the culprits, forensic experts are sifting through the remains of the bomb and debris to establish the size, type and origin of the explosive.

Nobody was injured in the blast which scattered mid-morning shoppers, wrecked offices belonging to the Department of Internal Affairs and damaged the headquarters of the Railways Police on the 26th floor. Offices on the 24th floor of the building were also slightly damaged.

Area cordoned off

A police spokesman said the bomb had been placed in a refuse can-

BC far

Own Correspondent
JOHANNESBURG. — The African National Congress (ANC) political weekend seminar in Johannesburg found that the ANC's political strategy should be to help the conservative Afrikaans-speaking population to find their own way to the future. The seminar, which was held at the University of the Witwatersrand, was attended by about 100 delegates from the ANC's various branches. The seminar was chaired by the ANC's national secretary, Dr Mphahlele. He said the ANC should not be afraid to engage in dialogue with the other political parties. He said the ANC should be open to all who are committed to the struggle for a better South Africa. He said the ANC should be prepared to work with anyone who is willing to work with it. He said the ANC should be prepared to work with anyone who is willing to work with it. He said the ANC should be prepared to work with anyone who is willing to work with it.

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• ARE YOU A RELAXED AND INTERESTING CONVERSATIONALIST?	_____	_____
• HAVE YOU THE SUSTAINED DRIVE NECESSARY TO REALISE YOUR AMBITIONS?	_____	_____
• ARE YOU ABLE TO CONTROL TENSION AND WORRY?	_____	_____
• DO YOU ENJOY MEETING AND MIXING WITH PEOPLE ON SOCIAL OCCASIONS?	_____	_____

Black pupils numbers rocket

THE number of black schoolchildren in South Africa had increased from some 800 000 in the 1950s to more than five-million today, and the Department of Education and Training (Det) was faced with a massive and extremely sensitive task which was by its very nature a political one, the minister, Mr Barend du Plessis, said on Friday. Speaking at the start of the budget debate on his portfolio, he said the Department employed more than 40 000 black teachers at over 7 000 schools, with annual additional pupil registrations amounting to more than 60 000.

"We construct between 11 and 14 additional classrooms per working day and we find ourselves daily and continuously in a crush where our efforts are

concentrated on helping a mass of people to help themselves.

"We are a labour intensive industry, irreversibly bound to a high degree of manual labour," Mr Du Plessis said.

However welcome, contributions from well-meaning bystanders on the sidelines could not make a substantial and lasting impression on progress.

"Essentially, the momentum for the ultimate successful fulfilling of our lofty ideals in black education must come from within the communities themselves."

Whites

White teachers could supplement the teaching force in black education only to a very limited extent, and this would be the case even if education were integrated into a single department.

Teachers for black children would have to come from the black community itself and it was therefore essential to re-educate teachers and upgrade their qualifications, as well as to ensure teachers of the right quality were recruited and trained in sufficient numbers, he



SCHOOLCHILDREN: More and more of them are getting to the classroom.

said.

The Department had, however, suffered greatly at the hands of less labour-intensive, more capital-intensive institutions, particularly the private sector, which had lured some of its best teachers to greener pastures.

"We simply cannot compete with this."

Mr Du Plessis re-

jected as totally untrue past allegations that the relatively under-qualified teacher corps had come about by design.

He paid tribute to those under-qualified teachers who had been with the Department since its early days — a

time when it had been imperative to bring basic literacy to the masses of illiterate people.

"At that time these teachers, many of them with only a Standard Eight certificate, underwent professional training by way of a two-year diploma course to fulfil

this urgent need in their respective communities."

The Minister also paid tribute to some 10 000 of these underqualified

teachers who were at present improving their qualifications under difficult circumstances and often at great personal sacrifice. — Sapa



MINISTER: Mr Barend du Plessis.

Sawyer 15 15 1871 (50)

Today is D-Day for boycotting students

TODAY is D-Day for the 6 000 Atteridgeville high school students who have been on a class boycott since the year started.

Should they fail to return to classes today then their schools face the danger of being closed — a warning repeated by Minister of Education and Training, Mr Barend du Plessis, at the weekend in a television interview.

Yesterday the students refused to go into classes and demanded the release of colleagues arrested last Friday in connection with the latest violence at the schools.

The Regional Inspector of the Department of Education and Training, Mr A M L Combrink, yesterday disclosed that furniture worth hundreds of rands was extensively damaged at the D H Peta High School. Desks, cupboards and blackboards were damaged, apparently on Fri-

By MONK NKOMO

day afternoon in four of the classrooms. Steel pipes were used to damage the furniture, Mr Combrink said.

Crisis

Hundreds of students stayed away at the six crisis-torn high schools — Hofmyer, D H Peta, Saulsville, Dr W F Nkomo, Saulridge and Flavius Mareka — yesterday. Many of those who went to school in the morning were not in their uniforms. It was only at the Dr W F Nkomo High School that pupils went into their classes in the morning "until something happened and all the students later left the school premises", Mr Combrink said yesterday.

Students at the five other schools milled around the school premises and then packed

their books and left for home while others stood at street corners, chatting at about 9.30am.

Asked if the six high schools would be closed today should conditions not return to normal, Mr Combrink said: "Well, we are sticking to the Minister's word that they will have to be closed down until next year. So far he has not said anything to the contrary. We are waiting to see how students behave tomorrow."

About 10 police vans waited at the local police station while a few police cars patrolled the area yesterday morning. About eight vans were later seen driving out of the township at about 11.15am.

It was quiet and back to normal at the privately owned Holy Trinity High School where classes were also temporarily suspended "for the safety of both the staff and the students".

17 youths held in Cradock violence

SEVENTEEN youths were arrested in Cradock, near Port Elizabeth, over the weekend, on charges of public violence, after police used whips to stop a crowd of about 70 youths stoning members of a funeral party.

115/5/84

Lieutenant-Colonel
Gerrie van Rooyen, Po-

lice Liaison Officer for the Eastern Cape, said yesterday the youths arrested were part of a group that allegedly gathered to throw stones at people attending the funeral of Mrs Emma Mbanjwa, mother of the mayoress of Cradock's

African township, Iingelihle, Mrs Doris Hermans.

Col van Rooyen said the police moved in and chased the youths with whips when they continued with the stoning at the cemetery. — Sapa.

Rosherville donation is missing

A R500 donation to the Rosherville Bus Disaster Fund has gone missing.

The fund was created for the families of 13 children who died in a bus crash earlier this year.

This week The SOWETAN traced the cheque to an account in the Vaal after being deposited in a Johannesburg bank. The SOWETAN has also established that the cheque was taken on the basis that it was for the disaster fund.

City Funeral Undertakers in Lenasia gave the cheque to a man claiming to be the secretary of the Sofasonke Party, which is led by Soweto's mayor, Mr Ephraim Tshabalala. The cheque was made out to the Sofasonke Party.

Mr J Mokoena, secretary organiser of the party, yesterday denied that his party had sent the man to ask for a donation from the undertakers. He also said the man was not a member of the party.

"I am hearing it for the first time from you that a cheque was made out to our party. If we had got it, we would not have deposited it in that bank account because it is not ours.

"This is a matter beyond you or my party. It should be placed in the hands of the police. They will know what steps to take to bring the man to book," said Mr Mokoena.

Chaille

6000 pupils affected after 6 Pretoria schools closed

SCHOOLSHOOLS

Seneferu 16/5/84 (50)

'Forces of subversion' are blamed

THE MINISTER of Education and Training, Mr Barend du Plessis, has closed Pretoria's boycotting schools with effect from today.

In a statement released last night he blamed "forces of subversion" . . . "who persisted with their intimidation and manipulation of pupils and must accept full responsibility for the closing of the schools."

The step was taken after the pupils had defied an ultimatum by Mr du Plessis that they return to classes by today or the schools would be closed. Yesterday students at the schools milled around streets and schoolyards, but would not continue with lessons. About 6 000 students are affected.



In his reference to the "forces of subversion," Mr du Plessis said: "They will owe thousands of innocent children a lasting debt for the irreparable damage they have inflicted on them by denying them one of

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Donation missing

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SCHOOL

Soweto 16/5/84 (50)

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FLASHBACK: Pretoria students outside a classroom when the boycotts started early this year.

In his reference to the "forces of subversion," Mr du Plessis said: "They will owe thousands of innocent children a lasting debt for the irreparable damage they have inflicted on them by denying them one of the most precious things in life, education."

It could yesterday not be established what the latest situation was at Cradock's boycotting schools. Reports were that the pupils at the seven schools were still continuing their boycott of classes while more students were arrested by the police after violence.

Violence

In his statement, Mr du Plessis said he announced with "regret" that Hofmyer, Saulsville, D H Peta, Saulridge, Dr W F Nkomo and Flavius Mareka high schools had been closed. He referred to continued violence and disruption of schools at the affected institutions.

To Page 3

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COLLISION IN BLACK — Blue Mitchel
WOZA AND OTHER HITS — Hugh Mas
MORE BLUES AND ABSTRACT — Oe
LOVE IS — One Way — Al Hudson — L
DIAL JJ — J. J. Johnson
EXODUS — Bob Marley and The Wailer
SPORO — Nzamanda All Stars
OZILA 2000 — John Ozila — Disco
MOVING UPSIDE THE BLUES — Jimm
PORTRAIT OF THE LONIOUS — Bud F
HIP CAKE WALK — Don Patterson-Bob
BOOGIE DOWN U.S.A. — People's Ch
QUADRANT — Joe Pass-MR Jackson
THULA — Hugh Masekela — Hala Se L
ON IMPULSE — Sonny Rollins
OUT OF THE BLUE — Sonny Red-Wyn
MY WAY — 40 Golden Hits — Frank Si
NOW — Sonny Stitt
INDIGENOUS SOUND — Phillip Tabane
THAT'S WHERE IT'S AT — Stanley Tur
HOW LONG HAS THIS BEEN GOING C
JUST ANOTHER WAY — Barry White
PHIL TALKS WITH OUR — Paul Wood
IT'S TIME — Max Roach
WARM TENDR — Zoot Sims
THE BEST OF JOE TEX
SEE YOU AT FAIR — Ben Webster
BLACK CAT — Gene Ammons-Harold
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Wide area

Post Reporters
THE hurricane which struck Cape Town yesterday, bypassed Port Elizabeth — although both George and East London were hit and extensive damage caused.
The lowest-ever pressure reading was recorded in Port Elizabeth yesterday and boat owners were

City	Temp	Wind	Humidity	Pressure
Toronto	6 10			
Tel Aviv	15 26			
Stockholm	1 16			
San Francisco	9 17			
Rio de Janeiro	19 29			
New Delhi	31 42			
Moscow	11 22			
Montreal	2 12			
Miami	25 30			
Madrid	6 13			
Los Angeles	14 22			
London	10 16			
Jerusalem	12 25			
Hong Kong	26 28			
Heisinki	13 19			
Geneva	2 18			
Frankfurt	9 18			
Dublin	6 10			
Copenhagen	10 13			
Chicago	4 15			
Buenos Aires	0 15			
Brussels	5 15			
Berlin	11 21			
Athens	13 28			
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Tokyo	12 17			
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New York	8 16			
London	10 14			

ANC arms caches sought in Swaziland
MBABANE — Swaziland police are searching for caches of arms and ammunition they believe have been hidden by members of the ANC in the Mbabane area and elsewhere. This was revealed yesterday during the hearing of bail applications by five members of the African National Congress, who are accused of unlawful possession of arms of war and illegal entry into Swaziland.
One accused, Mr George Thwala, told the court that although he and his colleagues had been declared prohibited immigrants they were still being held. — Sapa
Mr Dunn refused the application and Mr Raymond was remanded in custody until May 30.
Meanwhile, a total of 16 ANC members charged with illegal entry into Swaziland have been jailed for 20 days for failing to pay their fines. Six were jailed in the Mbabane Magistrate's Court yesterday and 10 in the Manzini Magistrate's Court on Tuesday. — Sapa

Farmers hastily arranged emergency meetings
and deployed labour and fire fighting equipment at strategic points. They fear that the luxuriant grass growth which resulted from the late summer rains and scared by yesterday's hot Berg winds could catch fire.
In Durban, where the maximum temperature yesterday was 33.4C, weary firemen were sleeping off today after a hectic night, attending to more than 80 fire alarms. — Sapa

A huge pall of smoke from a timber and grass fire blotted out the sun over parts of Greytown and a large part of the district. Fires also broke out in the Sevenoaks, Kranskop and Ahrens areas.
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Fierce gales batter inland Natal
DURBAN — Gales battered inland Natal yesterday, causing damage which it is estimated at hundreds of thousands of rands and fanning an outbreak of hundreds of grass fires all over the province.
Worst-hit was Kranskop village and district, where roofs were ripped off by the wind and broken by falling trees. Broken trees also blocked roads, railway lines and smashed telephone cables and poles.
Timber, veld and cane fires were fanned by high winds.
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More pupils attended school in Cradock
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The Port Elizabeth Port Captain, Captain Ted Page, said that while no formal search for the yacht had been started, all ships in the area had been requested to keep a lookout. He had also asked the South African Air Force to keep a watch while on their normal patrols.
The manager of the Knysna Yacht Club, Mr Keith Barnes, said the Tup-peny was a 10-metre Mura class fibre-glass hullled "racer-cruiser" which had been en route to Mauritius via Port Elizabeth.
He said the skipper, Belgian-born Mr Dyne, was a very experienced seaman and he doubted if the yacht would get into difficulties because of weather.

Radio contact has been lost with the Knysna yacht.
All shipping between East London and Port Elizabeth has been asked to look out for the yacht, but there have been no sightings and its position in uncertain.
Port Elizabeth Radio reported today that it has lost contact with the yacht at 8am yesterday after the skipper, Mr Jean-Louis Dyne, 37, had reported that his only crew member, Mr Duffy Norman, 63, a retired professor, was seriously ill and getting worse.
Radio contact was very difficult, said the controller at Port Elizabeth but he had gained the impression that both men on the yacht were ill because of some-

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Weather Forecast
FORECAST for the coastal belt from Plettenberg Bay to Port Alfred for the period ending 6pm tomorrow
CONDITIONS: Fine to part cloudy and cool.
WIND: Wind fresh westerly, diminishing overnight.
EXPECTED TEMPERATURES
Maximum 19
Minimum 9

Some go back to school in Cradock

Contact lost after yacht asks for aid

Despised 'Bantu education' is real cause of boycott

By Revelation Ntola

The decision by the Government this week to close six black high schools in the Pretoria townships of Atteridgeville and Saulsville could have been intended as a warning and a deterrent to other schools.

It may also have been meant as a punishment for the 6 000 pupils who ignored an ultimatum by the Department of Education and Training to end their four-month school boycott.

When he announced that he was closing the schools, the Minister of Education and Training, Mr Barend du Plessis, asserted that "the forces of subversion" had hijacked the pupils and that inciters were using the school boycott to further their own ends.

Mr du Plessis said this week the high schools — Hofmeyer, D H Peta, Saulsville, W F Nkomo, Saulridge and Flavious Mareka — would remain closed until at least the end of the year.

GRIEVANCES

Pupils' grievances included objection to the DET's implementation of a schooling age limit of 20, which has prevented many pupils who failed matric from a second attempt, and improper teacher behaviour. Demands included the introduction of a students' representative council system, the abolition of excessive corporal punishment, and, more recently, the release of fellow pupils facing criminal charges arising from the boycott.

Several meetings between DET officials, pupils, parents and community leaders solved most of the problems. The DET promised to look into the issue of corporal punishment, and the behaviour of teachers, and the lifting of the age-limit requirement.

On the question of the SRC, however, the department contended that such a body could exist only on university campuses or institutions of higher learning and not in high schools.



Mr Z Z Mashao ... believes releasing the arrested pupils could defuse the tension.



The Rev David Mosoma ... believes closure of the schools could lead to further unrest.



Mr Dan Ramotsoi ... says the trial of arrested pupils should be speeded up.

As a compromise, the DET agreed to the formation of a body to be known as the Pupils' Representative Council. The pupils rejected this, insisting that they wanted the word "students". This led to an impasse.

In response to the most delicate demand — that charges against the arrested pupils be withdrawn as a precondition for ending the boycott — the DET said this could not be agreed to. In the opinion of the police the arrested pupils had committed criminal offences and the law would have to take its course.

Faced with the possible stigma of having left their fellow pupils in the lurch and of having "betrayed the struggle", the pupils were adamant that they would not go back to classes without their friends. They stuck by their philosophy of "injury to one is injury to all".

The police, on the other hand, might fear that an uncon-

FLASHBACK



Atteridgeville high school pupils mill around the smouldering wreck of a car they overturned and set alight during an outburst of violence at the end of March this year. The unrest was sparked off when three schoolgirls were knocked down by the car.

we witness worse things," Mr Mosoma said. He added that the Pretoria boycott bore a close resemblance to the events leading up to the 1976 riots.

Echoing Mr Mosoma, the Mayor of Atteridgeville, Mr Z Z Mashao, said that although he appreciated the personal efforts of Mr du Plessis in trying to end the boycott, the fact was that the Minister could go only as far as the apartheid laws permitted.

"The basic problems are not so much in the grievances aired by the pupils but in the whole policy of the Government. The only remedy is to abolish the different education systems and to create a single system for all."

Turning to the impasse which led to the closure of the schools, Mr Mashao said he recognised that the Government might feel that the unconditional release of the arrested pupils would be interpreted as

a sign of weakness, but that a lot more could be achieved with a stern warning to the pupils before their release.

"I think wisdom dictates that releasing the pupils and perhaps losing face is, by far, better than risking another June '76."

"Such a gesture would also go a long way in demonstrating statesmanship and big-heartedness on the part of the rulers."

An Atteridgeville parent, Mr Dan Ramotsoi, also rejected the Minister's charge that the pupils had been intimidated by outside forces. "That is simply not true," he said.

On the arrested pupils issue, Mr Ramotsoi said one way of resolving the matter swiftly would be for the police to bring the accused to court as speedily as possible so that the matter could be resolved once and for all.

"This would be regardless of which way the verdict went," he said.

Fear and uncertainty linger in the aftermath of the schools' closure. But some still hope.

There is widespread fear that, if immediate steps are not taken to bring the situation under control, it could reach the proportions of the 1976 unrest.

If left unchecked, some residents fear, it is likely that pupils in neighbouring Mamelodi township could be tempted to boycott classes in their own areas in sympathy with their fellow pupils.

Said a matric pupil from the Dr W F Nkomo High School: "We sincerely pray and hope that the present situation will not spread to other areas and that the Government will take urgent steps to forestall any such ugly development."

Parents and pupils in the affected areas are working on plans to send a delegation to Mr du Plessis, hoping that discussions with him will lead to the re-opening of the six schools.

Uncertain future for black study centre

WE ARGUS 19/5/86

50
288

By LINDA VERGNANI

Weekend Argus Reporter

THE only place many black Cape Town pupils can study is in a tiny converted Anglican rectory in Langa.

The Masifundise study centre is "overflowing" but offers far better working conditions than in the pupils' acutely overcrowded homes.

Now, however, the future of the centre is uncertain.

The Department of Education and Training (DET) has been given the land on which Masifundisi and the Zimasa Primary School stands and is negotiating the purchase of the buildings with the church.

Mr Chris Dali, programme officer for Masifundise Educational Trust, said he feared that the centre might be closed down by DET.

"This threat makes us feel very insecure."

A Department of Education and Training spokesman, who would not be named, said: "How can you ask me whether we are going to close it down or whether we are going to keep it open? How can you ask me now about a thing that is not even on the boards? It may happen in the next two years, three years, four years."

He added: "It will only be closed down if it operates illegally."

He said Masifundise was not registered with the department and if any tuition was taking place at the centre then "that is dangerous".

After quoting the Education and Training Act, he said in his view the centre should be registered in terms of the Act.

"We have no objection against any place where people can study, but people are vio-

lating the Act when teaching is done there. That is what I say."

Mr Dali said the centre, which is run by the Trust for Christian Outreach and Education, did not need to be registered in terms of the Act. It provided tutorials for 34 pupils who were doing their Joint Matriculation Board examinations through a Johannesburg correspondence college.

Apart from running the study centre — which is open to all pupils — Masifundise provided bursaries for 200 needy Cape Town pupils to continue their studies this year.

Typical of those who come to Masifundise night after night is George Phanyeko, a Standard 9 pupil from I D Mkize High School in Guguletu. His ambition is to study law. He said: "I don't think I could succeed in my studies without this place."

opion. The more solidarity demonstrated the better. No student group should feel isolated."

SHORTCOMINGS

The message from the Cape Youth Congress is: "The ongoing uprising at schools throughout the country is again an indication of the shortcomings of this country's educational system.

"But the demands of the students are far more than just for a different education system.

"They are demanding a democratic new non-racial education in a new non-racial and democratic society. The demand of students for democratic SRCs is part of the demand of people everywhere for democratic organisations. Workers are demanding control of their unions, residents are forming civic organisations.

"Community, youth and women's organisations grow stronger daily. Cayco supports the demands of students to have their voices heard and to have a say in education. We also note that the protest for democracy has never been stopped by police intimidation, detentions or closure of schools. Repression will only make the voice of protest grow stronger."

main aim was to raise consciousness. There have been little or no good changes in the situation at schools since 1980.

"But students have reached greater political awareness and stronger organisation. I have no regrets about my involvement despite the fact that I failed matric because of it. I feel that it was a valuable experience. I enjoyed being at school then."

ments. Nothing has changed since. Expenditure per head for the different departments still differs.

The following are figures for 1983: A total of R1 385 was spent on each "white" child, R593 on each "coloured" child and R192 on each "black" child. But there have been new developments since 1980:

- There has been a marked drop in the pass rate of African matriculants — in 1976,

Principal's sacking lit powderkeg

SCHOOL principal and residents' association chairman Matthew Goniwe was a popular, outspoken figure in Cradock's African township.

Then, at the beginning of the year he was suddenly told by his employers, the Department of Education and Training: "We are transferring you to Graaff-Reinet."

It was a signal for all hell to break loose in this little Eastern Cape township. Mr Goniwe, adamant that his transfer was politically motivated, refused to go.

And although the Department denied this, insisting that he was being sent to Graaff-Reinet to relieve the shortage of mathematics and science teachers there, hundreds of pupils began boycotting classes in sympathy with their former principal.

DETAINED

The position soon deteriorated, with violence breaking out and several cases of arson being reported.

To make matters worse, Mr Goniwe was detained under the Internal Security Act. And soon others followed him into detention.

In April the Minister of Law and Order,

Mr Louis Le Grange, banned all political meetings in Cradock for three months.

Mr HK Blackie, inspector of the Department of Education and Training, has also warned that students who do not return to school would be expelled and that schools would be closed. But despite these threats, students have refused to return to school until their demands are met.

Soon the boycotts spread to Graaff-Reinet when Standard 7 pupil Mpumelelo Pase was expelled after trying to organise a meeting to discuss the situation in Cradock.

semester 1984

FULL-TIME:

29 May 1984 - All T1 students
30 May 1984 - T2, T3, T4 students.

PART-TIME:

29 May 1984 - All part-time students.

TIMES:

Full-time: - 10h00
Part-time: - 18h00

VENUE:

Technology Building.

DOCUMENTS REQUIRED ON DAY OF REGISTRATION:

- Identification Document.
- Matric Certificate.

FOR FURTHER INFORMATION PLEASE CONTACT:

The Registrar,
Peninsula Technikon,
Private Bag X3,
Kasselsvlei 7533.
Telephone: (021) 95-2131 or 95-3181.

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- SMOKED ANGELFISH per kg R3.95
- HADDOCK FILLETS per kg R1.95
- SMOKED SALMON-TROUT per kg R6.75
- SNOEK FILLETS per kg R2.65
- HAKE FILLETS large per kg R2.15
- OYSTER FRY 250 g R1.45
- ANGELFISH FILLETS per kg R2.35
- KINGKLIP FILLETS per kg from R4.25

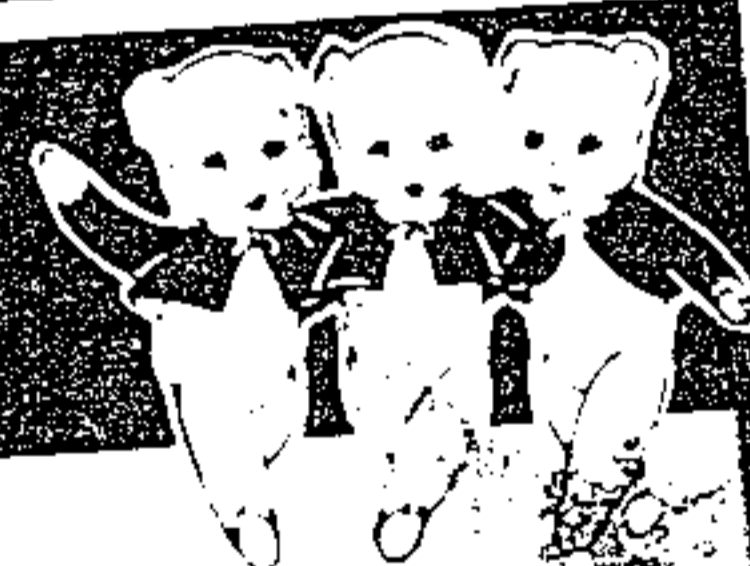
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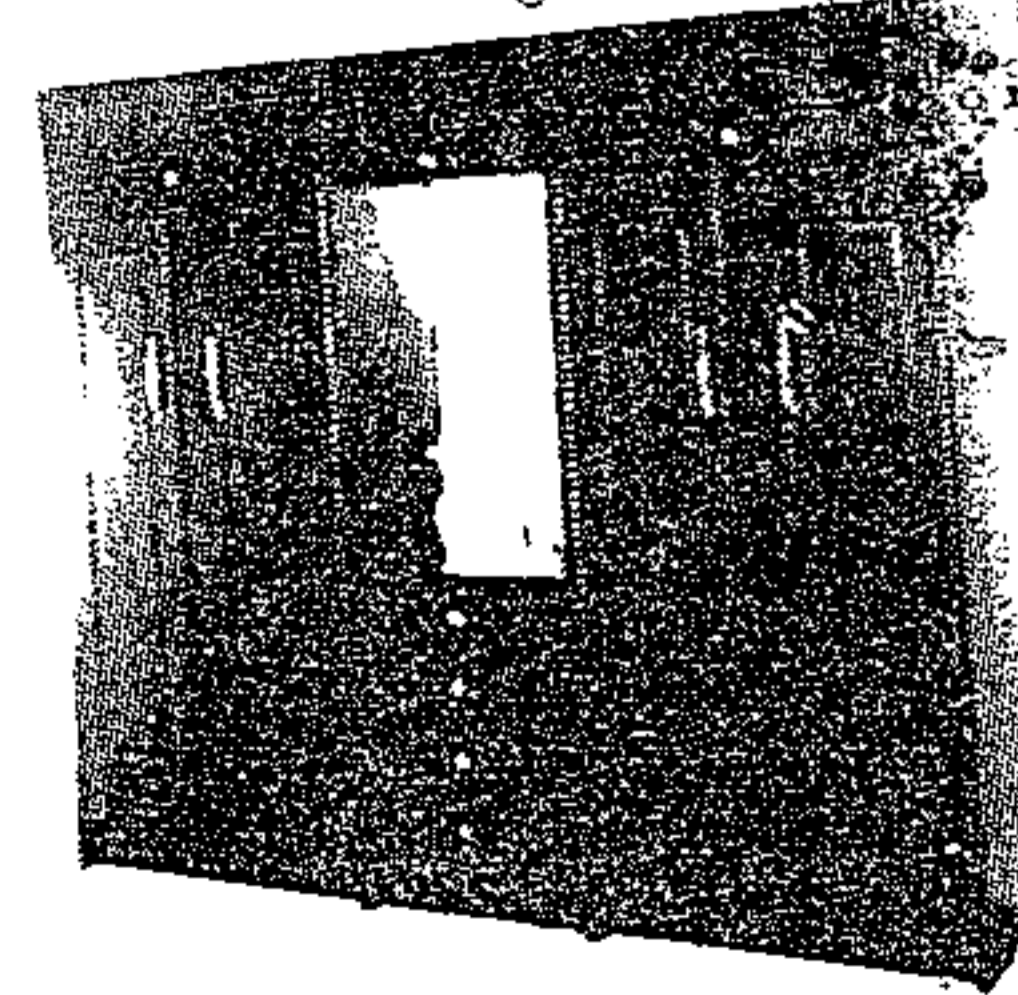
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Education In Crisis:

The pain c

‘The Atteridgeville pupils were protesting against the undemocratic and evil systems of Bantu Education and apartheid’

More than 5 000 were closed this



By **ARLENE GETZ**

JIM MOKOLAPI would like to study accountancy at university but his chances of making it to university are as remote as his chances of passing standard eight.

He spent Thursday playing dice with his mates outside his school.

For Jim, 18, is one of the more than 5 000 pupils whose Atteridgeville schools were closed by the Department of Education and Training (DET) on Wednesday.

The closures came after several months of boycotts, student unrest, suspensions and sjambokkings, injuries and the death of 15-year-old Emma Sathekge.

“I want to learn things at school,” Jim said sadly.

Jim was a pupil at the DH Peta High School where Emma died. His school and five others were closed.

For him the problem is much more complex than the fact that he has nothing to do between now and the end of the year, when the DET will decide whether or not to reopen the schools.

At his age, Jim fell foul of the much-despised age-limit law, which prevents any black person over 18 enrolling in standards 6, 7 or 8.

Atteridgeville residents are hoping the DET will be lenient in its

f Atteridgeville

pupils are out on the street after their schools week following months of boycotts, riots and death

Events that led to the closing of the six trouble-torn schools

THE problems in Atteridgeville began on January 30 when students at the Jan Hofmeyr High School refused to attend classes and demanded the reinstatement of colleagues refused admittance to school because they were over the age limit.

Within a week the boycott was joined by more than 1 500 pupils from two other schools, all of which were closed by the DET.

During the following week the boycott spread, police clashed with pupils and, on February 13, 15-year-old school-girl Emma Satheke died after allegedly being knocked over by a police vehicle.

That day, about 300 Atteridgeville children stoned police vehicles and the home of the principal of the DH Peta School, Mr DL Molepo, marking the start of months of student unrest and boycotts.

Some of the events which led to the closing of the schools are:

- A statement by Education and Training Minister, Barend du Plessis, on February 16, that pupils were being intimidated by outsiders into staging the boycotts;

- The resumption of classes at the four schools, Hofmeyr, Saulsville, Saulridge and DH Peta, two weeks after they were closed in mid-February. Parents accompanied their children while they re-registered and

signed a joint undertaking not to interfere with the running of the schools until the end of the year.

- On 14 March two male students were injured, one seriously, after pandemonium erupted during morning assembly and a group of pupils urged another boycott of classes at Atteridgeville's Dr WF Nkomo High School;

- The following day more than 500 students at the school boycotted classes in protest against their principal's ruling that sick pupils should obtain permission from him before they went to the hospital or doctor;

- By March 27, about 2 000 students at three high schools were boycotting classes protesting various grievances, including the alleged arrest and expulsion of pupils at two of the high schools.

- On March 28, a teacher was slightly injured when he was struck by a stone thrown by a pupil during the boycotts. Two female teachers were allegedly manhandled by pupils. Other teachers were forced to run for cover in the school's staffroom after being stoned by about 600 pupils;

- On March 29, the DET temporarily suspended classes for more than 2 500 students at five high schools;

- On March 30, about 3 000 pupils set fire to a car and beat up a motorist after three demonstrators were knocked down;

- On March 31, education authorities threatened to close the five schools indefinitely. Several days later some pupils returned, others continued the boycott;

- On April 9, all pupils returned to the remaining Atteridgeville schools but a fresh spate of boycotts broke out at Soshanguve High School north of Pretoria;

- On April 26, a group of DH Peta teachers was trapped in their staffroom by a group of stone-throwing pupils. DET immediately suspended classes indefinitely and five students were arrested several days later;

- At the beginning of May pupils were warned the schools would be closed for the year if attendances were not normal by May 15;

- Several days later 18 people, including a policeman, were injured in a clash between pupils and sjambok-wielding police;

- On May 11, Minister Du Plessis announced the Government would allow pupils to elect their own representative councils but pupils' demands had broadened and the boycott continued.



Atteridgeville Mayor, Zachariah Mashao... the Devil finds work for idle hands

children.

Or he might become involved in the rash of petty crime expected to strike Atteridgeville as he is unable to find casual employment.

"The devil finds work for idle hands," Atteridgeville Mayor Zachariah Mashao said this week.

"The more these chil-

their parents are at work, the more they will get up to mischief."

Mr Mashao was one of the three-member delegation which travelled to Cape Town to meet Education and Training Minister, Barend du Plessis earlier this month.

Although the students have rejected the town councillors as belonging to a puppet body and refused to attend a meeting involving principals, parents and DET officials, Mr Mashao presented Mr du Plessis with a memo from that meeting.

Three of the students' major grievances were listed in the 75-minute meeting with Mr du Plessis, said Mr Mashao.

The students were demanding the introduction of students' representative councils, the control of corporal punishment and the termination of "improper relationships" between male teachers and female pupils.

They have also insisted on the release of students who were charged after clashes with the police.

"Mr du Plessis was

friendly and co-operative," said Mr Mashao.

On Friday, two days after the meeting, Mr du Plessis announced that pupils' councils would be elected at each school.

Representatives from these councils would sit on a liaison committee which would have regular communication with a DET circuit inspector, the regional director and the Minister.

"Of course the problems are much deeper than that," said Mr Mashao. "And they're not going to be solved until black education is on a par with white."

Tension mounted as the issue was discussed with students at meetings of various community organisations and the divided pupils tried to decide whether or not to return to school.

When the boycotts continued at the six schools — the Hofmeyr, Flavius Mareka, Saulsville, Saulridge, DH Peta and Dr F Nkomo — the DET closed them.

"Some of the children seem to wish they were

still at school," said Mr Mashao.

Perhaps they do, perhaps they don't. It was hard to tell as groups of idle pupils amused themselves with soccer, dice and chatting in the suddenly quiet streets of Atteridgeville this week.

The law which places age restrictions on black pupils has long been a major source of discontent among students and parents alike.

The law, introduced in 1981, permits the authorities to refuse to allow over 16s to enrol at a primary school, over 18s to enrol for standards 6, 7 or 8, and over 20s to enrol in standards 9 or 10.

Last year an ad-hoc age limit law committee, formed by Soweto students refused re-admission to school, organised mass meetings and petitions protesting the law.

This year hundreds of failed matriculants were turned away from Soweto schools because classes were bursting at the seams.

"They are queueing outside my office hoping

to be re-admitted but the classes are full," a Soweto headmaster said at the time. Now pupils in the six closed Atteridgeville schools are afraid they will be too old to return to school next year.

It is hard to say how many would-be students have been affected by the age-limit law since its introduction.

"Put it this way, the regulation exists," Curtis Nkondo, president of the non-racial National Education Union of South African Students, said this week.

"How it is implemented and how consistently it is applied. I don't know."

Students have often complained that headmasters use the regulation to prevent the admission of those they fear are agitators.

Said Mr Nkondo: "I believe it is used to keep out the more mature children who are more likely to be able to articulate student grievances."

Theoretically, many pupils could be affected

by the regulation as black children tended to start school later than whites and were hampered by socio-economic problems. According to Mr Nkondo, large numbers of children were forced to stop school and seek work because their parents could no longer afford the fees.

When they tried to return they risked being turned away because of their age.

Female students experienced the same difficulty when they tried to resume their studies after having a child.

The 1976 riots had also disrupted education and it was feared the Atteridgeville closure would have a similar effect, said Mr Nkondo.

"The Atteridgeville pupils were protesting against the undemocratic and evil systems of Bantu Education and apartheid," he said.

"The problems and violence could have been avoided if the DET had not delayed in meeting the demands for students' representative councils."

Teachers become jailers as the pay crisis deepens

By **CAROLYN McGIBBON**

THE teaching profession is in turmoil over the Government's procrastination in raising salaries and some teachers have moved from the classroom to jail because they can get better packages working for the Prisons Department.

At one school in East London, three quarters of the male staff have resigned to take up jobs in the Prisons Department, which offers a better overall financial package.

Other teachers are moonlighting to supplement their incomes — a number of women teach-

ers in Johannesburg mark books by day and have waitress jobs at night in a bid to make ends meet.

Throughout the country, school staffrooms are plagued by restlessness and uncertainty while teachers wait for the long-overdue announcement on pay rises to bring them back into line with comparable professions in the public service.

A survey conducted for the Federal Council of Teachers' Associations shows that reimbursements for teachers lag 28 percent behind packages offered to equal status professions in the public service.

Secrecy over political guidelines to teachers

By **ARLENE GETZ**

A VEIL of secrecy this week shrouded the political guidelines about to be distributed to the Transvaal's 27 000 Afrikaans teachers.

The guidelines, compiled by the conservative Transvaalse Onderwysvereniging (TO), will take the form of a handbook spelling out teacher's relationships with political parties.

The handbook is expected to be available in about two weeks, TO chairman Professor Hennie Maree said this week.

"I am not prepared to release its contents to the Press until our members have seen it," he said.

The imminent publication of the handbook was announced by Professor Maree after an extraordinary meeting of the TO executive slammed incidents in which teachers, hoping for promotion, were questioned about their political beliefs.

The most recent occurrence took place when Dr MH Veldman, Nat MP for Rustenburg, asked teachers in his constituency about the political affiliations of their colleagues.

"But these guidelines were in a response to Dr Veldman," said Professor Maree.

"We have done our homework and we have had special committees working on this a long time.

"It is an honest effort to give direction to the profession and keep them out of the current political divisions by referring them to the contents of their credo."

According to Professor Maree, school governing bodies which interviewed teachers in line for promotion, were interested in their political beliefs rather than their professional qualifications.

Teachers haven't had an increment since 1981.

"Morale is very low and unless a definite announcement is made soon, teachers will walk out because of the uncertainty," says David Ryman, president of the Natal Teachers' Association.

In the Cape, the exodus has already started.

Clive Roos, secretary of the South African Teachers' Association, says young male teachers are the first to go because they are often the breadwinners and are forced to look for other jobs to support their families.

Most at risk are young teachers with two or three years experience with no promotional posts within reach, he says.

"And when a man leaves, the chance of replacing him with another man is virtually nil at the moment.

"Even if teachers get a 25 percent increase in October, this will still not match the deal given in the Prison Service," Mr Roos said.

"A man with teaching experience is often ideal for a personnel post in public service," he said.

Teachers on the Reef feel the lure of the private sector more strongly.

President of the Transvaal Teachers' Association, Elizabeth Niemeyer, says they have been worst hit because of the higher cost of living.

"If they have a BComm or BSc they can easily find jobs in the private sector. And these are teachers in critical subjects like maths and science."

Other teachers, com-



Johan van Rooyen, Natal Director of Education, doesn't expect problems with quota system

mitted to their profession, have adopted second jobs to supplement their incomes. One principal of a school makes wrought-ironware over weekends, another teacher takes on building jobs over school holidays and many women have taken on waitress jobs at night.

"I do not approve of this because a teacher cannot do justice to their pupils if they work at night," says Miss Niemeyer.

Mr Roos says some teachers have been forced to sell their homes because they can no longer cope with bond repayments.

"Despite the fact that they have tax-free housing loans, they are having to sell their houses because they can not afford to pay for them any longer," he said.

Mr Roos said teachers were becoming more militant in expressing their frustrations.



Dave Ryman, president of the Natal Teachers' Association ... teachers will walk out

Previously they were content to use the accepted channel of communication to the Minister of Education — the federal council — to voice their views.

But the association could no longer absorb the pressure from its angry members and had allowed them to express their grievances directly to the Minister or through other means.

However, all the teaching associations agree — they will not resort to strike action. The National Union of Teachers in Britain staged a one-day strike earlier this month in a battle for higher pay but South African teachers seem loth to adopt this action.

"It would be unprofessional to call strikes. We don't want them because they would hurt the children, the last people we want to harm," says David Ryman.



Minister Gerrit Viljoen said discrimination against married women had been removed

Clive Roos agreed: "There has been no suggestion of strike action — that would be contrary to the philosophy of the profession."

Teachers are also infuriated by the popular view that they have an easy life with short hours and long holidays and and therefore adequate pay.

Dave Ryman says teachers have an awesome responsibility in educating the nation's children. Their salaries should have some bearing on the training and responsibility required for the job, he says.

Another worrying issue facing Natal teachers is the implementation of the recently announced quotas for male and female staff.

Natal Director of Education, Johan van Rooyen does not expect the new minimum quotas of male

teachers will prove traumatic.

But Dave Ryman foresees problems. "Because of the unique situation in Natal, there are many married women who are afraid of being put on the temporary staff."

Earlier this year Minister of Education, Dr Gerrit Viljoen, announced that discrimination against married women teachers had been removed. But now the new quota system has brought back the shadows of uncertainty for women teachers — in terms of the new quota, 20 percent of the posts are reserved for male teachers and woman in those jobs are regarded as temporary.

Says Mr Ryman: "Can you imagine what it is like for a woman who doesn't know if she's still going to have her job next year — not because she is inefficient or a bad teacher, but because a man has arrived on the doorstep.

"We believe that under the circumstances, the director has done the best thing possible and the action he is taking we hope will bring stability to the profession."

However, until definite announcements are made, the general restlessness in the teaching world will continue and educationists are disturbed that the high levels of dissatisfaction and uncertainty can't help but reflect on the standard of teaching.

The situation is critical. As David Ryman says: "Time and teachers are running out."

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Education In Crisis

Order to get out starts a 36-hour paper chase for two American University of Transkei lecturers

By Barney Mthombathi

THE deportation from Umtata of two University of Transkei lecturers this week became a farcical hell ride from one end of the territory to the other.

The journey ended on Thursday when the academics were dumped in the laps of the Kwazulu police in Umlazi, near Durban — 36 hours after they were served deportation orders by the Transkeian authorities.

First, the two academics were taken to Kei Bridge, the Transkei-Cape border near East London, on Wednesday afternoon. But South African officials were unprepared and refused to accept them, saying they had neither South African nor Transkeian notification that the two were on their way.

Their two security police escorts then drove them back through Transkei to the Natal border where they were to be met by Kwazulu police at Mzamba, near

Deportation debacle



□ **Mojalefa Ralekheho**

Port Edward. When they arrived late on Wednesday, there was no one to meet them. They were driven back into Transkei to Bizana, where they spent the night.

The following morning their escorts took them to Umlazi where they were handed over to the Kwazulu police. The disappearance of

Professor Herbert Vilakazi, head of the sociology department at the university, and Mr Mojalefa Ralekheho, senior political science lecturer, led to expressions of concern for their safety by their families and the American Government.

Professor Vilakazi is an American citizen. Mr Ralekheho, who holds a South African passport, is described as a permanent American resident alien. His wife is an American citizen.

The two were among the four top academics deported by the Matanzima Government on Tuesday in the wake of a violent confrontation between students and armed police on the university campus. The other two deported were Professor Gert Tote-

meyer, Dean of the Faculty of Arts, and history lecturer Robert Morrell.

A fifth academic, psychology department head Professor Nico Cloete, spent Tuesday night in a cell with 30 awaiting-trial prisoners.

Professor Vilakazi left for America from Louis Botha Airport on Thursday afternoon.

The Sunday Tribune traced Mr Ralekheho to a friend's house in Natal this week.

Their troubles started when they were detained by the Transkeian security police on Tuesday night as students left the campus after an all-day siege by armed police.

He was served with a deportation order at the security police offices. He and Professor Vilakazi spent Tuesday night

at Ngangelizwe prison in Umtata.

They insisted that they be deported to America.

"We came to Transkei from America and it is one of the requirements of international law that a person be deported to his country of origin," he said.

"All the troubles at the university could have been solved very easily if there was working communication between staff and the administration," Mr Ralekheho said.

The Transkeian Minister of Education, Mr H H Bubu, has said the five lecturers were responsible for inciting students to rebel against authority. Mr Ralekheho denied the accusation.

"I'm prepared to go back to Umtata and teach. I still regard myself as

an employee of the university.

"I'm not the instigator I'm said to be... being a lecturer means being a psychologist as well. Students come to you with problems and you have to give them direction.

Mr Ralekheho said he would remain here and if Transkei wouldn't have him back, he might "pick up a job" at another university.

"I want to remain here because my devotion, my commitment, is to Southern Africa. But if I can't get a job I'll have to take my family and go back to America. But that would be a very reluctant choice."

His Puerto Rican wife, Sacoro, is still in Umtata with their two sons. She lectures in the faculty of education.

Churches help stranded students

By Stan Mzimba

MANY University of Transkei students from various parts of Southern Africa were stranded on Tuesday evening after the sudden closure of the university.

About three hours after students walked off the campus, various churches offered to accommodate those who had no money to spend the night in hotels, which were later reportedly fully booked.

Earlier in the day, visitors to the university were trapped inside when police cordoned off the campus, allowing nobody to leave. A Sunday Tribune correspondent who went to assess the situation was among those trapped.

Word came that senior security policemen would be coming to the campus to make further arrests and that they had a list of people they wanted.

At about 4 pm all students were ordered into the university library where the police

baton charged them. A policeman was attacked by students.

At a Press conference, the principal, Professor B de V van der Merwe, refused to reply to questions about the police siege at the library.

A police spokesman said later the injured policeman had been treated for minor injuries. Asked why Professor Herbert Vilakazi and Mr Mojalefa Ralekheho were taken to the Kei Bridge instead of flying them to Jan Smuts Airport as requested, head of the security police, Brigadier Kawe, said police had the right to deport him through an exit of their choice.

Professor van der Merwe stopped a staff meeting from taking place on Thursday. He said all meetings had been banned.

Meanwhile, the Azanian Students' Organisation said in a statement it found the situation at the University of Transkei "repugnant and deserving of the utmost condemnation".

Boycott pupils rejected by ^{So} other schools

THOUSANDS of pupils from the Atteridgeville and Saulsville high schools, which were closed this week, have been barred from continuing their education until next year.

Six Pretoria high schools — Hofmeyer, D H Peta, Saulsville, W F Nkomo, Saulsridge and Flavius Mar-eka — were closed by the Minister of Education and Training, Mr Barend du Plessis, following four months of boycotting by pupils.

According to a Ministerial decision and a departmental regulation, the 6 000 students cannot attend any government school for at least another seven months.

Already students who hoped to complete the academic year have been turned away from other schools.

"It is not surprising," Mr Job Schoeman, chief of public relations of the Department of Education and Training (DET), said this week.

He cited a departmental regulation which prevents students from registering at a school after the first 30 days of the academic year and said they would have to wait.

Fears have been expressed by parents and community leaders that keeping the students out of school could lead to the spreading of boycotts.

Some feel that the present situation could lead to flare-ups similar to that of 1976.

By STEPHANIE VENTER

The schools were closed when students refused to end the boycott. They said the DET had failed to meet their demands and that their problems stemmed from the "inferior and undemocratic system of Bantu education".

The DET has agreed to investigate the students' demands concerning the abolition of the schooling age limit of 20, corporal punishment, and the behaviour of teachers.

But it has refused to meet their demands for students' representative councils and for the release of pupils charged with criminal offences during the boycott.

EDUCATION OF FARM LABOURERS' CHILDREN HANGS IN THE BALANCE



● WHY ALL THE FUSS? GRADE ONE PUPIL, JACOB PITSO, SIX, JUST WANTS TO BE ALLOWED TO GO TO SCHOOL

The young principal who won't let a jail threat close down his school

NOT EVEN the threat of three years' jail has deterred a young school principal from carrying on his fight to save a farm school from closure.

Last week Mr Themba Kumalo, the principal, and one of the school's three teachers at Koesterfontein farm school in the Magaliesberg were found guilty and given three-year suspended sentences by a Krugersdorp magistrate for continuing to teach at a deregistered school.

Immediately after Mr Kumalo's conviction, the occupant of the farm wired up the school entrance. But within a few days it reopened, pending an appeal against the conviction.

Mr Kumalo, who succeeded his father, Mr Edgar Kumalo, the principal and founder of the school, is determined that for the sake of the farm labourers' children he will not close up and get out.

He has not been paid a salary for seven months. But, he said: "The level of education in this area is still low and the parents of the children are looking to us to save them."

The dispute began last year when the occupant of the Koesterfontein farm,

STEPHANIE VENTER reports. Pictures: KEVIN MACKINTOSH

German immigrant Mr Franz Eismeyer, asked the Department of Education and Training (DET) to deregister the school as he wanted to start a business on the site.

But Mr Kumalo kept the school open because he was not notified of the deregistration "in the correct manner".

The department's circuit inspector, Mr C W A Steyn, used Mr Kumalo's own paper to write a letter dismissing him as a teacher.

Mr Eismeyer later withdrew this, dismissing Mr Kumalo himself.

"I asked Mr Eismeyer what his reasons were but he said he did not have to give any. I said I would carry on teaching as long as he did not give me any reasons. I had not signed any dismissal form," Mr Kumalo said.

Removed

During the December school holidays, Mr Kumalo said, Mr Steyn removed school benches and text books, but he received no letter of deregistration.

When the school reopened in January, the 180 children aged between six and 16 brought their own benches and Mr Kumalo used his own text books.

After the court decision, Mr Eismeyer, who has lived on the farm for four years, wired up the entrance to the school, and later gave Mr Kumalo notice to vacate his house and the school by June 8.

But, according to Mr Kumalo's attorney, Mr M B Mohlahledi, the school will remain open until the appeal is heard.

"The minute we stop fighting for a school in this area this place is going to be wild. You cannot expect a six-year-old child to walk for three hours a day to get to and from the nearest school," Mr Kumalo said.

Another blow for Mr Kumalo is that he has not received his salary since October 31. His wife, Mrs Audrey Kumalo and his mother, Mrs Lydia Kumalo, both teachers at the school, have not been paid since January.

Some farmers give him vegetables to sell. "On a good day I get R20, on a bad day — nothing," he said with a smile.

"Mr Eismeyer is trying to pressure us to turn our backs



● MR THEMBA KUMALO'S STRUGGLE TO SAVE THE KOESTERFONTEIN SCHOOL CONTINUES

against the children, because if you are hungry, you can't do anything."

The parents, some of whom earn R10 to R20 a month, sacrifice much to get their children to school and have contributed towards Mr Kumalo's legal fees.

Vacate

According to Mr Kumalo, Mr Eismeyer wants him and his family to vacate the four-bedroom house they built themselves and the school which the children's parents built.

"He is not prepared to pay us a cent," Mr Kumalo said.

"We are thinking of starting a school on another farm next year. A farmer said we could use some of his land. But we have got to find funds

from somewhere."

Mr Eismeyer was approached twice but he refused to comment.

Mr A M L Combrink, DET regional inspector, said this week: "Mr Eismeyer just did not want the school on his farm. He can do with the farm buildings as he sees fit."

"He gave ample time to the department and the teaching staff when he decided to deregister the school."

Mr Combrink said he was "not sure" why Mrs Lydia Kumalo and Mrs Audrey Kumalo had not been paid, but said they had refused posts at other schools.

He said Mr Kumalo's services had been terminated and no reason needed to be given for the dismissal of a teacher.

Civic body lashes DET

MORE than 500 Soweto residents yesterday condemned and expressed concern over the Department of Education and Training's decision to close six schools in Pretoria.

Senelan 21/1/80

The chairman of the Mofolo Civic Association, Mr P A Kgasango, said the closure of the schools will leave thousands of children without schooling for a year. He condemned the apartheid laws in the country and said they contributed to the discontent of the students. The system of separate education for all race groups also came under heavy fire as speaker after speaker said it should be abolished. The meeting also discussed the high electricity bills and water tariffs in Soweto.

Meeting

At another meeting in Diepkloof, the local chairman of the Sofasonke Party, Mr Samuel Mogotsi, said the party intended approaching authorities over the high tariffs.

Among issues discussed by the meeting was the eviction of pensioners, from their homes, water metres, electricity bills and the complexity of the electricity supply in the town.

Some residents have expressed concern over the bills which they said "were too high." They complained authorities refused to talk to them.

Delegates at the annual general meeting of the Care for the Aged were told to find jobs and help the aged with their problems, especially evictions, especially

Held student leader: Police speak

Sowetan
23/5/84

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AN Alexandra student leader was detained last week following class boycotts where teachers allegedly carried weapons to protect themselves against student attacks.

The Police Directorate of Police Public Relations confirmed yesterday that Mr Peter Makhoba was detained last Friday and that he is being held in terms of Section 15 of Act 74 of 1982.

It is believed that two students were involved

in a physical clash with two teachers at Minerva High School about two weeks ago, and subsequently, a decision was taken by the teaching body that teachers would have to carry weapons to protect themselves.

The SOWETAN's informant, who would not be named, said he knew of a teacher who armed himself with a knife and that on Friday, the Students' Council, of which Mr Makhoba is president, called for a class

boycott in protest against the carrying of weapons by teachers.

Later the same day, Mr Makhoba was picked up by Security Police while on his way home. Five other students who were taken with him were later released after being questioned on their involvement in the boycott.

At the time of going to press last night, no comment could be obtained from education authorities on the matter.

Sowetan
25/5/84

Alex class boycott ends

THE entire student body at the Minerva High School in Alexandra Township who have been boycotting classes since Monday went back to their lessons yesterday.

The students refused to go into class following the detention last week of three of their colleagues, including the president of the students council, Peter Makhoba.

The detained students were stopped by Security Police while on their way home from school and later detained. All except Makhoba have since been released from detention.

The students decided to go back to classes yesterday morning but The SOWETAN could not establish whether Mokgopa had been released.

A teacher at the school confirmed the resumption of classes.

When the students refused to go to classes on Monday morning, they had given an ultimatum that they would resume their studies on condition that Mokgopa was released from detention.

Soweto students support Atteridgeville colleagues

Soweto Jan 28/5/80

By JON QWELANE
STUDENTS at a number of Soweto schools have come out in support of their colleagues in Atteridgeville, Pretoria, where the Government closed six high schools for the rest of the year and left about 6 000 students in the lurch.

The students spoke through a special committee elected from the various schools and mandated the co-ordinate activities at the various centres.

The Soweto students said the learning fraternity had, since the 1976 upheavals, been united in a common bond of suffering and would not lose heart, no matter which turn history took "but we shall not allow history to take a turn

without out participation."

They believed that as students they did not constitute an independent social force, and it was for that reason that they called upon all parents and workers to unite "in action against the system of education based on capital exploitation."

The Pretoria students had demanded democratic students' representative councils that would enable them to have a substantial say in how they were to be taught, but "the principals and their masters refused and said SRCs were political organs."

What the principals and their "masters" forgot was that the system

of black education served to produce cheap labour for the bosses and could therefore not be separated from the general politics of the country, the students said.

"The system of black education is part of the entire apartheid machinery. We need to determine our destiny today," they said.

Demands

They had proved that democratic education could not be attained in an undemocratic society, but that did not forestall their demands.

Those were:

- All schools that have been closed should be re-opened and all students be unconditionally re-admitted;
- All students at present in detention must be released;
- The "democratic" SRCs should be established;
- There should be no police interference in student affairs;
- There should be no enforcement of the wearing of school uniform as stipulated by the Department of Education and Training;
- Schools should be staffed with qualified teachers who must be well paid;
- There should be no soldiers "posing" as teachers, and white teachers in general were rejected not on racial grounds but because of the purposes they served. They were also "ignorant" of history.

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Parliament and Politics

Parliament and Politics

The minister who believes in 'listening'

FOR the Minister of Education and Training, Mr Barend du Plessis, the past few months have been more than the proverbial Baptism of Fire.

Not long after his elevation to the Cabinet late last year, the time-bomb that is black education in South Africa began to smoulder dangerously.

Pupil grievances at schools in Ateridgeville, Pretoria, flared into protest. There were boycotts and there was violence. A pupil died

in a confrontation with police.

The situation had all the makings of a fuse to spark a wide-spread scholar uprising in the mould of Soweto, 1976.

But in an important way the situation was different from 1976 — the publicly stated attitude of Mr Du Plessis himself was a radical change from that of his Nationalist predecessors. He wanted to negotiate a settlement to the dispute and not force one on the pupils.

In the debate on his budget vote in Parlia-

ment in May, Mr Du Plessis summed up his approach: "I... resolved to be available to listen at all possible and impossible times because I believe that black education is a matter that is too sensitive for anyone to decide in advance whether a person who wishes to discuss a matter can make a contribution or not, whether such a person has ulterior motives and whether he really has education in mind or not."

"Therefore, I have thus far been listening and I intend doing so in future as well — to anyone, both friend and opponent."

Communication, Mr Du Plessis said in an interview, has become the priority of the department. He believes that in the Ateridgeville crisis he spoke to, as many people as he could in efforts to resolve the problems.

In one key session he invited 18 Ateridgeville pupils to his Pretoria

home one morning — 16 of them had been expelled or suspended. They sat for three hours discussing their problems and achieving "some very constructive agreements", Mr Du Plessis said.

The meeting led to an agreement that pupils would be allowed to elect their own prefects, and it also defined their responsibilities as pupils.

It also highlighted plans for the establishment of a departmental communications system involving committees on which there will be elected representatives of the pupils and representatives of the parents and teachers.

The committees will act as channels to the minister for the airing of grievances and the quick solving of problems.

But in spite of Mr Du Plessis's wide-ranging contacts and bold plans, the 6 000 boycotting Ateridgeville children did not return to school by the deadline he set,

Black education has long been regarded by many as an area of gross National Party neglect. As the poor step-child of white education it has struggled for nearly 35 years from crisis to crisis and has become one of the most potentially explosive of the country's socio-political issues. Last year Mr Barend du Plessis took over as Minister of Education and Training. His seemingly fresh approach to the problems of his department soon drew attention. Political Staffer CHRIS FREIMOND interviewed Mr Du Plessis in Cape Town.

and the schools were closed. The initial impression was that the new approach had failed. When asked if this was so, Mr Du Plessis said: "I think there is no clear answer. I think it is a yes and a no answer. Yes in the sense that in spite of all our efforts over months we couldn't prevent closing the schools. No on account of the fact that it ultimately boils down to having gone through

the entire exercise of communication with everybody. "It boiled down to a point where the people who were perpetrating it couldn't be convinced because the classroom situation as such eventually had nothing to do with the boycotting." Virtually all the grievances of the pupils had been resolved. The only thing left was for the children to return to the classrooms. Short of having them

physically forced into the schools and prevented by force from leaving or from throwing out their teachers, Mr Du Plessis believes there was nothing more that could have been done. The schools are now closed and it appears they will remain so until the end of the year.

In the meantime Mr Du Plessis is moving forward with plans to develop his portfolio and improve the image of black education. Mr Du Plessis is a firm believer in the link between successful black education and the socio-economic upliftment of black communities. "I believe that inside the government we are fully aware of this problem and are addressing it on as wide a front as possible. Efforts which we put into housing development, the creation of job opportunities and so on are evidence of this," Mr Du Plessis said.

In this respect, Mr Du Plessis believes com-

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Who believes in 'listening' to black pupils

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In this respect, Mr Du Plessis believes com-

munity involvement is a key to success.

Black pupils face problems unknown to most of their white counterparts. Many have no suitable study facilities at home, contact with their parents is often limited due to long hours spent travelling to and from work.

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to more than five million, including the homelands.

In his budget speech Mr Du Plessis said his department would spend R709 million in the current financial year.

The department had more than 40 000 teachers, 7 000 schools and 1,6 million pupils.

Mr Du Plessis believes he is faced with the twin priorities of improving both the quality and quantity of black education.

"We have to do both because the numbers we have to cope with, and the problems that you have in developing communities in the process of providing both basic literacy and more sophisticated education. The problem there is to get your teaching staff trained in sufficient numbers — and to fight the attrition rate.

"We as an education department are the largest market for any prospective employer and we can't compete," he said.

It was important to remember that black education competed for funds with other State spending priorities, including socio-economic developments such as housing.

"But the sheer numbers we have to cope with make it extremely difficult — in terms of both physical and human material — to increase the quality of education at a completely satisfactory rate.

"The growth rate of our primary school population is about two per cent, which is about the normal population growth rate. But the growth rate for high schools is about 15 per cent, which tells us that there is a wave coming from the primary schools to the high schools," he said.

If the department was forced to channel its resources merely to cope with rapidly increasing numbers, obviously little was left for improving quality.

Page 20/5/84 (544) (50)

Call for students' protest day

By SUE FAULKNER

A CALL was made to students at the University of the Witwatersrand for a national day of protest in solidarity with closed and boycotted schools, colleges and universities throughout South Africa.

At the same time on the campus, members of the Rightwing Students' Moderate Alliance handed out South African flags and pamphlets.

Two other demonstrations were held on Jan Smuts Avenue yesterday and students carried placards which read: "Reject gutter education", "No to high failure rates, sexual harassment and corporal punishment". Another read: "Teach children to be equal not servile."

Outside the offices of the Department of Education and Training in Pretoria yesterday afternoon there were more pickets.

In the Great Hall at Wits four speakers spoke of a "crisis in black education".

Mr Tiego Mosenke, president of the Azanian Students' Organisation and head of the Black Students' Society at Wits, urged students to join a day of protest today to show their abhorrence of "an unfair education system".

The President of the Students' Representative Council, Mr Brendan Barry, said the level of recent unrest in education was unprecedented except by events in 1976.

"Voicing our solidarity is a pointer to our opposition to the divided education system," he told students.

Mr Patrick "Terror" Lekota, publicity secretary of the United Democratic Front, said the "crisis" in education indicated separate education had failed.

"Even as PW Botha is parading the new constitution abroad, Rome is burning," he said.

Ms Kate Phillips, president of the National Union of SA Students, said students could not stand silently by while other students were being shot, detained and even killed.



Students of the University of the Witwatersrand unfurled placards and sang protest songs yesterday after leaving the Great Hall, where speakers urged students to join a day of national protest against the present education system at a mass meeting.

COLLINS AND COLLINS (241) Gelb (241)

Line of action to be planned at Wits University today

Chanting students call for day of protest

A country-wide "national day" of protest against apartheid education has been called by student organisations to start today.

The decision was taken at the University of the Witwatersrand yesterday when about 200 placard carrying students, chanting freedom songs and making black power signs, marched from the Great Hall to the university campus after a meeting.



STUDENTS ON MARCH: At Wits University yesterday.

Students are expected to gather in front of the university's library at 8 am today until 12 noon when they will be planning a line of action to take.

The students will engage in various protest activities to show solidarity and to have their grievances heard by the South African Government.

Unrest

The call by Azanian Students Organisation (Azaso), Congress of South African Students and Nusas, has been prompted by the unrest at schools, colleges and universities.

In a statement the organisations said: "We believe that the cause of students in Pretoria, Cradock, Port Elizabeth, Unitra, Fort Hare, Mabopane Technikon, Turfloop, UCT and Medunsa is a noble and just one.

"These students need to be complemented and supported in their stand against apartheid education," the statement read.

Freedom

A call has also been made to all sympathetic and freedom loving people to join students in their activity.

At the meeting, United Democratic Front's publicity secretary, Mr Mosiuoa Lekota, said the system of divided education, mass removals of people, detention without trial and closing of schools by authorities must be deplored.

Nusas' president, Ms Kate Phillips, urged students to be united against the system of education. She called on the Department of Education and Training to open all Pretoria schools that were shut a few weeks ago.

(3) whether he will make a statement on the matter?

The MINISTER OF FINANCE:

(1) Yes.

(a) At the earliest possible opportunity.

(b) Because the proposed action must be authorised by means of an amendment to the law before 1 July 1984.

(2) No. Because it would frustrate the purpose of the increase.

(3) No.

Questions standing over from Friday, 25 May 1984:

50 *Howland Q. Col. 14 31*
Masifundisi Study Centre, Langa
30/5/84
*5. Mr K M ANDREW asked the Minister of Education and Training:

(1) Whether his Department has acquired the (a) land and (b) building housing the Masifundisi Study Centre in Langa; if so, (i) when, (ii) from whom, (iii) at what cost and (iv) for what purpose;

(2) whether he intends closing this study centre; if so, (a) why and (b) when; if not,

(3) whether he intends taking any other action in regard to this study centre; if so, (a) why, (b) what action and (c) when;

(4) whether any alternative facilities will be made available in respect of this study centre; if not, why not; if so, (a) what facilities, (b) when and (c) where?

The MINISTER OF EDUCATION AND TRAINING:

(1) (a) No. The Department does not own the land on which its school buildings are erected. School sites, including the one on which the Zimase Primary School and the Masifundisi Study Centre are situated, are zoned or reserved for education purposes according to fixed formulas based on the number of families in a specific area.

(b) No. The Department is currently negotiating with the owners of the Zimase school with a view to acquiring the buildings. The intention is to continue using the premises as a primary school.

(i) — (iv) Fall away.

(2) No.

(a) and (b) Fall away.

(3) No, unless the centre provides formal education in which case it will have to be registered in terms of the Education and Training Act, 1979 (Act 90 of 1979).

(4) Not applicable.

Howland Q. Col. 14 32
30/5/84
*8. Mr K M ANDREW asked the Minister of Education and Training:

(1) Whether any pupils enrolled at schools administered by his Department in (a) 1983 and (b) 1984 were over the age of 20 years; if not, why not; if so, how many in each of these years;

(2) whether any persons over the age of 20 years who applied for admission to

such schools in (a) 1983 and (b) 1984 were refused on the ground of being too old; if so, how many in each specified region in each of these years?

The MINISTER OF EDUCATION AND TRAINING:

(1) Yes.

(a) 7 969.

(b) 8 503.

(2) Yes, persons older than 20 years who wish to return to school after and interruption of a year or more or such persons who already have failed twice in succession, are normally not re-admitted to ordinary schools but referred to centres for adult education.

	(a)	(b)
Cape	67	26
Johannesburg	—	—
Orange Vaal	53	161
High Veld	82	76
Orange Free State	29	47
Northern Transvaal	11	9
Natal	—	—

Eastern Cape: communication mast

*14. Mr D J N MALCOMESS asked the Minister of Environment Affairs and Fisheries:

(1) Whether his Department has a communication mast on the Lady Slipper mountain in the Witteklip range in the Eastern Cape; if so, how many antennae are there on this mast;

(2) whether all the equipment on the mast belongs to his Department; if not, to whom does it belong;

(3) whether this equipment was authorized; if not,

(4) whether his Department has taken any steps in respect of (a) the use of unauthorized equipment at this site and (b) any other matters relating to this equipment; if not, why not; if so, what steps in each case?

The MINISTER OF ENVIRONMENT AFFAIRS AND FISHERIES:

(1) No, the radio communication mast on the State forest land is the property of ESCOM and has been licensed by the Department of Environment Affairs since 1 April 1973.

(2), (3) and (4) Fall away.

Howland Q. Col. 14 34
30/5/84
*23. Mr P G SOAL asked the Minister of Education and Training:

(1) What total number of pupils were enrolled at the schools in Pretoria which were closed by his Department recently;

(2) whether these pupils will be allowed to enroll at other schools during the 1984 school year; if not, why not; if so, (a) when, (b) at which schools and (c) how many pupils can be accommodated at these schools;

(3) whether his Department has issued any instructions concerning these pupils to any schools under his control; if so, (a) to which schools, (b) why and (c) what was the nature of these instructions;

(4) whether he or any member of his Department has received any representations regarding these pupils; if so, (a) when, (b) from whom and (c) what was (i) the nature of the representations and (ii) his response thereto?

Sowetan 30/5/84

Medunsa hit by a boycott

ABOUT 3 000 Medical University of South Africa (Medunsa) students boycotted lectures yesterday morning to "strengthen their solidarity" with the striking canteen workers and the students whose schools were closed by the Department of Education and Training (Def) early this month.

Employees of a food catering firm struck on Monday after their colleague was fired from the university's canteen. The company later replaced striking workers with employees from other branches. Students refused to eat at the dining hall in support of the striking workers.

Students' representatives told The SOWETAN that the entire student body had vowed not to attend lessons nor to eat at the canteen unless the workers' demand of reinstating a dismissed colleague was met. Mr Michael Moekeetsi, it is alleged, was fired after fish went missing in the kitchen.

Demands

A meeting of students and workers demanded that:

- Workers' salaries be improved;
- More workers be employed to assist in the dining hall;
- Three-month pay maternity leave be implemented;
- Uniforms be improved;
- Workers be entitled to a weekly day off;
- A local unit manager be transferred; and
- The Minister of Education and Training, Mr Barend du Plessis, be requested to open the closed schools in Pretoria and also attend to the students' problems in Cradock and Graaff-Reinet.

The rector of Medunsa, Professor L T Taljaard, confirmed the strike and also stated that a meeting was to be held with the Fedice officials. He said he had tried to persuade students to attend lessons while the matter receives attention.



RECTOR: Taljaard.

GOVT
THE MYSTERY surrounding the fate of 116 Leandra families who are facing a forced removal threat deepened this week when neither the Government nor the local community council would say what is going to happen to the families.

This follows a meeting held last week between local community councillors, the Chief Magistrate of Evander and of-

OK DEEP CUTS
and keeps them low!

 <p>Revlon Hi & Dri Roll-On Deodorant 1.25 50 ml</p>	 <p>Revlon Milk Plus 6 Moisturiser 4.59 125 ml</p>	 <p>Revlon Intimate or Aquamarine Bath Oil 4.69 400 ml</p>
 <p>Revlon Intimate or Aquamarine Super Moisture Lotion 3.15 350 ml</p>	 <p>REVLON MILK PLUS 24 HOUR MOISTURISER 6 125 ml</p>	 <p>REVLON INTIMATE Super Moisture Lotion 3.50 350 ml</p>
 <p>REVLON MILK PLUS 6 SHAMPOO & CONDITIONER 4.15 350 ml</p>	 <p>REVLON MILK PLUS CLEANSER 4.15 175 ml</p>	 <p>I & J Young & Tender Frozen Cut Corn Choice Grade 1 kg 2.25</p>
 <p>Deep Heat Rub 1.05 35 ml</p>	 <p>Chokito 27c 48 g</p>	

ADM 31/5/84 (50)

1 500 Wits students in lectures boycott

By ANTON HARBER
Political Reporter

ABOUT 1 500 students at the University of the Witwatersrand yesterday boycotted classes and marched around the campus, singing and chanting freedom songs, as part of a day of solidarity with boycotting students countrywide.

The students boycotted lectures for three hours in what Ms Kate Philip, the president of the National Union of SA Students, said was "proof that the nonracial students' movement was growing".

The Rightwing Students' Moderate Alliance (SMA) manned a kiosk on the campus, distributing South African flags and anti-Nusas pamphlets and occasionally taunting the boycotting students.

University guards kept a close watch on the proceedings. There were no incidents reported.

The day of protest was called by the Azanian Students' Organisation (Azaso) and the Congress of SA Students (Cosas) "in solidarity with all the closed and boycotting schools, colleges and universities throughout South Africa".

Closures have hit schools in Atteridgeville, Pretoria, and the University of Transkei, and boycotts have taken place at schools in Cradock and Port Elizabeth and the universities of Fort Hare and Turfloop.

The Wits students yesterday listened to speeches for most of the morning.

Later, they formed into a long column and marched around the campus, singing, chanting and carrying posters that read: "Free, equal, democratic education NOW" and "The struggle continues".

Addressing the students, Mr Tiego Moseneke, president of both Azaso and the Wits Black Students' Society, challenged the Prime Minister, Mr P W Botha, to stop travelling around Europe and "come here and talk to us South Africans".

He accused Rightwing students of attempting to provoke the boycotting students.

"They (the Rightwing) will be crushed. We cannot tolerate such racists on this campus," he said.

Ms Philip called on students to join the nonracial, democratic movement "so we can destroy racist education once and for all".

Veteran political activist Mrs Helen Joseph also addressed the students, but she is listed and may not be quoted.

Meanwhile, a strike by canteen workers at the Medical University of SA (Medunsa), near Pretoria, has ended after a student boycott in solidarity with the workers.

The canteen workers, members of the Commercial, Catering and Allied Workers' Union of SA (Ccawusa), had been on

strike since Monday because of the dismissal of a worker.

The strike ended yesterday with an agreement that the fired worker would be reinstated.

SAPA reports that the University of Transkei closed on Tuesday until July 10 after three weeks of unrest that led to the deportation of five lecturers, the detention of more than 100 students and the suspension of at least 14 students.

Reports from Umtata yesterday said most of the estimated 3 000 students had left. The detained students were expected to appear in court next week.

At the University of Cape Town, students demonstrated in support of students in Transkei, Fort Hare and Turfloop.

The vice-rector at the University of the Western Cape, Professor J J F Durand, said in a statement yesterday that examinations for the first semester could not be cancelled or postponed, following a request by 3 000 boycotting students.

The students presented a list of complaints that called for the cancellation of mid-year exams, that the "exploitation of students in the cafeteria" be stopped, that the lunch hour be extended from 30 minutes to an hour and that lectures be conducted in both English and Afrikaans.

The challenge of black education

Baptism of fire for the new minister

FOR THE Minister of Education and Training, Mr Barend du Plessis, the past few months have been more than the proverbial baptism of fire.

Not long after his elevation to the Cabinet late last year, the time-bomb that is black education in South Africa began to smoulder dangerously.

Pupil grievances at schools in Atteridgeville, Pretoria, flared into unrest. There were boycotts and there was violence. A pupil died in a confrontation with police.

The situation had all the makings of the fuse to spark a wide-spread scholar uprising in the mould of Soweto, 1976.

But at least one ingredient was different — the official reaction. The arrogant, high-profile police action of 1976 was absent.

This was mainly due to the policy of the Minister of Law and Order, Mr Louis le Grange, who believed educators had to solve their own problems and that the police had to act only to protect lives and property. It was not their job to get children back to school.

But, and perhaps most important of all, the publicly stated attitude of Mr du Plessis himself was a radical change from that of his Nationalist predecessors.

In the debate on his budget vote in Parliament in May Mr du Plessis summed up his approach: 'I... resolved to be available to listen at all possible and impossible times because I believe that black education is a matter that is too sensitive for anyone to decide in advance whether a person who wishes to discuss a matter can make a contribution or not, whether such a person has ulterior motives and whether he really has education in mind or not.'

Opponents as well

'Therefore, I have thus far been listening — and I intend doing so in future as well — to anyone, both friend and opponent.'

Communication has become the priority of the department. In the Atteridgeville crisis Mr du Plessis believes he spoke to as many people as he could in efforts to resolve the problems.

In one key session he invited 18 Atteridgeville pupils to his Pretoria home one morning — 16 of them had been expelled or suspended. They sat for three hours discussing their problems and achieving 'some very constructive agreements', Mr du Plessis said.

The meeting led to an agreement that pupils would be allowed to elect their own prefects, and it

also defined their responsibilities as pupils.

But — and probably most important of all — it highlighted plans for the establishment of a sophisticated communications system involving committees on which

force from leaving or from throwing out their teachers. Mr du Plessis believes there was nothing more that could have been done.

The schools are now closed and it appears they will remain so until

in black education in the past 30 years.

Black education had progressed from an elitist situation to one of mass education. The enrolment of black pupils had grown from 800 000 to more than five million in

primary-school population is about 2%, which is about the normal population growth rate. But the growth rate for high schools is about 15% which tells us that there is a wave coming from the primary schools to the high schools,' Mr du Plessis said.

If the department was forced to channel its resources merely to cope with rapidly increasing numbers, obviously little was left for improving quality.

Mr du Plessis acknowledged that the department was training too many black children for careers in 'academic' fields — but not by choice.

'Wherever I go to speak to black communities I try to emphasise the need to encourage their children to opt for the kind of education that will equip them for the jobs that are available.'

'The attractive career opportunities — regardless of who you are — will lie in the technical and commercial fields, and I am not only talking about artisans, but also technicians and higher fields.'

'There is also tremendous potential for commercial careers in the black communities as the business sector there develops,' he said.

Mr du Plessis acknowledges that there is some validity in criticism that the Government spends more per capita on white education than black, but points to the many factors — historical and contemporary — that make it impossible to close the gap overnight.

Teachers under-qualified

In white schools the growth rate was about the same as primary schools. Owing to the higher cost of high-school education the per capita spending on white children was far higher because the percentage of white children at high school was greater than blacks.

Another factor was that 78% of black teachers were under-qualified

cluding the homelands.

In his budget speech Mr du Plessis said his department would spend R709 million in the current financial year.

The department had more than 40 000 teachers, 7 000 schools and 1.6 million pupils.

Mr du Plessis believes he is faced with the twin priorities of improving both the quality and quantity of black education.

'We have to do both because of the numbers we have to cope with, and the problems that you have in developing communities in the process of providing both basic literacy and more sophisticated education. The problem there is to get your teaching staff trained in sufficient numbers — and to fight the at-

the end of the year.

In the meantime Mr du Plessis is moving forward with plans to develop his portfolio and improve the image of black education.

A strong theme that has become increasingly apparent this year is the link between successful black education and the socio-economic upliftment of black communities.

'I believe that inside the Government we are fully aware of this problem and are addressing it on as wide a front as possible. Efforts that we put into housing development, the creation of job opportunities and so on are evidence of this,' Mr du Plessis said.

In this respect Mr du Plessis believes community involvement is a key to success.

Own peculiar problems

Black pupils face problems unknown to most of their white counterparts. Many have no suitable study facilities at home, contact with their parents is often limited by the long hours spent travelling to and from work, communication on education matters is often limited because of the illiteracy or under-education of their parents, and socio-economic circumstances in general are often not conducive to satisfactory study.

He is angered by condemnation of the Government's black-education efforts as measured in terms of white education instead of in terms of what has been achieved

trition rate.

'We as an education department are the largest market for any prospective employer and we can't compete,' he said.

It was important to remember that black education competed for funds with other State-spending priorities, including socio-economic developments such as housing.

'But the sheer numbers we have to cope with make it extremely difficult — in terms of both physical and human material — to increase the quality of education at a completely satisfactory rate.'

'The growth rate of our

The appointment of Mr Barend du Plessis as Minister of Education and Training last November marked what appears to be a new openness in the Government's approach to black-education problems. Political Correspondent CHRIS FREIMOND spoke to the minister in Cape Town about his handling of what is arguably the most sensitive of South Africa current socio-political problems.

there will be elected representatives of the pupils and representatives of the parents and teachers.

The committees will act as channels to the minister for the airing of grievances and the quick solving of problems.

But in spite of Mr du Plessis's wide-ranging contacts and bold plans the 6 000 boycotting Atteridgeville children did not return to school by the deadline he set, and the schools were closed.

The initial impression was that the new approach had failed.

When asked if this was so, Mr du Plessis said: 'I think there is no clear answer. I think it is a Yes and a No answer. Yes in the sense that in spite of all our efforts over months we couldn't prevent closing the schools. No on account of the fact that it ultimately boils down to having gone through the entire exercise of communication with everybody.'

'It boiled down to a point where the people who were perpetrating it couldn't be convinced because the classroom situation as such eventually had nothing to do with the boycotting.'

Virtually all the grievances of the pupils had been resolved. The only thing left was for the children to return to the classrooms.

Short of having them physically forced into the schools and prevented by



Barend du Plessis

while the majority of white teachers were fully qualified. This meant that salaries differed and the per capita expenditure on teachers was greater among whites.

A third factor was that considerable sums of money pumped into black education by the private sector and by farmers in farm schools were not included in the department's budget.

The high matric failure rate among black pupils was causing considerable concern and had been investigated thoroughly by the department.

'I say thank goodness that we at least had a 52% pass rate. I know it's not enough, but at least from those who pass we can generate more teaching

capabilities and satisfy more economic demands.

'We realise that the economy needs people so it would please us no end if we could increase the pass rate,' Mr du Plessis said.

Three factors had been identified which could lead to improved pass rates:

● Teachers' qualifications had to be upgraded,

particularly to satisfy the need in the subjects where there were shortages, such as mathematics and science. Teachers needed to evaluate their pupils more regularly and give them feedback as to their strong and weak points. Principals had to ensure that teachers were properly prepared for classes and punctual.

● Pupils had to learn to study regularly and review their work. The finding was that this did not happen. Pupils needed the chance to study in an environment more conducive to effective study. If facilities were not available at home, they had to be provided as far as possible at school.

● The community — and parents in particular — needed to take a more active role by way of their interest, motivation and creating circumstances which would assist their children's study — such as lessening domestic-chore demands on senior pupils.

To attempt to solve the problems the Department had started a motivation-and-information programme for the community and teachers and an in-service training scheme for teachers.

UWC students call 'indefinite' boycott

By Estelle Randall

MORE than 3 000 University of the Western Cape students have decided to boycott classes at the university indefinitely.

This decision came after a one-day boycott in solidarity with boycotting schools in Atteridgeville, Cradock and the universities of Turfloop and Transkei.

A special committee was formed recently to examine problems at the UWC campus. Among these are overcrowded lecture rooms, problems with certain lecturers, poor accommodation and transport and inadequate library and photocopying equipment. The university has no Students' Representative Council either.

GRIEVANCES

At a meeting on May 15, when the committee was elected, it was decided to hold a number of faculty meetings for students to air their gripes. It was planned to present these grievances later to a general meeting, which would then decide on suitable action.

Eventually it was decided to try to get the

the university administration to change the DP (Duly Performed) system, which students claim allows only a few of them to write the annual final examinations. In a pamphlet advertising the meeting, the problems at the university were said to be similar to those experienced by other boycotting educational institutions.

FAILURE

The pamphlet read: "We at Bush experience similar problems and difficulties. Bush has an exceptionally high failure rate and only a 'chosen few' qualify." The education system in South Africa was seen as "serving the needs of the apartheid government".

The meeting also voted to boycott for an indefinite period, starting from Monday, May 28.

Some students were worried because of the hasty decision to boycott, saying that it was necessary to co-ordinate a boycott — and some groundwork needed to be done first.

The boycott will be re-evaluated daily, and in addition students will

press for the cancellation of all tests for the rest of the semester. At least two faculties were supposed to have begun examinations on Monday.

Students will present the demands of the faculties to the university's administration on Tuesday, May 29.

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C. Herald on 2/6/84

Education reform 'far from enough'

THE mass student boycotts at Atteridgeville and Cradock, the University of Transkei, the University of the North (Turfloop), the University of the Western Cape, protests at the University of Cape Town and recent demonstrations at several Western Cape secondary schools, have again focused attention on education struggles. But these sporadic uprisings by students are not the first expressions of rejection of education for subjugation.

While the numerous boycotts have resulted in the strengthening of student organisation and the heightening of political consciousness among students, there have not been significant changes to the educational system against which students have protested from as early as 1920.

But it was in the early 1970's when South Africa began to experience a renewal of significant political and industrial action, that the influence of Black Consciousness ideology provided a stimulus to renewed questioning of the existing order in South Africa.

CULMINATION

1976 was a culmination of all the small streams of rejection into one raging torrent of resistance which demonstrated the new mood of militancy among students. The 1976 struggles eventually had a wide base — students, parents and workers formed a common front against the apartheid regime.

The Government's response was a "total strategy" (consisting of military, economic and constitutional aspects) aimed at defusing the "crisis", though it did not aim to remove the basic grievances.

It was no real surprise then, that another

high point of resistance in the arena of schooling developed in 1980. But while the issues in 1976 and 1980 were similar, there were differences in that where student organisation in 1976 was virtually non-existent, students were thrust into leadership positions in 1980.

WIDESPREAD

Support for the students was also more widespread in 1980 than had been the case in 1976. From the beginning, students had the backing of their parents and community organisations, whereas in '76 many parents had at first opposed the boycotts.

Even the relatively moderate Cape Teachers' Professional Association has acknowledged that the current demands of the students of Cradock and Atteridgeville are reasonable. In a recent statement, Mr Randall van den Heever, editor of CTPA's *Educatio*, said that he sympathised with the students' demands. He added that there was very real dissatisfaction in black education.

"The problems in Soweto and elsewhere are symptomatic of political rejection in South Africa. The proposals for education contained in the New Constitution still fall far short of the ideals

pursued by students and others in South Africa. It is a step in the right direction, in that it provides for some reform and improvement in certain departments, but it does not go far enough."

Resistance to an education system designed to reproduce the relations of class domination and subordination

in South Africa has been an ongoing process. No attempt by the rulers to camouflage exploitation and oppression of the majority will stop resistance by both students and the oppressed in general. This can only end once the material conditions against which resistance is directed have been removed.

Govt plans
education policy changes

CAPE TIMES 31/5/84

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Political Staff

HOUSE OF ASSEMBLY. — Government plans to radically change education policies — and bring them into line with some of the main proposals of the De Lange inquiry into education reform — were detailed in Parliament last night by the Minister of National Education, Dr Gerrit Viljoen.

Speaking in the second reading debate on the National Policy for General Education Affairs Bill, Dr Viljoen said the bill would bring into law — with slight variations — the government's acceptance in a White Paper last year of 11 principles contained in the De Lange report.

The first of the principals accepted last year and included in the bill was: "That equal opportunities for education, including equal standards of education, shall be strived after for every inhabitant of the Republic irrespective of race, colour, creed or sex."

The bill is a key element for the smooth functioning of the concepts of "own" and "general" education affairs in terms of the new constitutional deal.

PFP amendments

The bill was welcomed with reservations last night by the Official Opposition.

Mr Roger Burrows (PFP Pinetown) said the Opposition would propose a number of amendments.

They regarded the measure as the kernel of a possible umbrella ministry of education for all South Africans even though that was probably not how Dr Viljoen saw it.

The bill's main drawback was that it was based on the government's apartheid policy and divided education issues on the basis of race.

Dr Frans van Staden (CP Koedoespoort) last night strongly rejected the bill.

He said it meant that for the first time in South Africa whites would lose their self-determination over education.

He proposed the strongest possible parliamentary measure to oppose a bill by moving an amendment that it be read six months hence.

Sweeten 7/6/84

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Tense situation at Alex high school

THE ATMOSPHERE at the Minerva High School in Alexandria Township was highly charged yesterday morning following the suspension on Tuesday of 20 students, all of whom are members of the school's representative council.

One of the suspended students, Peter Makgoba, who is a former president of the Minerva Representative Council (MRC), was released from detention last Tuesday. He had been detained under Section 50 of the Internal Security Act for 12 days.

No reasons have been given for the suspensions, which are said to be indefinite. The students however believe that their suspensions have something to do with their membership of the MRC.

According to the suspended students, the acting principal, Mr Thomas Baloyi, called them into his office on Tuesday where he informed them about the suspensions. He then ordered them to leave the school premises immediately.

Notices

When they arrived home they found undated notices informing them about the suspensions. The notices did not say when the suspensions would be effective from nor gave reasons for them.

Trouble at the Minerva School started early this year when students there demanded the introduction and recognition of a fully-fledged students' representative council. After negotia-

tions with the school's management committee the students were granted the recognition of the MRC which would have similar powers to an SRC.

According to some of

the students, Mr Baloyi and some of the management committee members were not in favour of the new body. This resulted in tension between members of the MRC and the principal.

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De Lange report: delaying tactic or turning-point?

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8/6/84



Professor J P de Lange . . . was the report worth all the fuss?

By Jean Hey,
Education Reporter

The dust has now settled on the De Lange report; the Government has given its official response to the document; and academics are left wondering whether it was worth all the fuss and excitement it aroused.

But the De Lange Report is just the latest in a long line of official investigations into education.

In the last decade we have had the Kasingo Report (Botswana), the Popangano Report (Bophuthatswana), the De Lange Report, the Buthelezi Report (kwaZulu) and the Venda Report.

All focus on so-called crises in South African education.

In the latest issue of the University of Bophuthatswana education bulletin, Mr Peter Buckland, a lecturer in professional studies at the University of Bo-

phuthatswana, asks the inevitable question: What is the significance of all these reports?

Are they simply a delaying tactic to help the authorities weather the crisis, or are they a reflection of real shifts in education policy?

According to Mr Buckland, the reports have certainly given the authorities time to manoeuvre during a crisis period.

He says the history of education policy is "littered" with official reports of education commissions.

"Whenever problems emerge in the schooling system, the standard response has been to appoint a commission of inquiry and publish a report."

Most of the investigations were commissioned at a time of widely recognised crisis, he says.

"The Popangano Report was commissioned after the 1976/7 student uprisings, which severely affected high schools in Bo-

phuthatswana, and the Buthelezi and De Lange reports followed the student boycotts of 1980."

But it would be unfair to suggest that the reports did no more than relieve pressure while giving the impression that something was being done, Mr Buckland says.

They also provided important evidence to support official policy changes — although many of their recommendations were conveniently ignored.

"Governments usually implement the recommendations selectively.

"The South African government never 'rejected' the De Lange report, as many people think.

"In fact, more and more of those recommendations are being implemented."

Such reports also give some insight into problems worrying the authorities, Mr Buckland says.

"The issues which members

of a commission tend to focus on reflect at least some of the official anxieties about policy issues."

But many of the expectations raised by the inquiries have been dashed, he notes.

"There were hushed rumours that the De Lange Report would be the turning point in education history in South Africa.

"People speculated that apartheid education was to be dismantled and a new system of non-racial schools set up."

But when the report was released, the Government simply rejected the key recommendation — for one Ministry of Education.

Mr Buckland contends that in fact nobody "makes" education policy.

Instead it is the product of an ongoing process of struggle between various elements, ranging from the Minister of Education to the teachers and students in the classroom.

The Du Plessis portfolio — a race against racial time bomb

FOR THE Minister of Education and Training, Mr Barend du Plessis, the past few months have been more than the proverbial baptism of fire.

Not long after his elevation to the Cabinet late last year, the time-bomb that is black education in South Africa began to smoulder dangerously.

Pupil grievances at schools in Atteridgeville, Pretoria flared into unrest. There were boycotts and there was violence. A pupil died in a confrontation with police.

The situation had all the makings of a fuse to spark a widespread scholar uprising in the mould of Soweto, 1976.

But in an important way the situation was different from 1976 — the publicly-stated attitude of Mr Du Plessis himself was a radical change from that of his Nationalist predecessors.

He wanted to negotiate a settlement to the dispute and not force anything on the pupils.

In the debate on his budget vote in Parliament in May, Mr Du Plessis summed up his approach: "I... resolved to be available to listen at all possible and impossible times because I believe black education is a matter that is too sensitive for anyone to decide in advance whether a person who wishes to discuss a matter can make a contribution or not, whether such a person has ulterior motives and whether he really has education in mind or not.

"Therefore, I have thus far been listening — and I intend doing so in future as well — to anyone, both friend and opponent."

Communication, Mr Du Plessis said in an interview, had become the priority of the department.

He believes that in the Atteridgeville crisis he spoke to as many people as he could in efforts to resolve the problems.

In one key session he invited 18 Atteridgeville pupils to his Pretoria home one morning — 16 of them had been expelled or suspended. They sat for three hours discussing their problems and achieving "some very constructive agreements", Mr Du Plessis said.

The meeting led to an agreement that pupils would be allowed to elect their own prefects, and it also defined their responsibilities as pupils.

It also highlighted plans for the establishment of a departmental communications system involving committees on which there will be elected representatives

Black education in South Africa has long been regarded by many as an area of gross National Party neglect. As the poor stepchild of white education it has struggled for nearly 35 years from crisis to crisis and has become what is probably the most potentially explosive of the country's socio-political issues. Late last year Mr Barend du Plessis took over as Minister of Education and Training. He sets out his views in an interview with Political Correspondent CHRIS FREIMOND in Cape Town

of the pupils and representatives of the parents and teachers.

The committees will act as channels to the Minister for the airing of grievances and the quick solving of problems.

But the 6 000 boycotting Atteridgeville children did not return to school by the deadline he set and the schools were closed.

Asked if this meant he believed the new approach had failed, Mr Du Plessis said: "I think there is no clear answer. I think it is a yes and a no answer. Yes, in the sense that in spite of all our efforts over months we couldn't prevent closing the schools. No, on account of the fact that it ultimately boils down to having gone through the entire exercise of communication with everybody.

"It boiled down to a point where the people who were perpetrating it couldn't be convinced because the classroom situation as such eventually had nothing to do with the boycotting."

Virtually all the grievances of the pupils had been resolved, he said. The only thing left was for the children to return to the classrooms.

Short of having them physically forced into the schools and prevented by force from leaving — or throwing out their teachers — Mr Du Plessis believes there was nothing more that could have been done.

The schools are now closed and it appears they will remain so until the end of the year.

In the meantime Mr Du Plessis is moving forward with plans to develop his portfolio and improve the image of black education.

He believes in the link between successful black education and the socio-economic upliftment of black communities.

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BAREND DU PLESSIS
Baptism of fire

a front as possible. Efforts which we put into housing development, the creation of job opportunities and so on are evidence of this," he said.

In this respect, he believes community involvement is a key to success.

Black pupils face problems unknown to most of their white counterparts.

Many have no suitable study facilities at home, contact with their parents is often limited due to long hours spent travelling to and from work, communication on education matters is often limited due to the illiteracy or under-education of parents, and socio-economic circumstances in general are often not conducive to satisfactory study.

He is angered by condemnation of the Government's black education efforts as measured in terms of white education instead of in terms of what has been achieved in black education in the past 30 years which he says has been considerable.

He believes black education has progressed from an elitist situation to one of mass education. The enrolment of black pupils has grown from 800 000 to more

than five-million including the "homelands".

In his budget speech Mr Du Plessis said his Department would spend R709-million in the current financial year.

The department has more than 40 000 teachers, 7 000 schools and 1,6-million pupils.

Mr Du Plessis believes he is faced with the twin priorities of improving both the quality and quantity of black education.

"We have to do both because of the numbers we have to cope with, and the problems you have in developing communities, in the process of providing both basic literacy and more sophisticated education. The problem there is to get your teaching staff trained in sufficient numbers — and to fight the attrition rate.

"We as an education department are the largest market for any prospective employer and we can't compete," he said.

It was important to remember black education competes for funds with other State spending priorities, including socio-economic developments such as housing, he said.

"But the sheer numbers we have to cope with make it extremely difficult to increase the quality of education at a completely satisfactory rate.

"The growth rate of our primary school population is about 2%, which is about the normal population growth rate. But the growth rate for high schools is about 15% which tells us there is a wave coming from the primary schools to the high schools," he said.

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fields. But he says this is not by choice.

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"The attractive career opportunities — regardless of who you are — will lie in the technical and commercial fields, and I am not only talking about artisans, but also technicians and higher fields.

"There is also tremendous potential for commercial careers in the black communities as the business sector there develops," he said.

Mr Du Plessis says he accepts there is "some validity" in criticism that the Government spends more per capita on white education than black, but he points to the many factors — historical and contemporary — which he believes make it impossible to close the gap overnight.

In white high schools the growth rate was about the same as primary schools. Due to the greater cost of high school education, the per capita spending on white children was far higher because the percentage of white children at high school was greater than blacks, he said.

Mr Du Plessis added that another factor is that 78% of black teachers are under-qualified while the majority of white teachers are fully qualified. This means salaries differ and the per capita expenditure on teachers is greater among whites.

A third factor, he says, is that considerable sums of money pumped into black education by the private sector and by farmers in farm schools are not included in the department's budget.

The high matric failure rate among black pupils is causing considerable concern and had been investigated thoroughly by the department, he said.

"I say thank goodness that we at least had a 52% pass rate. I know it's not enough, but at least from those who pass we can generate more teaching capabilities and satisfy more economic demands.

"We realise the economy needs people so it would please us no end if we could increase the pass rate," Mr Du Plessis said.

Venda's
teacher
needs.
over 200
annually

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Dr G M E Leistner . . . helped HSRC with research.

By Gavan O'Connor,
Pretoria Bureau

More than 210 teachers will need to graduate from the University of Venda every year for the next 15 if the country's educational requirements are to be met.

The Human Sciences Research Council (HSRC) has just released the results of an investigation it was asked to do by the university to determine the manpower needs of the country and the part the university should play in promoting development.

The report said that by the year 2000 more than 3 000 graduate teachers would be needed to teach 80 000 pupils in high schools.

The HSRC was helped in research by Dr G M E Leistner, director of the Africa Institute, and Mr D de Klerk of the Bureau for Economic Development, Co-operation and Development.

The report said courses for the training of high school teachers, nursing personnel, economists and agricultural specialists were needed badly at the university to help meet the needs of the country.

Other courses were also needed for doctors, dentists and vets — but they were not financially viable.

AGRICULTURE

The report recommended strongly that a course in agriculture be established, despite the fact that other black universities had problems recruiting both students and lecturers for such faculties.

It said the course was needed because agriculture played an important role in Venda's development.

It was also recommended that the following faculties be started: arts, mathematics and physical science, economics and managerial science, agriculture and education.

Parliament and Politics

Cape Times 6/6/84

New education ⁵⁰ authority outlined

HOUSE OF ASSEMBLY. — The central education authority in the new constitution would not be a department on its own, the Minister of National Education, Dr Gerrit Viljoen, said yesterday.

This authority would possibly form a division under the control of another ministry, such as that of Internal Affairs, he said in committee on the National Policy for General Education Affairs Bill.

No schools would be under the direct control of this authority, nor would it be in charge of any educational staff.

Its function would be to ensure that the government's general education policy in the new dispensation was carried out by each of the education ministries of the white, Indian and coloured groups.

This was in accordance with the recommendations of the De Lange report on education, the minister said.

Commenting on a speech by Mr Horace van

Rensburg (PFP Bryans-ton), the minister said it was unreasonable of the Opposition spokesman on education to say the government's recognition of the diversity of race groups would lead to these groups being totally isolated from each other.

"A failure to appreci-



ate the diversity of races in the educational field will only lead to total destabilization and a lack of security among those groups," Dr Viljoen said.

Government policy did not mean total isolation of different races, as co-operation was possible within the context of separate education de-

partments.

● Dr Viljoen rejected a PFP proposal that the chairman of the council for national education in the new constitutional system be elected by the council and not appointed by the minister.

A further PFP amendment, providing for representation on the

it was unfortunate the government had designed the bill in the "very restrictive apartheid mould" of the new constitution.

He said that while "sound and appropriate" education was one of the most powerful means of achieving security, peace, prosperity and justice in the country, the government and this bill were "erecting fences" between the country's youth.

"Does the government not see that at the root of all the country's problems lies distrust and an inability to communicate?" Mr Van Rensburg asked.

He said contact at school level would obviate existing suspicion and bring about understanding.

The CP education spokesman, Dr Frans van Staden, said his party would reject every clause of the bill because it was against an "overlapping (oorkoepelende) department of education". — Sapa

council by homeland education authorities, was ruled not permissible as it extended the principles of the bill.

● A plea to Dr Viljoen to allow more mixing of races at private schools and tertiary educational facilities was made by Mr Van Rensburg.

The PFP Member said

MGA 8/6/84

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Education to be joint and 'own' affair

Legislation passed by Parliament this week provides for central policy-making on education but for racially separate education departments. Argus Press Gallery reporters Frans Esterhuysen and San Vivier report on the implications.

ONE of the rare occasions when the Official Opposition and the Government agree on a fundamental policy matter occurred in the Assembly this week with the passing of the National Policy for General Education Affairs Bill.

But the debate on the Bill also highlighted the sharp differences between the Conservative Party and the Government on education matters.

The Bill provides for the determination of national policy for general education affairs in the new constitutional dispensation.

Opposition and Nationalist speakers described it as a milestone in education reform. Conservatives called it a "Trojan horse" which would lead to racial integration in schools.

The Bill incorporates 11 principles formulated by the De Lange Commission according to which policy matters on general education affairs must be determined.

The first principle states that equal opportunities for education, including equal standards of education, "shall be strived after for every inhabitant of the Republic irrespective of race, colour, creed or sex".

Standards

In line with the De Lange Commission proposals, it provides that the Minister may determine "general" education policy with regard to: Norms and standards for the financing and capital costs of education; salaries and conditions of employment of staff; professional registration of teachers; norms and standards for syllabuses and examinations.

Legislation in this regard will be binding on the education departments for whites, coloureds and Indians.

It is on this principle of having separate education departments for the various racial groups that the Bill is in conflict with the De Lange Commission which recommended a single ministry of education.

It is on this point, too, that the Official Opposition differs with the Government.

Substantial renewal

Throughout the debate the Minister of National Education, Dr Gerrit Viljoen, stressed that the measure would not detract from the importance of education as an "own affair".

He said it embodied substantial renewal in education... "renewal based on a proven system of educational differentiation that assures self-determination in education for each race group".

Mr Horace van Rensburg (PFP Bryanston) said it was a "fatal blunder" and a pity that the Bill had been designed in the "very restrictive apartheid mould". The Government would in time admit it was wrong.

It was fear of the right-wing groups which made the Minister say that the Government stood by its policy of separate development, he said.

Racial integration

The CP, on its part, slammed the Bill, using the strongest form of Parliamentary protest to oppose its second reading.



Dr Gerrit Viljoen

Dr F A H van Staden (CP Kooledoespoort) denounced it as a measure that would deprive whites of "self-determination" in education and that would result in racial integration.

And while other parties praised the De Lange Commission, Mr Daan van der Merwe (CP Rissik) said Government commissions were appointed one-sidedly, and their findings were pre-determined by the National Party.

Tribute

His allegations caused a storm of Nationalist protest and were dismissed by Dr Viljoen who praised the objectivity of these commissions.

Paying tribute to the De Lange Commission, he described the 11 principles contained in the Bill as the "finest and most meaningful contribution to education".

It would lead to "chaos" if norms and standards for the var-

ious population groups were set separately. Likewise, salaries and conditions of employment and the registration of teachers had to be set jointly, he said.

What isn't clear, however, is how the Bill is going to be put into effect and how the old system is going to be phased out.

Dr Viljoen indicated that the central education authority under the new constitution would not be a department on its own. This authority would be responsible for general education policy and for the implementation of that policy by the different departments of education.

But which ministry the central education authority would fall under, he did not say. The future of the provincial administrations, which control white education, is similarly unclear. That, Dr Viljoen said, was still the subject of negotiation.

One of those rare moments of accord

The Star's Parliamentary Staff

ONE of the rare occasions when the official opposition and the government agreed on a fundamental policy matter occurred in the Assembly this week with the passing of the National Policy for General Education Affairs Bill.

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It is on this principle of having separate education departments for the various racial groups that the Bill is in conflict with the De Lange Commission which recommended a single ministry of education.

It is here too where the official opposition differs with the government.

Throughout the debate the Minister of National Education, Dr Gerrit Viljoen, stressed that the Bill would not detract from the importance of

education as an "own affair".

Replying to the third-reading debate, Dr Viljoen said the Bill embodied substantial renewal in education.

This was described by Mr Horace van Rensburg (PFP Bryanston) as a "fatal blunder".

It was a pity that the Bill had been designed in the "very restrictive apartheid mould" and in time, the government would admit that it was wrong.

It was fear of the right-wing groups like the Conservative Party which made the Minister say that the government stood by its policy of separate development, Mr van Rensburg said.

The CP, on its part, vociferously slammed the Bill throughout the debate and used the strongest form of Parliamentary protest to oppose the second reading.

Dr F A H van Staden (CP Koo-doespoort) denounced the Bill as a measure that would deprive whites of "self-determination" in education and as a measure that would result in racial integration.

The concepts of Christian National Education and mother-tongue education were not included in the Bill, he said.

Dr Viljoen paid tribute to the De Lange commission during his third-reading reply and described the 11 principles in the Bill as the "finest ("mooste") and most meaningful contribution to education".

It would lead to "chaos" if norms and standards for the various population groups were set separately. Likewise salaries and conditions of employment and the professional registration of teachers had to be set jointly, he said.

One aspect which remains vague is exactly how the Bill is going to be put into effect and how the old system is going to be phased out.

During the debate Dr Viljoen indicated that the central education authority under the new constitution would not be a department on its own.

The authority would be responsible for general education policy and for the implementation of that policy by the different departments of education.

Dr Viljoen did not say under which ministry the central education authority would fall. And the future of the provincial administrations, which control white education, was still the subject of negotiation, he said.

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Fresh hope now for farm school children

By STEPHANIE VENTER

AN URGENT application has been brought against a Magaliesberg farmer to prevent him from interfering with a 30-year-old primary school on his property.

This means renewed hope for the on-off education of 180 farm workers' children at the small Koesterfontein Farm school.

The children may be able to return to school next week following the application brought against the farmer, German immigrant, Mr Franz Eismeyer in the Rand Supreme Court on Friday.

Struggle

The modest country school's months-long struggle for survival has now attracted international attention. It will feature in an widely-viewed overseas television documentary this month.

The application involving Mr Eismeyer, who is trying to close the school, will be heard on Tuesday at the Rand Supreme Court.

Last month the children were told that they could attend school pending an appeal against the conviction

Tree trunk ends race for Morvan

SOUTHAMPTON — French yachtsman Patrick Morvan was rescued in mid-Atlantic by a British freighter yesterday after his catamaran Jet Service was holed by a submerged tree trunk as he led the single-handed trans-Atlantic race, organisers reported.

Morvan was picked up by the 11 143-ton British freighter Sonia M, which is heading for the British port of Felixstowe.

The Frenchman had led the fleet of yachts across the Atlantic since Tuesday and looked set to win the class race in record time.

Morvan's misfortune puts his closest rivals, two other Frenchmen, Gilles Gahinet in the trimaran Export 33 and Marc Pajot in Elf Aquitaine II, jockeying for the lead, according to the organisers. — Sapa-AP

R100 aid for principal

THE plight of the Koesterfontein Farm School has touched the heart of a Sunday Express reader who this week donated R100 to the principal, Mr Themba Kumalo.

"God bless her," Mr Kumalo said when he was handed a cheque from Johannesburg estate agent Mrs Aida Geffen.

"Most of the people around here who are supposed to be helping are making a lot of sympathetic noises. It is encouraging

to see that somebody has put their sympathy into practice," he said.

Mr Kumalo has not been paid since October 31 and his mother Lydia and his wife Audrey — both teachers at the school — have not been paid since December.

He said they would use the money to buy mealie meal, relishes and petrol for the car they use to travel to court and to consultations with their attorney, Mr M B Mhlahledi, in Krugersdorp.

of their principal Mr Themba Kumalo, 29, for teaching at a deregistered school.

But within days of the appeal being noted, Mr Eismeyer told them to go home and threatened Mr Kumalo with arrest.

After being out of school for only three weeks some of the children have already taken part-time work at neighbouring farms — an indication of what their future will be if the fight for the school is lost, said Mr Kumalo.

"In the next 10 years there will be a very high crime rate here if the school is not saved," he said.

The battle began last year when Mr Eismeyer asked the Department of Education and Training (DET) to close the school so he could start a business.

But Mr Kumalo continued teaching as he says he was not notified in the correct manner.

This led to his conviction

and three-year suspended sentence by a Krugersdorp magistrate last month for teaching at a deregistered school.

Mr Eismeyer had initially given Mr Kumalo and his family until Friday to vacate their house and the farm, but he has recently told them that they can stay until December as long as there is no school.

This week a United Press International television crew interviewed Mr Kumalo for its weekly 'Roving Report' programme.

Boycotting

The programme will also include an interview with the Minister of Education and Training, Mr Barend du Plessis, boycotting students in Pretoria who had their schools closed recently and last weeks' national student protests.

'Roving Report', which will be distributed to SABC, Swazi-TV, Bop-TV and



● The Kumalo family — relief in the form of a R100 cheque

worldwide networks for screening on June 18, has a potential viewership of 400-million.

In his interview with Mr Roger Harris of UPI, Mr Kumalo said if he could speak to Minister Du Plessis, he would "appeal to him to make provision for the children".

"The children are our first priority. If we don't save the school we are throwing the

children into a bottomless pit," he said.

The small school which was founded by Mr Kumalo's father, the late Mr Edgar Kumalo, was built and financed by the children's parents.

Compensation

Mr Eismeyer has apparently not offered compensation for the school or the four-bedroomed house his

family built. If the Koesterfontein Farm School is closed the children, most of whom are under seven-years-old, will have to walk 9km to the nearest school.

"I am just waiting to build another school for the children so that I will then be able to say: 'Goodbye Koesterfontein,'" Mr Kumalo said.

Mr Eismeyer would not comment when approached on Friday.

JMB will be phased out over the next few years

By MARION WHITEHEAD

THE Joint Matriculation Board — whose exam is written by pupils from more than 30 private schools as well as more than 2 000 private candidates — is to be phased out over the next few years.

A report on its fate, together with a new look at national curricula and examinations, is to be drawn up later this month in Pretoria at a meeting of educationists representing the JMB, the universities and heads of the various education departments.

The Department of National Education this week confirmed that the JMB would be replaced by a new authority under a Certification Board.

The structure and working details of this authority are not yet clear as the department was still working on the "new deal" which will come into effect under the new constitution.

New phase

"We are hoping it will be ready when the new education phase starts in about September, in time for the new Constitutional Bill," said Mr Koot Bosman, chief public relations officer of the Department of National Education.

The move to do away with the JMB appears to be part of the new approach to education announced in Parliament this week by the Minister of National Education, Dr G Viljoen. One of the aims of the National Policy for General Education Affairs Bill is to set country-wide standards for examinations.

There has been speculation on the future of the JMB for years. This was strengthened by the De Lange Commission of Inquiry into Education which recommended that a curriculum council take care of courses and exon a national scale.

Principals of private schools have reacted cautiously this week.

Mr Mark Henning, head of St Sathians in Randburg, said he could not judge the issue without knowing what would replace the JMB.

Autonomy

"Whether it's good or bad depends on what comes in its place," said Mr Henning. Mr Peter Nixon, head of Woodmead and MPC for Johannesburg North, said the autonomy of private schools depended on subsidies, not exams and courses.

Mr Michael Cork, head of St Barnabas, said he was in favour of retaining the JMB as it was a non-racial body that set exams of high standard.

He said a single national body that regulated exams regardless of race was a good idea, but might prove too big and unwieldy to do a good job.

Dr Ken Hartshorne, a member of the De Lange inquiry, said this week that the commission's attitude to private schools had been positive and had recommended government subsidies for private schools.

Mr Ken Andrew, PFP spokesman on education, said the Bill appeared to be a direct consequence of the new constitution.

● Mr Mauritz Slabbert, secretary of the JMB, did not want to comment. "I cannot see that a thing like that will happen," he said.

Rand DAILY MAIL

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Students hit at teachers

ATTERIDGEVILLE students have accused their teachers of working hand in hand with the police during the school boycotts which resulted in the closure of six of their seven schools last month.

The students were addressing a weekend meeting organised by the National Education Union of South Africa (Neusa) to discuss the role of the teacher during student boycotts.

Acting as spokesman

for the 6 000 school children involved in the school boycotts, Mr Joseph Mashimbye and Mr Harry Morotoba, formerly of Flavius Mareka High School said: "Our boycotts were not against the teachers but against the system. Yet on several occasions teachers called the police to harass us."

Some teachers had injured pupils and had taken lifts with policemen, they alleged.

Mr Mashimbye and Mr Morotoba told the group of about 50 black and white Neusa members that they did not expect active support from their teachers — just neutrality.

Now the Atteridgeville pupils had "nothing to do, simply because we demanded a students' representative council."

However the South African Institute of Race Relations (SAIRR) had offered them lessons which would probably be conducted in local church halls soon.

The recognition of an SRC was the pupils' main demand, they said. Prefects were unacceptable because they were elected by the authorities.

Affairs

Other demands included the abolition of corporal punishment, the scrapping of the age limit, and the prohibition of teacher/pupil love affairs. Of these, only the age limit had been abolished.

The students warned that the boycotts would continue next year if

their demands remained unmet. They intended sending a petition to the Minister of Det, Mr Barend du Plessis, stating their wish to return to school once their grievances were solved.

The Atteridgeville headmasters had distorted facts and got the community against them. Some pupils had even been evicted from their homes, the student representatives claimed.

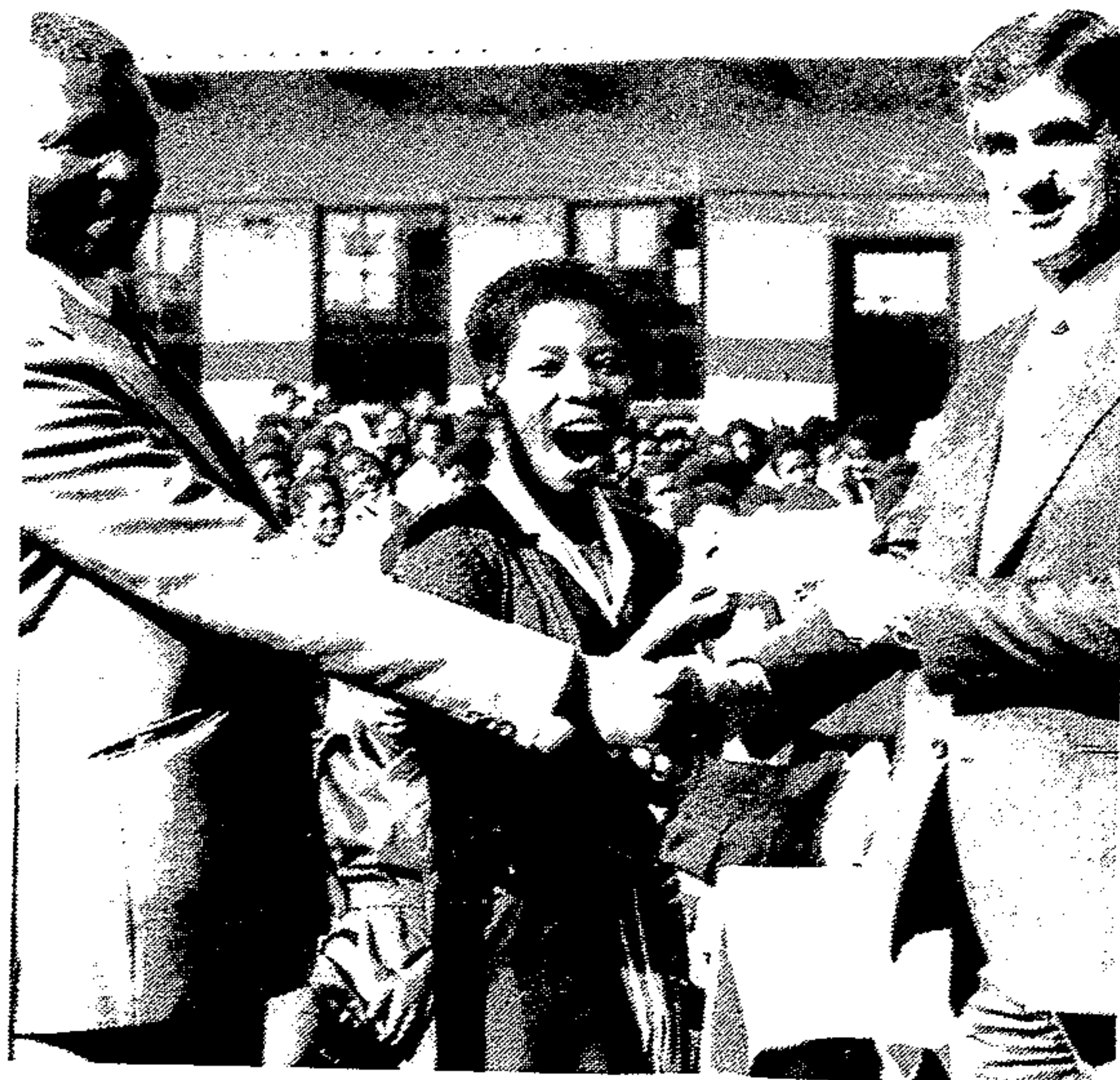
"But now our parents understand what is happening, 75 percent of them support us," they said.

They felt the pupils had been misrepresented on several occasions — by a liaison committee elected by the Department of Education and Training and by an Atteridgeville town councillor who allegedly took it upon himself to act as the students' mediator with the Government without student permission.

Three of the 20 pupils suspended from Minerva High School in Alexandra also addressed the meeting. They told the audience that their boycotts also hinged on the demand for an SRC.

They warned that 20 more Minerva High School students were likely to be suspended from school — although none of them had been told the reason for their suspension, they claimed.

They had however clashed with the principal on several issues, including the brandishing of weapons in the classroom. One teacher had apparently brought a butcher's knife into an examination hall.



DONATION: Mr C C du Plessis, personnel manager of a bottling company presented a R5 000 cheque to a pupil of Realogile State Secondary School in Alexandra last Friday while shaking hands with Mr Edwin Mačhuba, principal of the school. The money will be used to buy books for the school's new library made possible by the same company which has also adopted the school.

Teachers complain

Hush-hush veld schools get R1-m

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Star

14/6/84

More than R1 million of the taxpayers' money is estimated to be spent annually on the Transvaal's controversial veld schools, for years strongly criticised by parents and teachers.

The Transvaal Education Department (TED) has in the past been accused of using the 11 Transvaal veld schools as paramilitary indoctrination camps where anti-Communist propaganda is preached.

ONSLAUGHT

A delegation from the Johannesburg College of Education visited the northern Transvaal Schoemansdal veld school in 1981 and reported that schoolchildren were fed National Party policies and trained to resist the "total onslaught" against South Africa.

The TED claims it has now eradicated party politics from the camps but it refused The Star's request to visit the Schoemansdal veld school this month, thus preventing any direct assessment of the situation.

The TED contends that veld schools offer a rich variety of benefits — the physical stimulation of adventure and nature, as well as an array of psychological rewards.

These rather vague benefits include:

- The social, emotional, spiritual, intellectual,

and physical growth of pupils.

- An experience of team spirit.

- The "moulding of the young people of our country and equipping them for adulthood."

Above all, veld schools now offer "low-risk adventure", the TED says.

Teachers and parents remain unconvinced.

The Transvaal Education Department claims party propaganda has stopped. JEAN HEY, The Star's Education Reporter, surveys the position.

"We are maintaining a very expensive luxury. The time has come to ask whether veld schools are worth their financial outlay," said the president of the Transvaal Teachers' Association, Miss E Niemeyer.

Four permanent teachers work at each veld school. At a conservative estimate the TED contributes about R700 000 to the running of the schools — which does not include teachers' salaries, transport costs and meals.

The TED says it does not know its total veld school budget but it has been estimated at more than R1 million.

"It is a terrible problem to keep busy those children who choose not to go. They cannot continue with school work

because those at the veld school would suffer," Miss Niemeyer said.

While the veld school concept had much to recommend it, Miss Niemeyer wondered whether it should not focus more on the historical and geological opportunities of the areas — and less on physical exercise.

One 12 year-old-boy burst into tears with relief on his return from the Delmas veld school recently.

According to the boy's mother, they were sent on a four-hour hike during a heatwave and were not allowed water. At night they had to sleep on the cement floor because there were no beds.

Two of her son's friends apparently fell ill as a direct result of the camp — one with blood poisoning, the other with diarrhoea.

But the PFP provincial councillor and spokesman on education, Mr Peter Nixon, said he believed it was good for urban children to get away from passive activities such as video watching, and to spend a healthy spell in the country.

"I am simply against the TED using the time to bombard children with a tremendous amount of dubious information.

"The TED says the nature of veld schools has changed — but without visiting them, we do not know how far this is true."

SINCE 1976, black education has been a major concern in South Africa and the subject of intense international focus. At the end of last year, a new Minister of black education (Education and Training), Mr Barend du Plessis, was appointed. Has the Government's approach to black education changed as a result? Mr du Plessis reflects on some of the major problems and challenges facing his department. This is the second of a three-part series which resulted from interviews with the Minister and prepared answers to questions.



Mr Barend du Plessis

From elitism to a mass operation

ARGUS
14/6/84
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Many educationists claim that the standard of black education has fallen off in the past decade and this is indicated by the 50 percent pass rate in the past four years. Do you agree that the standard of black education has dropped in recent years and what is being done to prevent a recurrence of the low pass rate?

I disagree. The standard of black education has not dropped. In the past 30 years black enrolment at schools has increased from 800 000 to almost six-million, including the national and independent states. The annual growth rate at the secondary school level is 14 percent.

In the past three decades our department has taken black education from an elitist character to mass secondary education and it is inevitable that the pass rate — if taken purely on a comparison of percentages then and now — will suffer to a degree, as a result.

Political and social disturbances also have an influence. We accept that we are a young department and that we have got our problems, which are going to take some time to sort out.

There have been accusations that the Department of Education and Training has deliberately limited the number of matriculants because there is a shortage of space in black universities.

Such accusations are malicious and unfounded; in fact, ridiculous. Black pupils write the examinations of the Department of National Education, which are subject to close scrutiny and control by the Joint Matriculation Board.

By

**MAGGIE
ROWLEY,
Education
Reporter**



If we can get rid of the failure rate we will save 5 000 classrooms. It is in our interest to pass them, but it is no use giving them useless certificates or lowering the standards for the sake of statistical pretence.

What is being done to increase the pass rate and do you hope to see an improvement this year?

We would be happy for short-term results but we are approaching the problem with a longer-term perspective in mind, since many of these causes concern age-old habits and slow-changing attitudes.

After the 1983 results we launched an in-depth investigation which identified objectives for the department, the pupils, parents and the community. This included the need for regular class attendance and study, greater parent involvement in a pupil's education and school affairs, and a regular evaluation of a pupil's progress.

There is also a need for strict discipline in terms of preparation for classes and large-scale motivation/information programmes for teachers, pupils and communities.

It also includes the training of principals for better control and school management and improving administrative and support functions.

Since 1976 the Government has dramatically increased expenditure on black education. Into which areas has this money been channelled and what have the results been?

Primarily it has gone into coping with the very large growth rate in pupil numbers. This is not immediately reflected in a per capita calculation — which in turn is not always a fair reflection of the total situation.

The moment the black population stabilises you will notice a tremendous quality increase, which will close the existing expenditure gap in a few years.

There is still a large discrepancy between Government expenditure on white children and black children. The 1983 figures show that R1 385 was spent on each white child, R593 was spent on each coloured child and R192 was spent on each black child. Why does this discrepancy still exist?

Per capita expenditure is influenced by factors such as the qualifications of teachers, the age distribution of teachers, the ratio of primary enrolment to secondary enrolment, pupil/teacher and pupil/classrooms ratios, and the growth rate in pupil numbers.

Dissimilarities in respect of all the above and other factors between white and black education account for differences in expenditure. Per capita expenditure and development go hand in hand. The pace of development serves both as stimulus and imperative for increases in per capita expenditure, while the opposite is not necessarily true: dramatic increases in the budget do not necessarily mean that the additional funds can be spent effectively.

The third and last part of this three-part series will be featured in The Argus tomorrow.



New law legalises entry of blacks to private schools

Cape Times 15/6/84

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Provincial Reporter

A NEW provincial ordinance legalising the admission of black pupils to private schools in the Cape came into effect today.

The amendment states that "any other children may, with the approval of the Administrator and on conditions prescribed by him... be admitted as pupils to a private school".

Private Christian and Jewish schools have been allocated "quotas", ranging from 4 percent to 33,3 percent, for the number of black pupils admitted.

Peninsula schools and their black quotas are given in percentages:

- 33,3 percent: Springfield Convent; Holy Cross, Maitland; St Mary's Senior, Cape Town; Waldorf, Constantia; Loreto Convent, Strand.

- 30 percent: St George's Grammar, Mowbray; Marist Brothers, Rondebosch.

- 20 percent: St Cyprian's, Oranjezicht; Michael Oak, Kenilworth.

- 15 percent: St John's College, Green Point; Herschel Girls', Claremont; Somerset House Preparatory, Somerset West.

- 13 percent: Holy Cross, Brooklyn.

- 12 percent: Diocesan College, Rondebosch.

- 11 percent: Forres Preparatory.

- 10 percent: Holy Cross Sisters, Bellville; Hillcrest, Mowbray; Western Province Preparatory, Claremont.

- 8 percent: Helderberg High and Primary, Somerset West.

- 5 percent: Herzlia High and Primary, Highlands Estate; Herzlia Primary, Constantia; Herzlia Primary, Milnerton; Herzlia Weizmann, Sea Point.

- 4 percent: Cape Town Deutsche Schule.

(57) CROSS

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Agitators and Grievances

What do you see as the cause of unrest at some black schools? Do you think the grievances are unfounded and purely the work of "agitators"?

Agitators base their destructive and disruptive work on something practical and emotional which relates to the pupils' real and professed grievances. The fact that unrest persisted in Atteridgeville after we had redressed and resolved most of the problems there clearly indicated that we were eventually dealing with unrest not motivated any longer by the situation in the classrooms, but emanating from agitators' activities.

Are pupils' grievances taken seriously by the Government? Yes, of course. In order to hear as soon as possible what grievances there are, we are creating liaison committees to resolve problems before unrest occurs in schools. As far as corporal punishment is concerned, any deviation is seen in a most serious light.

We are also addressing the problems of underqualified teachers and with regard to SRCs. Although we reject the establishment of SRCs as such, we are in the process of re-viewing the election of prefects or pupil councils and their functions and responsibilities.

In addition, the teacher/pupil ratio decreases every year and we have a building programme which intends spending R100-million in the coming year, which will improve the pupils'/classroom ratio.

One of the pupils' grievances this year in Pretoria was the introduction of the age limit. Some educationists and pupils have criticised this, saying

black pupils begin school later and often have to stagger their studies to finance their continued schooling. They believe the system was introduced to enable the department to get rid of pupils who were actively involved in the 1980 school boycotts.

The age limit has not been used to get rid of troublemakers. The age limit regulations follow the same pattern as those for other education departments, including whites. No pupil who progresses normally, whatever his age, is affected by the upper age limit.

It also acts as an incentive for pupils to make progress. Sometimes our pupils have to leave school for personal reasons. Many of them return four or five years later. This is the kind of culture and custom within which our department functions, and such pupils are not penalised if they make progress.

How does the age limit work? The upper age limit applies to pupils who are 20 years or older. They need special permission to enter Standards 9 or 10. Such permission is normally refused only after a pupil has failed twice in succession. Such pupils are encouraged to further their education through adult education centres.

In 1983, out of a total of 7 160 pupils over the age of 20, only 242 were refused re-entry. The age limit for school entrants is 72 months on January 1, whereas in white schools it is 72 months by June 30. Again that's basically due to an accommodation shortage in black schools.

While we are doing every-

thing in our power to provide the required facilities in order to remove the variance with white children, we also encourage parents to make use of pre-primary school readiness programmes which, in our experience, can make a significant contribution towards properly preparing a child and also to remedying the detrimental effect of those socioeconomic conditions which are not conducive to the successful starting of formal education.

One of the major recommendations from the De Lange commission was the call for a unitary system of education. This was rejected by the Government. Why was the decision taken to continue to maintain separate education departments?



By
MAGGIE ROWLEY,
Education
Reporter

Although a unitary system as such was rejected, I don't believe that the possible advantages of macro planning were ignored. I do believe the Government has succeeded in securing the main advantages of centralisation by envisaging a general education affairs ministry, but at the same time, in accordance with its view of South Africa as a country with a diversity of cultures, has left the operational side to the various communities to cater for their own individual needs in a way which they elect and control.

The shortage of skilled manpower in South Africa has been emphasised by both industry and the Government. There are not enough whites to supply these needs. How is black education going to provide this very needed human resource?

The Department's priority is to produce as many people as possible with the skills which will enable them to obtain employment and achieve the highest possible standard and quality of living.

It is imperative that we also supply leaders in upper and middle management. Bearing in mind the inescapable reality of differences in culture and exposure to sophisticated commerce, industry and technology between white and black pupils, the department is tackling the problem at different levels.

We have 18 orientation centres in major centres where, as part of the school programme, children from Standards 3 to 8 spend 2½ hours a week on technical orientation.

We also have 12 comprehensive schools and seven more schools will be changed into comprehensive schools in the next year, offering commercial, technical and academic training.

There are also 19 technical colleges, with a further 11 in the planning stage and two technicals offering advanced technical education. This process has its limitations in that there is a shortage of technical teachers.

SINCE 1976, black education has been a major concern in South Africa and the subject of intense international focus. At the end of last year a new Minister of Black Education, Mr Barend du Plessis, was appointed. Has the Government's approach to black education changed as a result? This is the final in a three-part series which resulted from interviews with the Minister and prepared answers to questions.



Mr Barend du Plessis

What is the average standard that black pupils leave school? The biggest drop-outs occur at the end of Standards 2, 5 and 8. However, many drop-outs re-join the stream after a year or two. Generally, the drop-out rate is decreasing steadily and the growth rate in secondary enrolment is 14 percent, as opposed to two percent at primary level. At present 18 percent of the school population is at secondary level, compared with only five percent in 1973.

Taking this high drop-out rate into consideration, are there any plans for changing the emphasis from academic subjects to the teaching of specific skills in the early years of school which would equip primary school-leavers for the skilled job market — for example, motor mechanics and bus drivers.

Yes. Since 1974, primary school pupils have been exposed to technical education at 18 technical orientation centres. However, the idea is to provide skills training at least at junior school level or higher at technical colleges.

It must also be remembered that many blacks view technical education with suspicion and regard even high-level technical education as a sinister plan to keep blacks in positions of manual labour.

The introduction of the mother tongue as a medium of instruction in black schools has been an area of concern. Mother tongue education takes place during the first four years. Thereafter the medium of instruction is the choice of the parents, which is English throughout South Africa. In many areas, however, the standard of English and the relatively low proficiency in English of some teachers is problematic. Surely one cannot force parents to talk English to their children to improve the standard of English? Obviously that is not possible. Surely the responsibility then lies with the education department and the teacher?

The fact that throughout South Africa black parents have opted for English medium instruction from Standard 3 onwards makes them primarily responsible for the quality of instruction as far as it is advanced or hampered by language proficiency. The Afrikaner opted for mother tongue education and it is universally accepted that mother tongue instruction significantly contributes towards rapid education development, especially in the early years. To matriculate without an official language will make it extremely difficult to compete on the job market. How can standards be improved in schools. It is imperative to have either English or Afrikaans as a matrix subject. Apart from teacher upgrading in English and Afrikaans, we are currently considering proposals for the use of computer instruction in mathematics and English in the lower standards. What exactly is your long-term plan for black education? A good relationship with the Minister of Finance.



Cops disperse student demos

A GROUP of chanting high school students — protesting against “thirty years of Bantu education” — were dispersed by police in Atteridgeville yesterday morning.

The students, singing freedom songs and carrying placards, some of which read: “We shall reject Bantu education until the doors of learning and culture are opened to all,” started the march at about 8.30 am in the chilly weather from the entrance of the township at Seeiso Street.

They were stopped and dispersed by police near Ramokgopa Street. A spokesman for the police yesterday said “a very small group of students did march along the street yesterday morning and were apparently dispersed by the police.”

Police however denied allegations by the local branch of the Congress of South African Students (Cosas) that two of their members were baton-charged and that their local chairman, Andries Mapetla, was detained and later released.

Senefen 15/6/84 (50)

CAPE TOWN 16/6/84

Govt faces crises in black education'

Political Staff

HOUSE OF ASSEMBLY.
— Unless there was a change in the philosophy of the government, South Africa would remain "saddled with one crisis after the other" in black education, Mr Ken Andrew (PFP Gardens) said yesterday.

Mr Andrew, Opposition spokesman on education and training, was commenting on the eve of the eighth anniversary of the Soweto riots on the state of black education.

He said the government was making a serious attempt to improve conditions in black education, "but always within a strictly segregated framework".

Mr Andrew said that until the government recognized that black people in South Africa rejected apartheid education, and did something about it, "our black schools and universities will be plagued with problems and

unrest".

Looking back eight years to the Soweto riots, which were precipitated by dissatisfaction in schools, he said, many things had changed for the better, but a number of important aspects of education had not.

He pointed out that the total expenditure on black school education had increased considerably, "but the ratio between expenditure per capita on white and black has not narrowed appreciably".

'Anger'

"The number of pupils writing matric has increased rapidly, but the percentage that fail has also gone up sharply."

Mr Andrew said the government had tried to bring about improvements, and the present Minister of Education and Training was "streets ahead in his attitudes towards black education" compared to

his 1976 predecessor.

However, he emphasized that many fundamental problems remained.

He said black education remained "separate, unequal and inferior". Blacks were not involved in the political decision-making process that determined the parameters of their education.

Looking at the current situation, he said there had been considerable tension in black schools this year.

"Poor matric results, difficulties that school-leavers have in obtaining jobs, excessive corporal punishment and poor communications have caused frustration and anger."

The result of this, he said, was that some schools in Atteridgeville were closed for the year, all schools in Cradock had been boycotting classes for three months and problems had been experienced elsewhere.

THE University of Cape Town and Oxford University in England are considering undertaking a joint research project on the link between education and employment.

This follows a two-week overseas tour by Professor Francis Wilson, head of the Southern African Labour and Development Research Unit at UCT and director of the Second Carnegie Inquiry into Poverty and Development in Southern Africa.

Professor Wilson gave seminars on poverty in Southern Africa at Yale University in the United States as well as at the Institute of Economics and Statistics at Oxford.

Result of visit

As a result of his visit, the joint UCT/Oxford project is under consideration.

He also held talks with Professor Paul Streeten, director of the World Development Institute, and members of the Development Studies Institute at the University of East Anglia, on the need for more extensive development studies and programmes focusing on rural development, at South African universities.

Following his overseas tour, the final phase of the Second Carnegie Inquiry is now under way.

Strategies

"Members of the Carnegie Inquiry will be travelling all over Southern Africa during the next 15 months discussing strategies to combat poverty and under-development in Southern Africa," Professor Wilson said.

Members of the Carnegie Inquiry intend to publish a series of books over the next few months and Professor Wilson will write a summary report on the most significant research findings.

This follows the recent conference in Cape Town at which more than 300 papers on the subject were presented, providing copious detail on poverty in Southern Africa.

Staff Reporter

UCT may team up with Oxford on joint project

RRG's 18/6/84

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5-D

Link between education and employment under spotlight

CITY/INTERNATIONAL

6,8-m black pupils in SA by 1988 — study

ARGUS
19/6/84
80

Argus Correspondent

JOHANNESBURG. — The black pupil population in South Africa will reach a staggering 6,8 million within four years, researchers from the University of the Orange Free State have estimated.

This is almost 5,5 million more than the present number of white South African pupils and 1,5 million more than the present black pupil population.

The university's Research Institute for Education Planning claims in its latest issue of "Education and Manpower Production (Blacks)" that this dramatic pupil boom will have important repercussions on South Africa's economy as more blacks gain matriculation certificates.

"The average increase in pupil enrolment at the secondary level has been much greater during the last few years than the increase within primary education," the researchers say.

Three times as many as in 1977

Confirming this is an ever-multiplying number of black matriculants. Last year there were three times as many black matriculants than in 1977.

But while the researchers express optimism at this "extraordinary growth", they fail to point out the fact that the percentage of pupils passing matric has dropped dramatically.

While in 1977 almost 70 percent passed, last year more than half failed.

Another fact of concern to educationists is the high drop-out rate of black pupils.

According to this journal, 87 percent of black pupils drop out before reaching matric. Most leave before they have completed school and are therefore not literate.

"Although the outflow at the lower school levels is relatively high, many of these pupils flow back into the educational system after a year or so," the researchers say.

Other facts to emerge from the report include:

- Between 1980 and 1983 the number of pupils in black schools increased by 14,7 percent.

- Less than two percent of the pupils in 1983 were in Standard 10 while more than half were in lower primary classes.

Educationalist presents bleak picture of black teaching

LEADING educationist Dr K B Hartshorne presented a bleak picture of teaching in black schools during an African teachers' conference in Cape Town.

Dr Hartshorne, a member of the De Lange Committee which investigated education in South Africa, told delegates of teachers in black schools who were unprepared for their jobs, had lost morale and worked in difficult circumstances.

Dr Hartshorne gave the keynote address yesterday at the Cape African Teachers' Union's 31st conference.

Theme of the conference is Challenges of Teaching in a Disadvantaged Society as a Constructive Involvement.

Dr Hartshorne said the morale of black teachers was at its worst since he had become involved in black education in 1938.

They generally were under-qualified and inexperienced and taught in trying circumstances.

The problem of under-qualified teachers needed far more attention from the Department of Education and Training.

Dr Hartshorne said because of the Government's "very limited response" to the De Lange committee's recommendation, the ball was back in the teachers' associations' court.

"In order to strengthen the impetus, teachers' associations will have to join forces."

Teachers, he said, had a right to say what and how subjects were taught at school.

He also said that to remain in the education system and abdicate from a primary commitment to pupils and the community was to be less than professional.

Essential professional qualifications were competence, confidence and commitment.

Staff Reporter

AR 64/5
19/6/84

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BLACK

PUPIL

BOOM

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Secondary

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Concern

According to this journal, 87 percent of black pupils drop out before reaching matric. Most leave before they have completed school and are therefore not literate.

"Although the outflow at the lower school levels is relatively high, many of these pupils flow back into the educational system after a year or so," the researchers say.

Other facts to emerge from the report include:

- Between 1980 and 1983 the number of pupils in black schools increased by 14,7 percent.
- Less than two percent of the pupils in 1983 were in Standard 10, while more than half were in lower primary classes.
- The homelands have a pupil population more than twice the size of South Africa itself.
- The combined budget for black education departments (of which there are 17), has increased nearly threefold during the previous five years.

But because of the large increase in the number of black pupils, the per capita expenditure has only doubled. It now stands at about R164 a year — more than R1 000 less than is spent on each white pupil.

Journal 19/6/84

50

Education of blacks 'almost at bottom line'

From MAGGIE ROWLEY
Education Reporter

GEORGE. — As long as some people in South Africa were not free, totally unnecessary violence would continue, Mr Joe Latakomo, editor of the Sowetan, told a teachers' conference.

He also said that black education had "almost reached the bottom line".

He was speaking yesterday at the Cape Teachers' Professional Association conference, "as a representative of a people who have deliberately been excluded from a political dispensation which is meant to provide for the needs of South African society".

"The white man cannot sit in his plush home and sleep peacefully if everyone is not free," he said.

"You cannot sleep peacefully if I am not free. We can only hope people in power will see the light."

Mr Latakomo said black people had to point out to the Government that there were no short cuts and that it had to organise a programme of action to make South Africa a better place to live in.

The standard of black education had declined in recent years, partly because of a social negativism.

"Many of us grew up in social backgrounds that hardly equipped us to understand the complexities of this country.

Supposedly superior

"Our parents knew only that the white race was supposedly superior and the black race supposedly inferior.

"We, naturally, developed a social negativism on the degree of the darkness of our skins. Teachers went through the same development and as the process continued we found a decline in standards."

Black education had "almost reached the bottom line" and the



Mr Joe Latakomo

youth of today were questioning traditional laws, principles and norms and demanding equality.

The traditional role of teachers was being challenged from within the schools and from society. Pupils resented teachers because they were seen to represent "the hated apartheid schools system".

"The teacher himself resents this and stops trying to do his best. This lack of motivation is accepted as the major reason for poor teaching in black schools.

"Unless the whole system of separate and unequal education is scrapped, the black teacher will continue doing just enough to get by, and the standard will continue to decline."

Sport: The right to choose

Education Reporter

GEORGE. — The Cape Teachers' Professional Association (CTPA) has endorsed the independent rights of coloured schools to choose their sporting affiliations.

Most schools in South Africa under the Department of Internal Affairs (Directorate of Coloured Education) are affiliated to the South African Council on Sport (Sacos).

After heated debate in small groups the conference overwhelmingly rejected a call for control of sports policy to be placed in the hands of the department.

'Love, unity fight evil'

Education Reporter

GEORGE. — Teachers had to strive harder against "the forces of evil" for teacher unity, Mr Randall Peteni, president of the African Teachers' Association of South Africa, told the CTPA conference.

Mr Peteni, also president of the Joint Council of Teachers' Association of South Africa (Joctasa) — which comprises all African and coloured teachers' bodies — said unity of teachers of all races was what pupils and "the masses we represent" wished for.

"But we are fighting strong forces. We are fighting people who have a philosophy of hatred and division, a philosophy of keeping people apart," he said yesterday.

Earlier this year unity talks between all teachers' organisations had not been completely successful. Afrikaans teachers' organisations had not been prepared to endorse an education charter, drawn up by Joctasa, which condemned apartheid as detrimental to education.

Mr Peteni said many people who had tried to bring people together had been hounded and persecuted as villains. But the real villains were those who, on public platforms, spread the gospel of hatred and division.

"I have no doubt that our efforts for unity will triumph. We will overcome. There is no reason we should not eventually succeed because we have the philosophy of love and unity on our side."

The motion by the Oudtshoorn branch of the CTPA follows tension between schools in that area who are affiliated to opposing sports factions — Sacos and the South African Rugby Federation.

Delegates said school sport in Oudtshoorn had come to a standstill because teachers felt too much individual responsibility had been placed on them and they were "in the firing line" of the controversy.

The CTPA executive committee resolved to work with the Oudtshoorn branch on the problem.

	As at 31-12-83	As at 31-5-84
M L Sultan Technikon		
Department		
Electrical Engineering	476	326
Health Sciences	464	370
Hotel and Catering Administration	134	120
Management, Administration and Computer Science	1 277	1 351
Mechanical Engineering	204	122
Secretarial Studies, Communication and Languages	228	268
Technikon Peninsula		
Department		
School of Science	368	314
School of Secretarial Training, Communication and Electronic Data Processing	600	415
School of Art and Design	94	80
School of Business Studies	535	743
School of Engineering and Building	573	463
School of Education	244	256

The above figures include part-time students.

Technikons

1006. Mr H E J VAN RENSBURG asked the Minister of Internal Affairs:

What was the ratio of students to staff in 1983 in each department at each specified technikon falling under the control of his Department?

ML Sultan Technikon	Ratio
1. Applied Sciences	12:1
2. Art and Design	8:1
3. Building and Civil Engineering	20:1
4. Electrical Engineering	25:1
5. Health Sciences	19:1
6. Hotel and Catering Administration	9:1
7. Management, Administration and Computer Science	19:1
8. Mechanical Engineering	24:1
9. Secretarial Studies, Communication and Languages	11:1

The MINISTER OF INTERNAL AFFAIRS:

As at March 1984:			
Schools	Pupils	Schools	Pupils
(a)	(i)	(b)	(i)
(ii)	(ii)	(ii)	(ii)
(iii)	(iii)	(iii)	(iii)
(b)	(i)	(ii)	(i)
(ii)	(ii)	(iii)	(ii)
(iii)	(iii)		(iii)

1041. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

- (a) How many (i) training centres and (ii) qualified teachers for handicapped (aa) Coloured and (bb) Indian children were there in the Republic as at the latest specified date for which figures are available and (b) where are these training centres situated in each case?

The MINISTER OF INTERNAL AFFAIRS:

As at 1 April 1984:

(a)	(i) (aa) 12
	(bb) 8
(ii) (aa) 65	(bb) 61
(b) For Coloureds	
	Athlone, Cape; Heideveld, Cape; Ocean View, Cape; Bonteheuwel, Cape; Elsies River, Cape; Atlantis; Worcester; Port Elizabeth; East London; Durban; Pietermaritzburg; Connonville; Johannesburg.
	For Indians
	Pietermaritzburg; Verulam; Laudium; Umzinto; Stanger; Durban (2); Lenasia

The above figures do not include special schools, eg schools for the deaf, blind, etc.

1043. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

- How many (a) White, (b) Coloured and (c) Indian (i) inspectors, (ii) subject specialists or advisers and (iii) school principals were in the employ of his Department as at the latest specified date for which figures are available?

The MINISTER OF INTERNAL AFFAIRS:

As at March 1984:

(i)	(ii)	(iii)
(a) 59	126	225
(b) 45	66	1 890
(c) 16	45	455

1045. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

With reference to his reply to Question No 410 on 7 March 1984, what was the extent of the shortage of (a) teachers and (b) properly qualified teachers at (i) Coloured and (ii) Indian schools as at the latest

1040. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

How many (a) private and (b) public (i) pre-primary, (ii) primary and (iii) secondary (aa) Coloured and (bb) Asian schools and pupils, respectively, were there in the Republic as at the latest specified date for which figures are available?

The MINISTER OF INTERNAL AFFAIRS:

Handwritten: ~~1040~~ *Handwritten:* ~~Q. 601. 1740~~ *Handwritten:* ~~Schools/pupils~~ *Handwritten:* 20/6/84

Teachers reject call on sport

CAPE Times 20/6/84

From MARTINE
BARKER

GEORGE. — The Cape Teachers' Professional Association (CTPA) has rejected a call for schools to hand over control of their sports policies to the Department of Internal Affairs.

A resolution calling for financial and policy control to be placed in the hands of the department was rejected by a massive majority of the conference.

The call came from the Oudtshoorn branch, where school sport has come to a standstill following tensions between schools affiliated to the South African Council on Sport (Sacos) and the South African Rugby Federation.

In a second resolution outlining their reasons for rejecting the call, delegates reaffirmed the right of schools to choose their own sporting affiliations.

The executive committee is to work with the Oudtshoorn branch to seek a solution to the

area's specific crisis.

Problems in the area were not common to the rest of SA, where the vast majority of coloured schools were affiliated to Sacos.

The conference also urgently called on the department to improve school sports facilities.

The conference endorsed the executive committee's stand that:

- There were vast differences in the political/sporting attitudes and strategies of members.

- They had not participated in formulating the standpoints held by various sports bodies.

- The CTPA was a teacher organization and could not be subservient to the aims of organizations with other priorities.

Before the debate, Mr Franklin Sonn, president of the CTPA, warned that the issue could split the organization and urged delegates to treat it with caution.

Tensions between Sacos and the Federation stem from differing policies regarding sport and politics.

Sacos believes there can be "no normal sport in an abnormal society" and its affiliates do not compete against non-affiliates.

The federation does not believe politics should enter the sporting arena.

- Violence in SA 'till people free', page 13

- No stand on election, page 13

1965 2/16/64

'One in two in South Africa is illiterate'

Staff Reporter

MORE than half of South Africans aged 20 and over are illiterate, the science committee of the President's Council has found.

The committee has recommended a wideranging system of non-formal education to slot into the present educational system in order to bridge the education gap.

A total of 50,15 percent of South Africans of all races are illiterate, the committee found. The African illiteracy rate was 67,81, the coloured 38,46, the Indian 29,23 and the white 1,71 percent.

The school dropout rate after four years of schooling is 58 percent for Africans, 47,74 percent for coloured, 11,84 for Indians and 7,62 percent for whites.

The average African family has 5,2 children, compared to 3,29 for coloured, 2,7 for Indians and 2,03 for whites.

AR&US 21/6/84 50

CT unit model for child education — PC report

Staff Reporter

A CAPE Town unit that promotes non-formal learning for younger children in disadvantaged communities has been singled out in the President's Council as the basis of a new system of non-formal education, possibly operating with State aid.

The report of the council's science committee dealing with informal and non-formal education, uses the Early Learning Resource Unit (ELRU) at Athlone, sponsored by the Bernard van Leer Foundation without State support, as a model.

This is the only body in the country, as far as can be ascertained, that provides training for community educators and teacher-aids, the report says.

This non-formal training also provides employment for mothers as teacher-aides and home visitors.

REGIONAL CENTRES

The committee believes more institutions of this kind could contribute significantly to the effectiveness of early learning in environmentally disadvantaged communities. State support should be considered, it adds.

It recommends the establishment of regional resource centres for training para-professional community educators and aides, and for the development of non-formal educational programmes to suit the local community.

A particularly serious finding of the committee is that overseas research shows it may be too late to provide compensatory learning programmes for children from poorer homes after the age of three.

Such programmes fail because they "started too late with too little parent involvement", the report finds.

It recommends that bridging courses for children aged from five to six be complemented by programmes aimed at parents to help them teach their pre-school children.

Parliament and Politics

Parliament a

How to teach the teachers

By BARRY STREEK

PERHAPS the most critical of the many problems in black education is the unfortunate fact that so many teachers are either unqualified or under-qualified.

In the Department of Education and Training schools — the black schools outside the homelands — and the Department of Internal Affairs schools for coloured and Indian children as many as 80 000 teachers do not even have matric.

While standards for new teachers have been raised, making matric a minimum qualification, and considerable financial incentives have been introduced for teachers to improve their qualifications, attempts to improve the quality of black education have been — and will be for some time — seriously hampered by the reality of teaching standards of those teachers already employed in the schools.

The extent of the problem is underlined by the under-qualification of teachers in Department of Education and Training schools: About 15 percent of the teachers have no qualifications and about 60 percent have passed Standard 8 and then spent two years at a training college.

A new project, Teacher Opportunity Programmes (Tops), has, however, been launched to confront this very pressing problem.

One of the people involved in Tops, Professor Michael Ashley, Dean of Education at the University of Cape Town, says the initial goal of the programme is "to get these people

to matric and to upgrade their teaching method skills".

Tops was launched 18 months ago and already more than 1200 teachers have registered at the programme's 13 centres in four regions of South Africa.

A US-controlled company, which does not want to be named, says the programme fulfills a basic need above any possible public relations benefits, has al-

solid grounding if the quality of education is to be improved.

"The notion is to develop quality in education at the primary school level. If you don't improve quality there you will have to have remedial levels at secondary and tertiary levels."

Moreover, the salaries of these teachers are very low and this seriously affects morale in the schools, he adds.

their professional competence.

The teachers attend three two-and-a-half hour sessions a week, where professionally-qualified tutors teach them English, Afrikaans, Maths, Physical Science and Biology. The Western Cape, for instance, has at present 550 teachers with 45 tutors.

The choice of subjects, Professor Ashley says, shows the way

ing organizations and representatives of those bodies serve on the board of trustees.

However, while Tops has begun to make some impact and it has the resources to make a much greater impact, it desperately needs more funds.

Professor Leonard says: "We can't expand because we don't have unlimited funds. We could open as many centres as there are funds."

It already has two units in Natal, three in the Eastern Cape, two in the Transvaal and four in the Western Cape.

Tops was launched after lengthy discussions with teaching organizations who identified the under-qualification of teachers in primary schools as a major need.

Mr O'Malley argues that if free enterprise is to survive in South Africa there has to be change to expand that freedom to show black people that the system has some positive benefits to deliver — and that the quality of education is critical to this.

"We know the free enterprise system has defects, but it has advantages over other systems and this has to be demonstrated. If it is not, it will be overturned by something else."

"We are not aware of any other programmes that are as effective as addressing this problem as this one. It is not handing out equipment and buildings. It is dealing with the development of people."

Mr O'Malley believes that investment in Tops — donations are tax deductible — is not only a commitment to people but also a commitment to the free enterprise system.



ready sunk R450 000 into Tops, but the organization is now restrained by the shortage of funds.

The Western Cape chairman of Tops, Professor Cecil Leonard, an associate professor at the University of the Western Cape, says that the teachers without matric do not have the status of professional teachers and this detrimentally affects their position in schools.

Most of these teachers are in primary schools where, Professor Leonard says, it is essential that pupils are given a

The moves for parity in teacher salaries has had little bearing on under-qualified teachers: There are no equivalents in the white schools.

Another of the people involved in Tops, Pat O'Malley, the public affairs director of the Cape Town-based company whose financial support has enabled the programme to be launched, says an important aspect is that Tops is looking at teachers as a whole. It is not merely aimed at improving their educational qualifications but also

basic need is expressed in the programme: "The idea is not simply to qualify people for matric but to qualify them with relevant subjects."

Although all equipment and correspondence materials are provided free of charge, the teachers pay R5 a subject.

Tops has full-time staff at its head office in Johannesburg but the rest of the people involved are either part-time or voluntary workers.

Significantly, the programme has the active support of major teach-

22/6/84 50

'Same education not the answer'

Staff Reporter

IDENTICAL education systems for all in South Africa would have a catastrophic effect on the school drop-out rate, a member of the President's Council has said.

Mr J A Meiring of the council's science committee was speaking in support of the committee's report on informal and non-formal education, which recommends cultural differentiation in education.

"Insistence on the same content and presentation methods for all, irrespective of their cultural background, can eventually only have a catastrophic effect on the school drop-out figure," he said.

He said the committee report attributed the high drop-out rate in black schools largely to the fact that the black education system was almost a replica of the Western model.

This reflected a cultural base which differed widely from that in which black children grew up.

Equal standard

Evidence was that the high drop-out rate for blacks was largely the result of a clash between two cultures, he said.

He said that every child was entitled to the same standard of education, irrespective of race, colour or creed.

But he added that without due regard to cultural differences when providing education, some inequalities would be accentuated rather than eliminated.

"Young children will experience serious problems if they have to adapt to educational requirements based on a culture that is alien to the cultural environment in which they are growing up," he said.

He added that even if it were possible to achieve parity in teacher qualifications, teacher/pupil ratios and school facilities, this would be no guarantee that all would achieve education of the same quality.

Lower-income group

Parliament and Politics

Cape Times 22/6/84

50

Parliament and Politics

PC wants alternative education for

By HILARY VENABLES
A COMPREHENSIVE system of alternative education designed to overcome environmental disadvantages among lower income groups, particularly blacks, has been proposed by the President's Council's science committee.

The system would involve extensive provision of informal pre-school education for children and non-formal, employ-

ment-orientated education for adults to supplement the present formal educational system, the committee reports.

The committee emphasises that the simultaneous education of both pre-school children and their parents is essential to overcome the cycle of environmental and educational deprivation.

"One of the most important causes of lack of school readiness in pre-school children is the inability of illiterate parents to provide adequate informal educational experiences for these children."

More than 50 percent of South Africans over 20 are illiterate, with 67,81 percent of adult blacks unable to read or write, according to the report.

The extended educational system would have as its main objective the integration of people from traditional backgrounds into South Africa's increasingly "technological, competitive civilization".

To achieve this, the committee recommends that "measures be taken to counteract those residual elements of traditional culture that resist change and hinder development".



At the same time, recognition should be given to cultural differences in the designing of an educational system that would provide for the needs of all learners.

The long-term objective of the new system would be to facilitate the development of "an appropriate culture, unique to South Africa".

A single statutory body should be created to plan and co-ordinate non-formal adult education at a national level, the committee recommended in its report on informal and non-formal

education. This body, preferably the South African Council for Education proposed in the HSRC Report on education, should also advise the government on educational policy.

It should be involved primarily in identifying national learning needs and suggesting how these could be met at a regional level, collecting information about large-scale non-formal education in the government and private sectors, and identifying regions and helping the authorities there to undertake their own educational planning.

The committee accepts that the provision of non-formal education as an "own affairs" item would be the function of each individual education department, but that "macro-policy formulation with regard to the various structures of a

comprehensive system for the provision of education" would be handled at the national level as a "general affairs" issue.

Inadequate housing and large families have been identified by the committee as two of the main "environmental disadvantages" responsible for high illiteracy and drop-out rates among black, coloured and Indian schoolchildren.

CAPE Times 22/6/86

Education under new constitution

MARTINE BARKER reports on the
Cape Teachers Professional Association
conference

GEORGE. — A member of the executive committee of the Cape Teachers Professional Association (CTPA). Mr Randall van den Heever, said here on Wednesday that coloured people could not allow themselves to give up their struggle against injustice in South Africa simply because the government had offered them participation in the political system.

Mr Van den Heever was speaking at the CTPA's annual conference.

He delivered a paper on the education system under the new constitution.

He said the coloured community could not close its eyes to the many injustices still perpetrated against the largest part of the population.

Comparing government per capita spending for the education of different race groups it could be seen that it was improbable for the government to suggest, as it did in the White Paper on education in South Africa, that equal

education in the future would depend on each community, he said.

"How can there be talk of equal competition between, on the one hand, poorly financed education departments which have to serve deprived, impoverished and politically frustrated communities, and a privileged education department which served a privileged, politically dominant group on the other hand?"

"How can the government speak of equal competition if only 25 percent of the 83 819 black teachers in the Department of Education and Training have qualifications beyond matric?"

Mr Van den Heever warned that the implementation of the new education act would lead to a period of intense controversy and conflict in the CTPA.

While there would be strong objections to various aspects of the new education act, strategies had to be formulated to make use of the best aspects of the proposed system.

Teachers call for all-race school in George

From MAGGIE ROWLEY, Education Reporter

GEORGE. — The Cape Teachers' Professional Association conference has unanimously called for a non-racial, English-medium school to be established in George — political constituency of the Prime Minister, Mr P W Botha.

Allegation of 'irregularities'

Education Reporter

GEORGE. — Allegations of irregularities in the election of office-bearers have been made at the congress of the Cape Teachers' Professional Association (CTPA).

A letter claiming that improper efforts had been made to swing the outcome of the election, particularly for deputy president, was submitted to the acting chairman.

The objection was lodged yesterday by the Bonteheuvel branch after voting by secret ballot had already taken place.

Signatories to the objection expressed dismay that voters had been pressured into voting a certain way, and claimed to have proof.

Both candidates, Mr Vernon Pitt and Mr Randall van den Heever, said they were satisfied with the election procedure.

The chairman of the session, Mr J C Jonkers, ruled that the results be released. He named Mr van den Heever, a former vice-president, as the successful candidate. Mr Franklin Sonn was re-elected president for the eighth consecutive year.

Delegates said yesterday that this was in keeping with the organisation's belief in a non-racial, equal education system.

The CTPA reiterated its opposition to apartheid and condemned "the second-class status" it afforded teachers.

After discussion of the low matric pass rate, the conference called on the Department of Internal Affairs to realise there were "abnormal" factors, including boycotts, which influenced results in some years.

Women teachers

When establishing norms, the department — which sets its pass rate according to those of the previous three years — should ignore affected years.

The executive committee of the CTPA is to consider a resolution calling on the department to provide details of results of pupils who initially failed the 1983 examinations but, after review, passed.

A call was made for the department to automatically grant women teachers over the age of 50 permanent status so they could enjoy the corresponding benefits. In addition, the conference urged the department to give priority attention to centralising farm schools and providing hostel facilities for country children.

Anglo chairman ⁽⁵⁰⁾ criticises policy of separate education ^{Stow} _{26/6/84}

By Sol Makgabutlane

The chairman of Anglo American Corporation, Mr Gavin Relly, has criticised the Government for its pursuit of the policy of separate education, saying the policy, "with its legacy of bitterness and misunderstanding", has played a dividing rather than a unifying role.

Speaking at the official opening of an ultra-modern technical high school in the mining community of Wedela, near Carletonville on the West Rand, Mr Relly said the system had for many years reinforced the differences and divisions of the South African society rather than cemented them.

"To build a strong and secure South Africa it is necessary for us to concentrate on common factors in our society that bind us closer. I firmly believe that separate systems have not worked in the past and hold no possible hope for the future.

"Education for all our people is an essential cornerstone for the building of our economic, political and social futures."

PROBLEMS

However, the private sector had observed a positive attempt on the part of Pretoria to come to grips with many problems faced by black education in South Africa.

"Never before has any South African Government gone on record in an official document (the De Lange Commission's Report) as saying its education policy is concerned with the pursuit of the overriding objective of equal opportunities for education and equal standards in education for all the inhabitants of the South Africa."

Mr Relly noted that the Department of Education and Training would be spending R709 million in black education in the current financial year — an increase of 200 percent over the past four years.

"In spite of this growth in available finance, one is still confronted with some harsh facts, namely that, despite the growing number of pupils



Mr Gavin Relly

reaching Standard 10 in South Africa:

- Only about 40 percent of the children currently entering school complete a full primary school education.
- Less than two-thirds complete even four years of schooling.
- Less than eight percent complete a full secondary education up to Std 10."

More disturbing than these figures was the failure of the separate education systems to gain acceptance from the communities they were intended for. Recent events, starting with June 16 1976, had indicated that the "users" of the system of black education — teachers, pupils and parents — were not prepared to accept a perpetuation of separateness with all its limitations.

DISCRIMINATION

Qualified blacks, said Mr Relly, often had to contend with discrimination promulgated by law in the workplace.

"In 1974 De Beers employed a black engineer in anticipation of the introduction of necessary legislation. In the post-Weihahn euphoria Anglo American and De Beers employed four additional black engineers. The lack of any movement with regard to the amending of the definition of the 'scheduled persons' clause, promulgated in the Mines and Works Act, has meant that three of these engineers have resigned and have been forced to seek their futures outside of the mining industry."



Children from the Wedela pre-primary school sing for the guests at the opening of the new technical high school in the mining community of Wedela, near Carletonville. © Pictures by Alf Kumalo.

Our mistakes won't be repeated, says Minister

By Sol Makgabutlane

If the wishes of some African leaders were to be granted, it would be the end of this continent, the Minister of Education and Training, Mr Barend du Plessis, said at the official opening of a R5,3 million school built with the assistance of the Anglo American and De Beers Chairman's Fund.

The semi-private school will be administered jointly by the Anglo American Corporation and the Department of Education and Training (DET).

Mr du Plessis quoted a report in which a former Nigerian military ruler said Africa was caught "betwixt and between" European civilisation and African culture.

"That is a symbol of how the West must approach African problems and now is the time for the West to come to the rescue of a dying continent," the Minister said.

"The 'white tribe' of Africa is here to stay and we can only thank God that the Soviets failed in Africa. We can be accused of many things by the media but we are determined not to repeat our mistakes and those of colonialists in Africa."

The Minister also slated critics who "accuse the department of deliberately attempting to keep the black man in a subservient position and of using education as a tool to perpetuate the status quo.

"So often we have had to endure severe criticism because our priorities and achievements were measured against First World criteria and expectations while the department was actually hand-

ling a Third World situation with peculiar problems that simply could not be eliminated."

Any deliberate attempt to deprive the black man of the best possible educational opportunities and prevent him from participating actively in developing the economy, would be extremely foolish and suicidal.

"For example, over a period of 30 years, education authorities had to cope with an increase in enrolments from 800 000 to well over 5,5 million black pupils. Mass education had to be implemented, thousands of teachers trained from candidates with lower qualifications than their white counterparts, and schools erected at an astonishing rate."

FACTORS HAMPERING PROGRESS

Several factors were hampering progress in education, Mr du Plessis said.

"You find a pupil in Std 7. When he has a problem there is no-one at home he can turn to as the parents passed only Std 3. Sometimes this pupil is removed from school to look after an uncle — and that means three years gone."

Despite such problems, black education had advanced tremendously. The DET was particularly proud of institutions such as the Medical University of Southern African (Medunsa) which comprised only black paramedical students.

The positive attitude and spirit of co-operation between the private sector and the DET would be strengthened, Mr du Plessis said.

The demand exceeds supply

SOUTH African schools, particularly those with black and coloured pupils, are experiencing a deteriorating supply and an increasing demand for teachers competent in English, says Professor Douglas Young, Director of the University of Cape Town's Language Education Unit.

"At least 75 percent of the teaching of English in 'white' South African schools is done by non-English speakers and this figure rises considerably if one looks only at black schools," says Professor Young.

"The deteriorating level of pupil competence in English is shown very clearly in the alarmingly poor matric results in 'black' schools in 1983. Many teachers are often inadequately trained in English and they pass such underpreparation on to their pupils."

"In 'black' schools, many teachers now in action are themselves the products of a system of instruction in three languages: English, Afrikaans and their vernacular tongues."

"They are often much less proficient in English than the teachers of the generation now in their fifties and sixties, who were educated prior to the introduction of Bantu Education in 1953."

"Incompetence pyramid"

"Many older teachers were virtually mother-tongue speakers of English, who had been educated through the medium of English and were able to teach it very well."

The growing "pyramid of incompetence" in English relates not only to the teaching and learning of English as a subject, but also to the growing demand

for English as the medium of instruction.

In "black" schools, the vernacular is seen as limiting, while Afrikaans is no longer politically acceptable as a medium.

"Language is central in the education process," Professor Young stresses. "Not just as a subject in the curriculum, but across the curriculum as a medium for learning different subjects. Competence in language cannot be the sole responsibility of the language teacher. It is every teacher's responsibility."

"Mother-tongue instruction in black schools is seen by many as a policy of divide and rule. There is not just one vernacular language, so mother-tongue is seen as a reinforcement of ethnic identity, an attempt to suppress people, to prevent them from progressing in a normal way to an open society with full access to the world at large."

Tragic events in Soweto

"The general pattern in Africa has been to move away from mother-tongue instruction and to introduce English as the medium early on in the primary school."

"Tribal languages are largely rural based and they have not kept track with technological development. English is seen as a world language, functional and sophisticated. It opens doors if you use it."

It is only since the late 1970s, following the tragic events in Soweto in 1976, that English is being used as a medium from Std 3 in black schools, says Professor Young.

This is the first of a two-part series by **THELMA SHIFRIN** of the University of Cape Town who examines the crisis in English language teaching in South Africa. The second part will appear tomorrow.

In coloured schools in recent years, there has been a corresponding move towards using English as the medium of instruction and an alienation from Afrikaans, largely for political reasons.

"A lot of 'coloured' families who were traditionally Afrikaans-speaking, are now insisting that their children speak English. And this is reflected in the schools: People choose to take English as a first language who are not English-speaking, and in some cases disadvantage themselves because they are not able to handle English as a first language."

The label "English as a second language" is seen to be derogatory: second language equals second class, inferior, says Professor Young.

Shock waves of concern

In white schools, the shortage of English-speaking teachers has already produced shock-waves of concern. Only 28 percent of white teachers are English speaking, Mr Jan van Eck pointed out in the Cape Provincial Council last month.

Will the recently announced new salary structures attract more English speakers to the teaching profession?

Professor Young thinks it is not simply a question of salaries. The profession needs to be upgraded, he says. There is too much bureaucracy in the present system.

"Teachers do not want to feel circumscribed in what they do," he says. "Nor do they want to feel that there are an extension of the civil service."

"The long-awaited announcement about salaries recently made apparent includes attractive new service conditions and these might attract more English speaking teachers to the profession," Professor Young believes. "These moves might be too late to win back many fine teachers already lost teachers."

Under-qualified teacher

Is it possible to train sufficient teachers to meet the growing demand, especially in black schools, given an estimated shortage of 250 000 in the next five years?

"The proportion of properly trained black teachers with university degree is minute in relation to the needs of black education," says Professor Young. "In the vast majority of black schools there are large numbers of children being taught by under-qualified teachers. Teachers of matric classes sometimes do not themselves have a matric certificate."

"It is clear that the needs of black education are not going to be met simply by training black teachers. On a number basis, they might meet the requirements. But will there be enough university graduate teachers who have been through relevant teacher-training programmes?"

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By PROFESS

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Teacher call for 'partner' role

Education Reporter
 THE chairman of the Suid-Afrikaanse Onderwysersunie, Mr H E Fransen, has called for the organized teaching profession to be given statutory recognition as "full partners" with the authorities in the planning and control of education.

Mr Fransen said this last night in his opening address to the eighth annual conference of

the SAOU in Vredendal.

He said the Minister of National Education had given an assurance that the organized teaching profession would be consulted before any further legislation on matters contained in the government's White Paper on education.

The White Paper contains the government's response to the De Lange Commission on

education in South Africa.

This week a new Act, which defines the government's general education policy according to the principles set out in the White Paper, became law.

Mr Fransen said teachers could not be expected to be content if the organized teaching profession was consulted only when the authorities considered it necessary.

"This, in my view, is not enough," he said.

He called on parents to take greater responsibility in the education of their children and not to expect schools to fulfill their duties.

Family life

Family life was the primary form of education and some parents were not aware of their responsibilities. Some simply ignored their responsibility while others had the wrong values.

Mr Fransen said parents had to be involved in school education.

They should be able to choose the teachers for their children by choosing the school, as well as by being involved in the school's selection and dismissal of teachers.

He called for parent representation to be formalized at a school level as well as on a regional, provincial and national level.

Muslim leaders' critic praised

Staff Reporter

CITY Muslims expressed support yesterday for the criticism levelled at local Muslim leaders by a University of Cape Town academic.

Dr Taj Hargey, lecturer in Middle East and Islamic history at UCT, recently criticized the Ulama (religious leaders) and the Muslim Judicial Council (MJC) in the Cape for being responsible for the "sociopolitical servility" of South African Muslims.

Responding to the publication of a report on Dr Hargey's lecture, more than a dozen readers telephoned the Cape Times yesterday to express support of the academic's critical analysis, delivered in a lecture at UCT's extramural studies department.

Mr F Salie of Lansdowne said: "I congratulate Dr Hargey on his attack on the Muslim leadership. It is high time the whole situation was exposed."

Mr James Kibby of Rosebank said: "While I am not a Muslim, I have many friends who are, and I would like to express my great disappointment at the cover-up perpetrated by the Ulama."

Mr S Davids of Salt River said: "I tend to agree with Dr Taj Hargey in his statements on the practices of the Muslim leadership in this country. The younger generation should accept his statement as constructive criticism and get all this corruption out of society."

Mr H Cogil of Athlone said: "All the mujahideen (those who strive in the path of Allah) of South Africa support Dr Hargey's bold stand."

Last night the president of the MJC, Sheikh Nazeem Mohamed, said the council would issue a statement after the details of Dr Hargey's lecture had been studied.

HENSHILWOODS

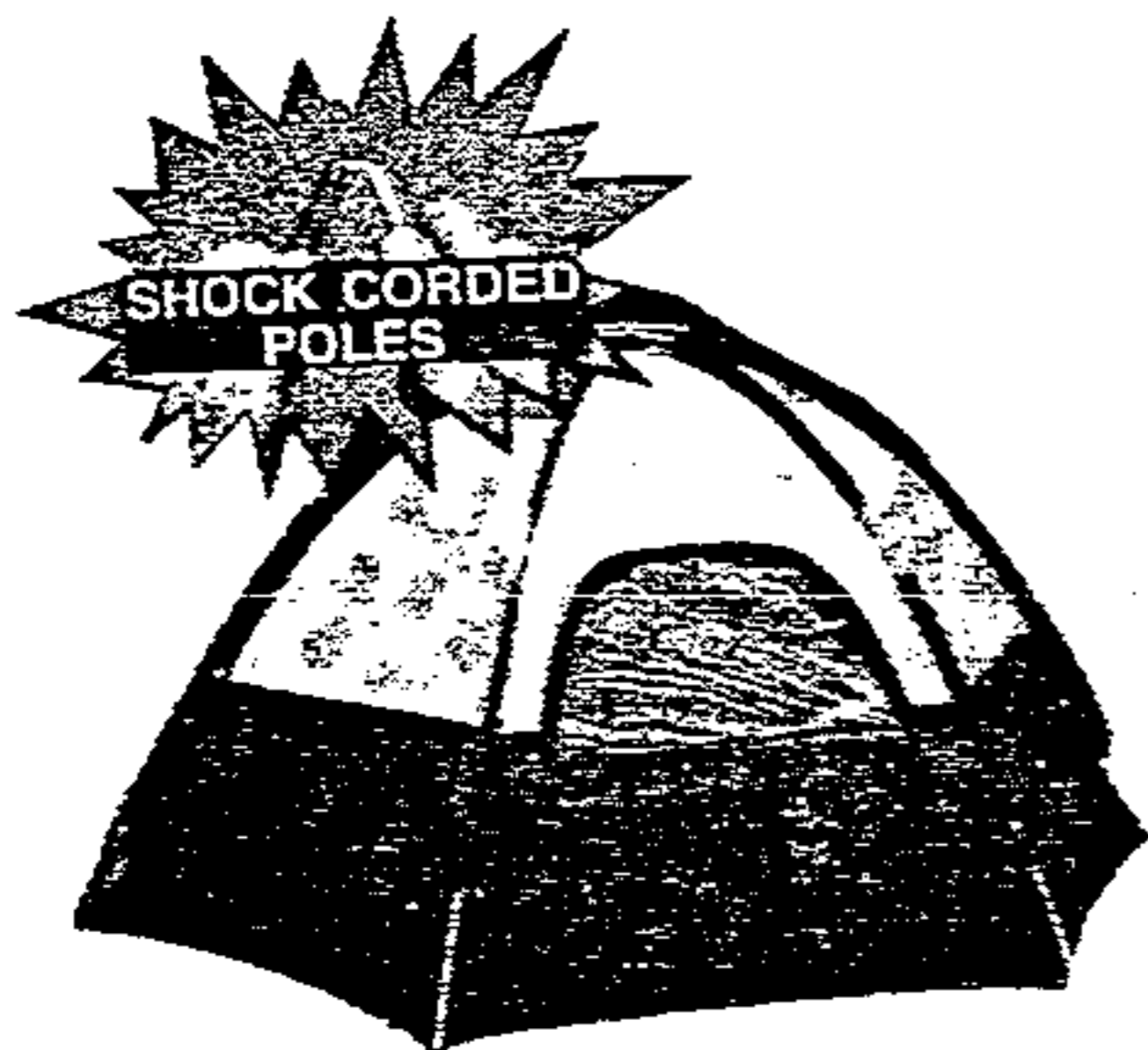
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UNBEATABLE PRICES
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Argus 28/6/84

The relevance to African



Professor Douglas Young, director of the University of Cape Town Language Education Unit.

THE UCT Education Department is no longer prepared to ignore these burning questions.

Whereas the traditional route of Cape Town English-speaking trainee teachers has been from white schools through university back to comfortable posts in white schools, the university today increasingly aims to produce teachers who are competent to teach in all schools.

And the primary concern of the UCT Language Education Unit, established in 1981, is to cater for the special language needs of the ma-

In the second of a two-part series, **THELMA SHIFRIN** of the University of Cape Town who examines the crisis in English-language teaching in South Africa.

majority of schools where English is not a home language but is the medium of instruction.

Although the recommendation of the De Lange Report for a unitary education system under one ministry has been rejected by the Minister of Education, De Lange has set in motion forces and expectations for change that will be irresistible," Professor Douglas Young, director of the

"And some of the students who initially objected but eventually went on teaching practice, later went back and took posts in schools in Bophuthatswana... the

main aim is to give our students and staff first-hand experience of teaching in those contexts, which are closer to South African reality than 'white' suburbia."

"Students come back with an awareness of what it means to be South African. They are caught up in a whole interplay of forces which are often entirely political. The school finds itself a victim of decision-making which

ues of 20, 30, 40 years ago," says Professor Young. "In the classroom, teaching must move away from teacher-based teaching, where the teacher talks a lot about English, to pupil-centred learning, where pupils actually use English meaningfully and are stimulated to speak English outside the classroom."

The Language Education Unit has an extensive research programme, which 15 Master's-level students, all experienced language teachers, researching ways of making the teaching of English more relevant and effective in Southern Africa.

Relevance of literature

One of these projects involves exploring practical ways in which pupils can become more actively involved in the language lesson.

With the assistance of a centenary grant from The Argus which enabled the Unit to establish a three-year fellowship, researcher Carohn Cornell is engaged on a project which aims to assist teachers to develop their own teaching materials independently of textbooks.

Another area of concern to the Language Education Unit is the relevance of the great tradition of English literature for non-English-speaking pupils.

"Is it meaningful for a black child in 1984 to be studying Wuthering Heights as a matric set-work?" asks Professor Young.

"Should we not be looking more seriously, but not exclusively, at the writing of local African and South African writers?"

Priorities

"Our priorities should be to educate pupils to cope with the media messages and propaganda with which they are bombarded all the time and to develop the art of reading for enjoyment."

"Pupils need to be able to survive in English in a way which is enriching and creative, and which stimulates positive and active use of the language."

determines what is taught, how it is taught and who shall teach it. Our students suddenly become aware of how widely pervasive the ideological control of education in South Africa is.

Teaching experience in black schools has underlined two major problems. The first relates to the quality of communication between a unilingual teacher and pupils for whom English is not a mother tongue and the second to the content of the school syllabus in English in these schools.

Much of the research conducted in the Language Education Unit centres on these problems.

Video tapes of student teachers in action in the classroom help to pinpoint strengths and weaknesses in their teaching, the ultimate aim being to derive models of successful pupil-teacher interaction.

"We need a lot of funding for fieldwork which will enable us to record what our students do on teaching practice in schools," says Professor Young.

Cultural imperialism

"There are those who argue that white teachers are inappropriate in black schools; that they introduce a form of 'cultural imperialism'. They argue that white teachers are attempting to model black schooling on traditional Western ways of doing things, when what is needed is relevance to being African and to move away from being pseudo-European."

White teachers in black schools need to be aware of such arguments. It is important to get away from teacher-dominated teaching which reinforces the pattern of pupil passivity and for teachers to avoid condescending, patronising 'foreigner talk'. Ideally, teachers should also be able to resort to the mother tongue when necessary.

"English must be taught as a living language, a means of social communication, not as an academic subject, embodying cultural val-

Inquest to be held on schoolgirl's death

Sowetan 4/7/84 (50)

AN INQUEST into the death of Emma Sathège, the 15-year-old form one student who died during a clash with the police in Atteridgeville early this year will be held next Friday, July 13.

Lawyers representing the Sathège family yesterday confirmed that a formal inquest would be held in Pretoria next Friday.

Emma, who was a form one student at the D H Peta High School — one of the six which were recently closed down by the Government — died at the Kalafong Hospital on February 13 this year when the school boycotts erupted and students clashed with police inside the school premises that day.

Meanwhile, the Attorney General of the Transvaal has declined to prosecute in the case of a 23-year-old taxi driver, Mr Abraham Mlambo, who was shot dead by police in Mamelodi on March 6 last year. Mr Mlambo of 2391, Section H, Mamelodi West was fatally wounded when a shot went off during a struggle for a policeman's service revolver inside a car near the H M Pitje stadium.

Police

A spokesman for the police in Pretoria yesterday said although the Attorney General had declined to prosecute, "an inquest will be held to determine the cause of his death".

By **MONK
NKOMO**

• Pretoria police have arrested a 60-year-old man who allegedly shot a woman companion during an argument in Mamelodi on Monday morning. Mrs Mirriam Sidwala (23) of 7436, Block U, Mamelodi West was wounded in the right upper leg.

She was rushed to the Kalafong Hospital and her condition was said to be satisfactory. Police took possession of a 7,65 mm small calibre pistol.

The Sambou National Bank in Andries Street, Pretoria, was robbed of R11 000 in cash at about 1.45pm on Monday. The cashier Mrs C Bezuiden-

hout was approached by a man wearing a crash helmet who threatened her with a revolver and demanded money. She handed him R11 000 in cash.

Brigadier du Plessis yesterday made an urgent appeal to the public to report any suspicious-looking person inside bank and business centres, to the police at telephone 10111 in an effort to curb these hold-ups. So far a total of R120 000 had already been stolen at gun point and other threats from Pretoria's banks since the beginning of this year, according to Brigadier du Plessis.

RDM

11/7/84

50

Teachers 'caned' by their black pupils

MUCH research has been done into the reasons for the high failure rate and the generally poor examination results obtained by black pupils almost throughout the country in public examinations.

Most of the research focuses on disproportionate state expenditure on black schools compared to white schools, the pupil-teacher ratios, the high percentage of unqualified and under-qualified teachers and environmental conditions in and beyond the schools.

Now two Natal University researchers — Dr Alan Simon and Professor Paul Beard, of the University's Department of Education, with the help of the Kwa-Zulu Government's Department of Education — have thrown light on another perspective of the vexing problem: what do the pupils themselves say about the issue?

The results were made public in a paper delivered by Dr Simon at the Association for Sociology in Southern Africa conference in Johannesburg last week.

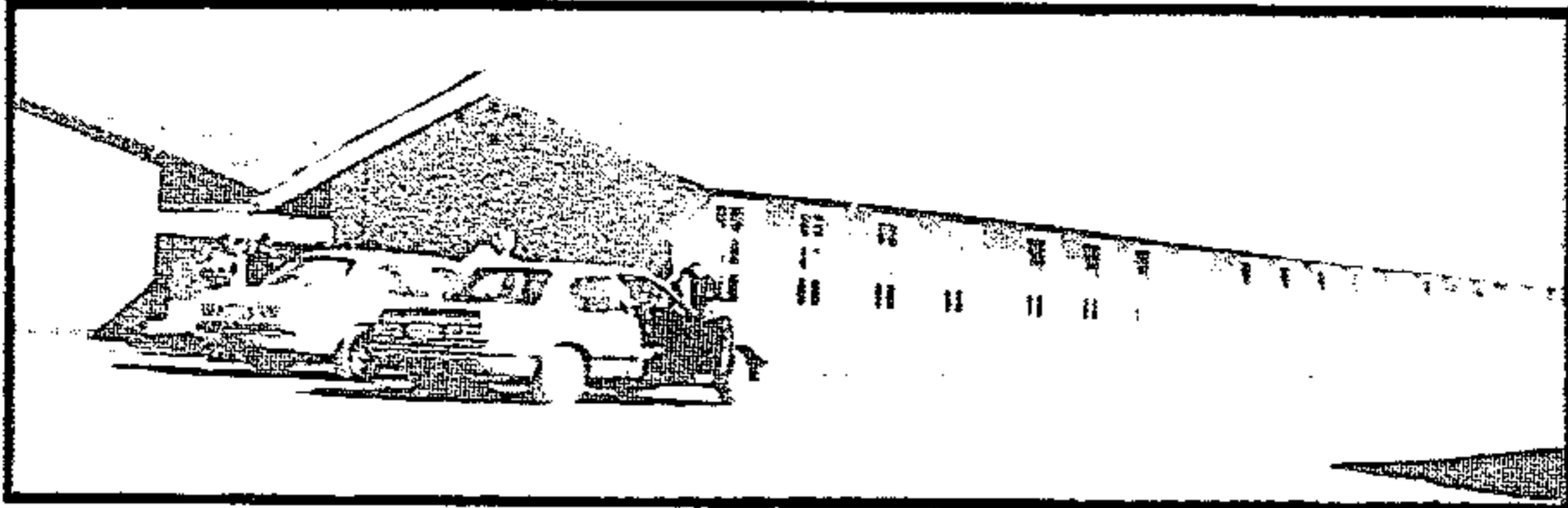
As their sample they selected three representative schools in the Bergville education circuit near Estcourt — Abantungwa, Emtshezi and Wembezi — to gauge and analyse the black pupils' perceptions for the high failure rate.

The outright failure rate, for instance, at Emtshezi in 1982 was 61% and at Wembezi 21%.

No pupils received symbols higher than a "D" in 1982 and only seven pupils were, in fact, awarded D grades. The questionnaire was designed to elicit from the pupils their perceptions of the reasons for the high failure rates.

An analysis of the answers from the 413 pupils who took part reveals that more than 40% of the blame is apportioned to the teachers.

They were critical of the



WEMBEZI HIGH SCHOOL ... one of three schools used in the sample



A Higher Diploma of Education student takes a maths class at Wembezi

BERNARDI WESSELS

lack of qualifications, the inability to communicate, the shortage in numbers, their incompetence, abuse of corporal punishment, laziness and absenteeism.

Facilities and equipment received 24% of the blame, but 23% of the blame was apportioned to themselves. Suspicion over the marking of examination papers came to 12%.

In order to confirm their results, Dr Simon and Prof Beard extended their research to six more schools in the Bergville circuit ... Sizanthina, Ukhahlamba,

Bonokhule, Ngibongeleni, Hlathikulu and Emtshezi high schools.

The schools were invited to send 10 pupils each to answer a lengthy questionnaire.

Again most of the blame — 41% — was apportioned on the teachers. Facilities and equipment received 28%, the students themselves 22% and marking 8%. The result are considered to be almost identical by the two researchers.

Dr Simon said that, since the pupils themselves perceived that the teachers

were the main cause of the high failure rate, serious attention should be directed at upgrading the teachers.

The schools lacked laboratories, libraries, scientific apparatus, textbooks and other facilities considered rudimentary in white schools.

He felt that the pupils should not be encouraged to believe that they were themselves to blame for the failure rate.

"It leads to a self fulfilling prophesy," Dr Simon explained. "The teachers find

it hard to admit that they are underqualified so some tend to tell the pupils they are going to fail because they are stupid."

The response by the pupils had been classic and served to mask the inadequacies of the wider education spectrum of the underqualified teachers employed at these schools.

He believed that student concern about marking should be taken seriously, especially if it was true.

Some students believed, for example, that errors were made to the extent of dead pupils passing matric and that marking was careless and hasty.

Some of the written remarks made by the pupils underline the research results.

Said one pupil: "We have a lack of qualified teachers; maybe you'll find that the teacher is not qualified for that particular subject he is teaching.

"How can somebody explain to others something he does not know?"

Another pupils put it this way: "Some people are not feet (sic) for teaching, they just teaching with sjambok."

As regards blaming themselves, the remarks by pupils are revealing:

"When teacher learn we not leason to her/him we beasy doing unnecessary things" and "is not to study at home during schools's out."

And about the marking? "The main things is that in Pretoria the computer is not well" and "drinking of the markers when they are busy marking causes us to fail. They are also only interested in money!"

Principal's house burnt

ABOUT 400 students were this week sent home after a QwaQwa high school principal's house was gutted and his wife seriously injured in a confrontation between the students and the principal.

The confrontation was sparked off after 200 students were suspended for failing to pay their fees on time.

Trouble at Manthatisi (boarding) High School in Tshetseng township,

QwaQwa, started after the principal, Mr D Nkatlo apparently suspended about 200 pupils from attending classes a few days before the school closed for the winter holidays. They had failed to pay their school and boarding fees for the second term — July to December.

A student at the school told The SOWETAN yesterday that when schools re-opened this week, Mr Nkatlo

had refused to admit the suspended students, despite the fact that most of them had raised the money to pay their fees.

In retaliation, the students said, the entire student body marched to the principal's home which is situated inside the school's premises, stoned it and later gutted the house.

Mr Nkatlo's wife was seriously injured and had to be admitted to the local hospital.

Sawetan 16/7/84 (50)

Pupils to have say soon

THE DEPARTMENT of Education and Training (Det) will soon implement Pupils' Representative Councils (PRCs) in black schools, according to Dr A B Fourie, Director-General of Education and Training.

The PRCs, introduced in the wake of students' demands to have student-elected bodies to replace the use of the prefect system, will improve channels of communication between the department, par-

By ERIC MOLEFE

ents, teachers and pupils, Dr Fourie said.

He told The SOWETAN that the finer details of the new bodies

were being worked out and that he expected them to be completed soon.

Outlining how the PRCs will function, Dr Fourie said every school would have a liaison committee on which six PRC members, two school representatives, two members of the school committee and representatives of the

inspectorate will be represented.

The committee will hold quarterly meetings.

The Department has rejected earlier demands for the establishments of SRCs in high schools, colleges and technikons. It argued that SRCs were for universities and would not be suitable for high schools.

Rev. 1/17/84
**Pupils end
boycott** (50)

Pretoria Bureau

THE boycott by pupils at the Bela-Bela High School in Warmbaths, which began last week over school uniforms, is over.

A spokesman for the Department of Education and Training said in Pretoria yesterday that the 790 pupils were back in class.

Pupils did not want to be forced to wear uniforms. The pupils have also alleged that the school principal and some teachers applied corporal punishment too severely, and complained that they were paying sports fees even though there were no sporting activities at the school.

They also demanded the removal of the principal and some teachers. Police were reported to be on standby.

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Since then, talks have been held between government and the various provincial education departments on possible fee levels and methods of collection. The most favoured method seems to be a "sliding scale" of fees based on the ability of parents to pay.

No one is suggesting that children should be thrown out of school because their parents cannot afford the fees. Indeed, in its White Paper on education, government support of a fee system relied on the proviso that "children of indigent parents should not be deprived of education opportunities."

If fees are charged on a sliding scale based on ability to pay, some form of the much-reviled "means test" will be necessary. However, this would certainly not be a unique departure, since it already applies in determining the fees to be paid by patients in State hospitals.

Fee levels

Obviously, some form of graduated fee system would also be necessary — probably with parents paying less in primary school fees than in secondary schools. It is also possible that parent representative bodies at the schools will be empowered to decide the level of fees to be paid — having regard to the extent of government's contribution and to the needs of the school.

What is clear is that if white school fees are to have a major impact in financing a remedy for SA's horrifying educational backlog, they will have to be pitched at a realistic level. Nominal fees would hardly cover costs (see chart) and, for political reasons, government may decide to pitch the initial fees at a low level.

The FM's calculations show that if



Black pupil . . . should get more of the loaf

school fees are pitched initially at a level of R500/year, they would (at the 1983 school enrolment figure) realise about R555m/year — approximately 42% of the white education budget.

Burden not great

Fees amounting to R600/year may sound a lot — but it comes to only R50/month, less than two tanks of petrol for most motor cars and less than many people spend on hiring video films. Besides, in comparative terms, it is no greater proportion of monthly household income than many black parents are already paying. Job Schoeman, chief liaison officer at the Department of Education and Training, confirms this. Fees range from R110, for a pupil in matric, downwards — with the average secondary school fee of R64. The matric figure includes an examination fee of R30.

In addition, black parents face substantial charges for books — although some books and stationery are now supplied free. However, free stationery is only supplied to pupils who are subject to compulsory education — still only 113 491 of the total African school enrolment — and government figures show that no stationery at all was

—THE HOMELAND ACCOUNT—

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The Institute arrived at the amount of R3,9 billion on the basis of information supplied by all SA's education departments, including those of the four independent homelands. And in a letter to the Institute, Horwood has confirmed that his figure of R3,4 billion last year and R4,2 billion this year excluded what he calls "the TBVC countries" (the independent homelands).

The implication is that SA is spending more on education, and particularly black education, than the Budget speeches reflected.

The *Survey* also records a number of other submerged facts. One is that the Department of Education and Training (DET), which administers black education in the common area, is now responsible for the schooling of only 31% of African schoolgoers in the whole country, the other 69% being the responsibility of the 10 homeland administrations.

The DET has increased its budget by 1 603% since 1972. But there is a wide discrepancy between spending on African education by the State in the "white" areas on the one hand, and the homelands on the other. According to the latest available set of comprehensive comparative statistics, annual State spending per head on African schoolchildren in 1981-82 in the "white" areas was R125/year, whereas in the homelands the figure ranged from a low of R81 in the case of Lebowa to a high of R144 in QwaQwa.



Sowetan 20/7/84 (50)

Students protest

THE ENTIRE student body at a high school in the East Rand yesterday boycotted classes protesting against what they termed "excessive corporal punishment" and the refusal by the school to introduce a Students'

Representative Council (SRC).

About 2 000 pupils at Boitumelo Senior Secondary School in Tembisa township near Kempton Park, yesterday refused to go to classes after the morning assembly until their grievances were discussed and solved by the school's teaching staff.

A spokesman for the Highveld Region of the Department of Education and Training yesterday confirmed that the entire student body at Boitumelo refused to go to classes after the morning assembly yesterday.

He said at the moment the department was in no position to comment on the matter until they have met the principal of the school.

Students interviewed by The SOWETAN yesterday said they had complained many times

to the principal, a Mr Mtshali, about excessive corporal punishment by the teachers but until now nothing had been done.

9th 1964
KSM 20/7/84 (50)

Minister states terms for schools to re-open

By THELMA TUCH and ANTON HARBER

STUDENTS applying for re-admission to the six Atteridgeville secondary schools closed earlier this year will have to comply with conditions imposed by the Department of Education and Training.

This was announced at a Press conference yesterday by Mr Barend du Plessis, Minister of Education and Training. However, he said the age limit regulation, which prevents students over 20 years from being readmitted after they have failed, would be leniently applied in the Pretoria township.

He would consider reopening the schools this year if he received a guarantee that they would be properly attended.

Those who instigated the boycott would have to apologise, "not to me but to the community", and ask the authorities to reopen the schools.

In any case, the pupils would not be

ready to write exams this year.

He expected overcrowding problems at these schools next year because of the influx of primary school pupils on top of the many Standard 6 pupils who would automatically fail this year.

Pupils reapplying for admission would have to agree "to attend classes for tuition and not to sit around singing freedom songs.

"Their parents will have to sign an agreement that they will take their children to school," he said.

There had been an increase in the incidents of prolonged unrest in the last year, although sporadic unrest had decreased, he said.

Apart from the Atteridgeville schools, there was no education under way in Cradock and there had been sporadic unrest in Alexandra, Bloemfontein, Graaff-Reinett, Warmbaths and recently in Parys, he said.

He did not mention unrest that has taken place in Port Elizabeth townships this year.

He said it had been made abundantly clear that the cause of unrest was not simply the lack of education facilities, "which it is agreed are sometimes inadequate", but was also "political".

He referred to "people wearing very visible T-shirts" who had overplayed their hands in encouraging the boycott. They were now losing support and were frantically trying to arrange for some kind of education.

"The evidence is that the price political agitators demand is too high and this realisation is getting through to the silent majority."

He said his department had agreed to the formation of liaison committees that gave "a direct channel from students to the Ministry".

Representative councils elected by pupils could play a role, but he would not be sympathetic to them affiliating to bodies outside schools.

The Congress of South African Students (Cosas) had "not endeared itself to this department", he said.

Black Matric rate 'may drop further'

Mail Reporters

THE Minister of Education and Training, Mr Barend du Plessis, said yesterday he would not be surprised if the pass rate in black schools — already a source of controversy — dropped further.

Last year the matric pass rate was about 50%, and fewer than 10% won university exemption, causing major concern among educationists.

Mr Du Plessis, who is to become Minister of Finance next month, addressed a Press conference in Pretoria yesterday on problems facing black education.

He made a "deadly serious" call to "responsible people" to regard the Government's efforts in black education as positive.

Mr Du Plessis also made it clear the Government had no intention of forming a single Ministry for all South Africans. It was "nonsense" to believe this would solve the problems of black education.

He said 78% of black teachers were underqualified, 69% had not matriculated and only 3,6% had a university degree.

However, more than 11 000 teachers — 25% — were tak-

ing part in upgrading programmes and others were studying at universities.

The amount spent on black education had increased by more than 500% in the past seven years and was growing at the expense of the overall Budget.

"If there is any proof of the Government's good intention in black education, this is it."

He said "one could only spend so much on improving the quality of black education" as the department's priority was to address the problems of increased numbers.

He referred to a "tidal wave" of students entering secondary schools.

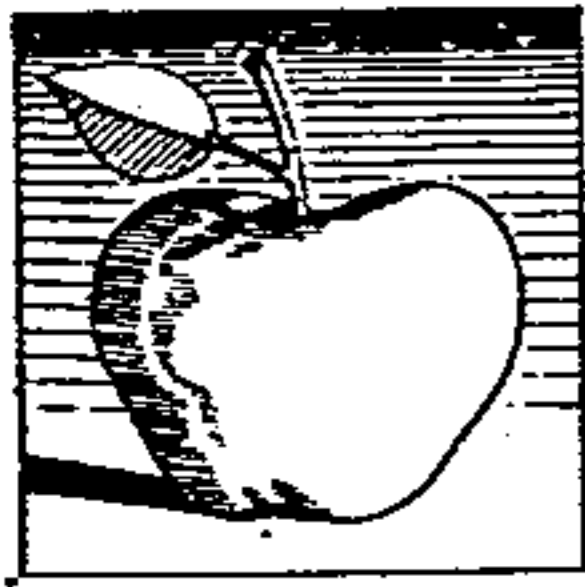
Mr Du Plessis said a lower pass rate would not surprise him. Black education was rapidly moving from an elite to a mass situation.

He was not prepared to lower the black matric standard to improve the pass rate.

It was "manifestly untrue" that his department was educating people only to be manual labourers, but this was the area where there were jobs. Commentators should try and help break down resistance to blue collar jobs.

An end to the free ride

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The time is rapidly approaching when white South Africans will have to pay, probably quite heavily, for the education of their children. The days of the free ride on the back of the

general taxpayer are drawing to an end, and government already has the legal mechanisms in place to impose what some would see as stiff school fees.

This is as it should be. It is no exaggeration to say that the country's economic future depends largely upon whites making fewer demands upon government and its resources.

To put it at its simplest, major financial and manpower resources have to be poured into improving the educational, training and employment opportunities of the great mass of the people — the blacks. Education has the highest priority.

It is an incontrovertible fact that the bulk of the technical and managerial skills SA will need in the future will have to come from the black community. Recognition of this fact is sadly belated. Blacks have been under-educated for too long, and this is evidenced in part by a sick economy.

Low productivity

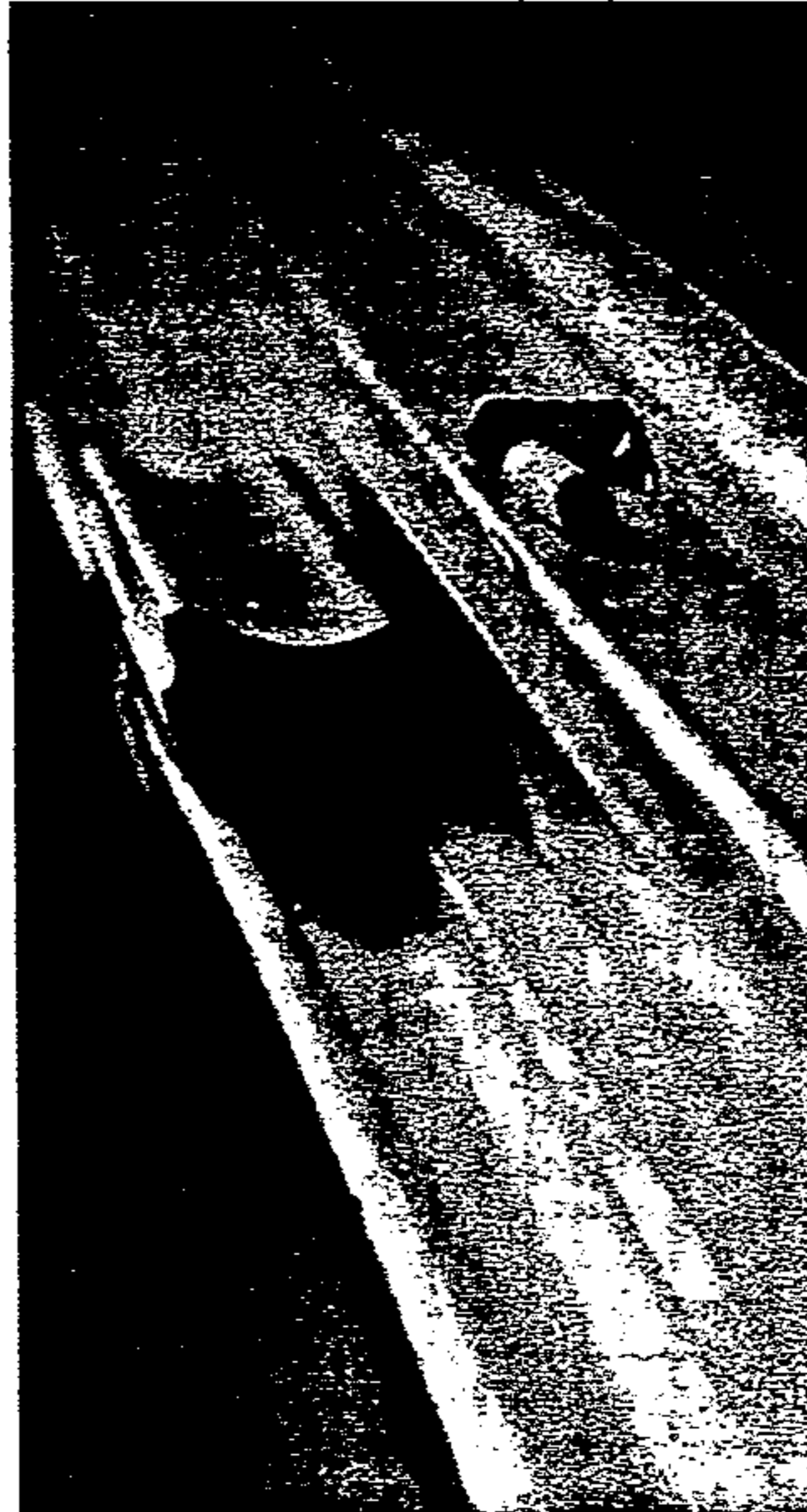
We are no longer seeing even the minimal gains in productivity achieved between 1972 and 1982. Preliminary figures for 1983 suggest productivity is now dropping sharply — National Productivity Institute figures for the first quarter of 1983 show a drop in the output per employee in manufacturing of 4.5%. The reason? Largely what Barclays Bank MD Chris Ball has dubbed a system of "non-education" (compared with that for whites), which produces people who are virtually unemployable without further training.

In addition, education in the homelands, where the bulk of blacks still attend school, has been described by KwaZulu Education Minister Oscar Dhlomo as "glorified literacy campaigns ... parading as fully fledged educational systems."

Despite recent improvements (*Leaders*, June 15), the bulk of black children never make it to secondary school. Enrolment figures for 1982 show that at black schools in the white areas there were almost 1.4m pupils in primary school, compared with almost 246 000 in secondary school and only 16 523 in matric. The situation in the homelands was even worse. There were more than 3m pupils in primary school, compared with 666 603 in secondary school, of whom 55 978 were in matric.

In part, the concentration of pupils in primary schools is due to the fact that govern-

If SA is ever to have a true First World economy, the massive black education backlog will have to be overcome. This will call for more schools for blacks and a greatly improved quality of education. It will be enormously expensive and will not be achieved while whites continue to appropriate the lion's share of government's education spending.



ment has, within the limits of budgetary constraints, been devoting ever greater resources to black education. This has inevitably started at the bottom and led to a growth in the number of primary-school places — although centres throughout the country still witness the heart-rending sight of children being turned away from school because there is no place for them.

The huge dropout rate in black schools will ensure that many of those now in primary school never reach secondary school. Even if they did, present government budgetary policy could never provide enough schools and teachers to cope with the flood of demand.

Spending priorities

Thus, another generation of unskilled and under-educated people will join the labour market. A report by the Research Institute for Education Planning at the University of the OFS says that 156 558 African pupils left school in 1982 without even passing Sub A — and were illiterate.

The effect this has on productivity and the economy, let alone social stability, can hardly be overestimated. So, a far greater proportion of gross domestic education spending must be diverted to blacks. That implies a cut in government education spending on whites. At current rates, SA's 1m white children of schoolgoing age absorb more than half of total government spending on school education.

This does not mean that standards in white schools should drop. What it does imply, however, is that whites will have to bear a greater proportion of the direct costs of educating their children.

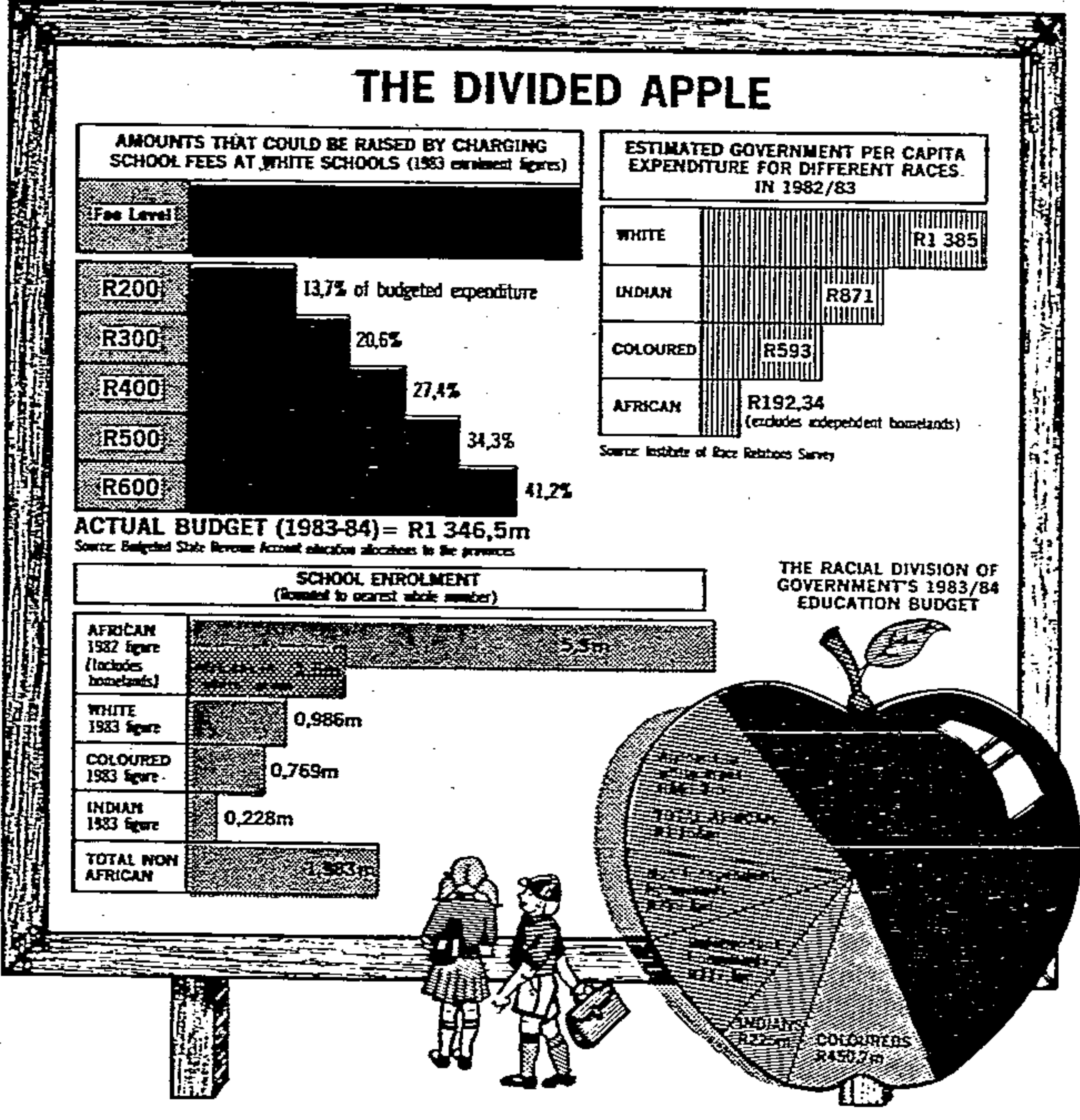
Government appears to be coming to grips with this politically unpopular fact; it took the first tentative steps towards paid education in 1982, when it amended the National Education Policy Act to make



The DET's Schoeman ... blacks pay proportionately more



In the classroom ... get ready for fees



provision for a fee system. Subsequently, in its White Paper on the De Lange Commission report, it "reaffirmed" that education need not be completely free. It added that it was investigating the possibility of "additional direct financial support" by parents for their children's education.

Another pointer to government thinking at the time was provided by former Finance Minister Owen Horwood, who said in a speech at Vanderbijlpark last year that if there were to be complete parity in education by 1990, it would cost, in that year, R5,2 billion — without allowing for inflation. That would be equal to 40% of total government expenditure. Horwood said that the "users" of educational services, as opposed to taxpayers, would have to bear a fair share of the costs.

System introduced

In August last year, government took the last legal step necessary to introduce a fee system. It gazetted Government Notice R1702, empowering the Minister of National Education to determine tuition fees payable by pupils at government schools.

Fear of political repercussions seems to have delayed imposition of a full fee system — which is opposed by the Conservative Party. Immediately after the notice was gazetted, a spokesman for the Department of National Education said that compulsory school fees would not be introduced immediately.

Since then, talks have been held between government and the various provincial education departments on possible fee levels and methods of collection. The most favoured method seems to be a "sliding scale" of fees based on the ability of parents to pay.

No one is suggesting that children should be thrown out of school because their parents cannot afford the fees. Indeed, in its White Paper on education, government support of a fee system relied on the proviso that "children of indigent parents should not be deprived of education opportunities."

If fees are charged on a sliding scale based on ability to pay, some form of the much-reviled "means test" will be necessary. However, this would certainly not be a unique departure, since it already applies in determining the fees to be paid by patients in State hospitals.

Fee levels

Obviously, some form of graduated fee system would also be necessary — probably with parents paying less in primary school fees than in secondary schools. It is also possible that parent representative bodies at the schools will be empowered to decide the level of fees to be paid — having regard to the extent of government's contribution and to the needs of the school.

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Burden not great

Fees amounting to R600/year may sound a lot — but it comes to only R50/month, less than two tanks of petrol for most motor cars and less than many people spend on hiring video films. Besides, in comparative terms, it is no greater proportion of monthly household income than many black parents are already paying. Job Schoeman, chief liaison officer at the Department of Education and Training, confirms this. Fees range from R110, for a pupil in matric, downwards — with the average secondary school fee of R64. The matric figure includes an examination fee of R30.

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Atteridgeville schools to reopen if pupils promise to go back

BACK TO SCHOOL?

Senesha 20/7/84 (50)



THE MINISTER: Mr Barend du Plessis.

THE Department of Education and Training would consider re-opening the six Atteridgeville schools closed earlier this year if it was given a guarantee that the pupils would attend classes, the outgoing Minister of the department Mr Barend du Plessis said yesterday.

Mr du Plessis, designated to be the country's next Minister of Finance, told a news briefing in Pretoria he was not "unsympathetic" to calls to reopen the schools, which were closed after months of student unrest.

"But I need certain guarantees first," he said. "I want a guarantee that the pupils will attend the schools."

But he added that until black communities themselves were prepared to take the necessary steps to have the "silent majority come forward and have their wishes implemented by way of education of their children" it was not possible to re-

SA Press Association

solve the basic political motivation of those responsible for the disturbances.

He believed the "silent majority" was realising that the price "political agitators" were demanding of parents in using education as one of their political platforms, was too high to pay.

"I can only trust, now that I am leaving this portfolio, that the parents of all black communities in South Africa where we render a service in terms of the education of their children will get together and see to it that the benefits for their children are received at all times.

"And that the political agitation, along lawful and legal channels, is pursued where it should be pursued — outside the classroom," Mr du Plessis said.

He said politics had played a major role in disturbances at black schools this year.

"Long after having addressed the major issues, which had been put before us, and long after having taken extreme steps to rectify it, the unrest persisted," he said.

Cradock was another prime example where the release of a detained person had supposedly been the reason "why no education at all takes place there.

"I have never seen such a ridiculous situation. It's got nothing to do with education," he charged.

"The single person there who is supposedly the cause of the continuing boycott of schools in Cradock certainly cannot save black education in South Africa," he said.

Protection

"And even after having very recently discussed the situation with local community leaders in Cradock, and having agreed with my colleague, the Minister of Law and Order, at their request, to step up police protection to a level unprecedented in that area, intimidation persisted and the schools have not been attended," he said.

RDM 21/7/84 (50)

Angry pupils boycott school

By RICH MKHONDO

ALL pupils at Boitumelo High School in Tembisa, near Kempton Park, boycotted classes for the second day yesterday, while the principal was away on a refresher course.

Pupils were locked inside the school premises, while others milled around until yesterday afternoon.

Some teachers said they tried to talk to a pupil delegation, without success.

Gates were only opened for the lunch break and the pupils did not return. By 2pm, the school premises were deserted.

The deputy principal, a Mr Kekana, refused to allow the Mail to enter the school, saying pupils did not want to see reporters.

He said he was unable to give details because the principal was on a refresher course until Monday.

He refused to detail pupils' grievances.

However, pupils outside the school premises said they wanted corporal punishment abolished, a students' representative council set up, a ban on student teachers who, they said, "do not deliver the goods", a better library, electricity, and the scrapping of the age restriction on pupils.

The Department Of Education and Training's chief liaison officer, Mr Job Schoeman, said he had contacted the deputy principal, who told him that everything was quiet and that students did not return to the school after the lunch break.

"When the principal returns from Broederstroom, he will meet the school inspectors to discuss the pupils' grievances", he said.

Mr Schoeman said his department would investigate students' demands.

He said his department had made it clear that any teacher guilty of excessive corporal punishment would be fired.

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Students demand recognition of SRCs

By THELMA TUCH

ATTERIDGEVILLE students guarantee they will return to their schools — if they are re-opened — provided their Student Representative Councils are recognised.

In May this year the Minister of Education and Training, Mr Barend du Plessis, closed six Atteridgeville high schools after sporadic boycotts.

At a Press conference on Thursday Mr Du Plessis announced he would re-open the schools if he received a guarantee from community leaders and parents that students would go back to school.

He also called on student leaders to apologise to the community for encouraging the boycotts.

Atteridgeville student leaders said yesterday they refused to apologise for their actions, which they considered to be just.

They added they would return to their classrooms if the Minister re-opened the schools and if their SRCs were recognised.

A petition calling for the re-opening of

the schools in conjunction with the recognition of SRCs is being circulated in the township.

Mr Du Plessis said on Thursday he was prepared to accept elected representative councils at schools through which pupils could voice their grievances to the authorities.

"But these councils could not have anything to do with the hiring and firing of teachers, as some pupils have demanded," he said.

Yesterday Atteridgeville students said no responsible student leader would ever demand that their SRC to be involved in staff changes and accused Mr Du Plessis of casting a bad reflection on students.

Mr Du Plessis' announcement that students would have to give an undertaking that they would go back to school to be taught and "not sit around singing freedom songs" before they could be re-admitted at schools, has been criticised.

"This is going to provoke students, as they obviously want to be accepted unconditionally," a student leader said.

Overcrowding problems are expected at the schools when they are re-opened

next year because of the influx of new Standard 5 pupils on top of the Standard 6 pupils who will automatically fail this year.

The regional inspector for the region, Mr P J Feldstead, said yesterday he would discuss these problems at a meeting with inspectors on Monday.

The chief liaison officer for the DET, Mr Job Schoeman, said yesterday a number of possibilities were being investigated.

He said the DET was not considering building new schools, but it was possible that temporary classrooms would be erected to solve the problem.

At present the T P Mathabathe Primary School, which has 10 classrooms, is occupied by only 50 pupils.

"These pupils could possibly be moved to other schools and then we could accommodate Standard 6 pupils there," he said.

Another alternative would be available in the middle of next year when the present technical centre — now making use of temporary buildings — moved to new premises.

RAM 23/7/81 (50)
Boycott

matrics'

second

chance

Pretoria Bureau

FINAL YEAR matric pupils in Atteridgeville-Saulsville, where schools were closed in May because of sporadic unrests, have been given a chance by the Department of Education and Training to write their year-end exams.

The department's chief liaison officer Mr Job Schoeman said yesterday his department had informed school principals, in circulars distributed last Thursday, of its intention to allow matric finalists to write exams.

He said pupils could write the exams either in November or, with private candidates, during the May-June exams.

Pupils of the township's six high schools — Dr W F Nkomo, Saulsville, Hofmeyr, Saulridge, D H Peta and Flavius Mareka — were affected by the closures last May, when they defied an ultimatum by the Minister, Mr Barend du Plessis, saying schools would be closed on May 15 if they did not return to classes.

Pupils had said they would continue boycotting classes if their demands were not met.

They made various demands, among which were that corporal punishment should be abolished, detained colleagues released and the prefect system replaced by student representative councils.

The Minister said recently he would consider reopening the closed schools if it could be guaranteed that pupils would attend classes and receive tuition.

Pupils snub offer

By ALINAH DUBE
THE Atteridgeville/Saulsville final year matric students will not sit for examinations unless all their colleagues are allowed to do so and the Department of Education and Training (Det) issues a written guarantee that their demands have been met.

At a well attended meeting called by a committee of ministers at the local Presbyterian Church, students told

the parents that the department's move to allow only those in matric to write end of the year examinations was unacceptable. They said this was meant to divide them and that all the 6 000 students affected by the closure of six high schools early this year, were entitled to writing their examinations.

Petition

"We want to make it clear to our parents that the fact that we agreed to sign petitions means we are interested in the re-opening of schools. But this we will do provided Det issues a written guarantee that all our problems have been solved. We have been thrown from pillar to post by principals who

claimed they did not know anything about the solution to our grievances," students said.

The Rev Reuben Kgopong revealed that local churches had been threatened with arson by an organisation claiming to be a Saulsville Council for having allowed the students to hold meetings in the church premises.

"We as churchmen do not fear such threats because we feel our children are entitled to having a place where they can decide on their future," he said.

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MIRROR

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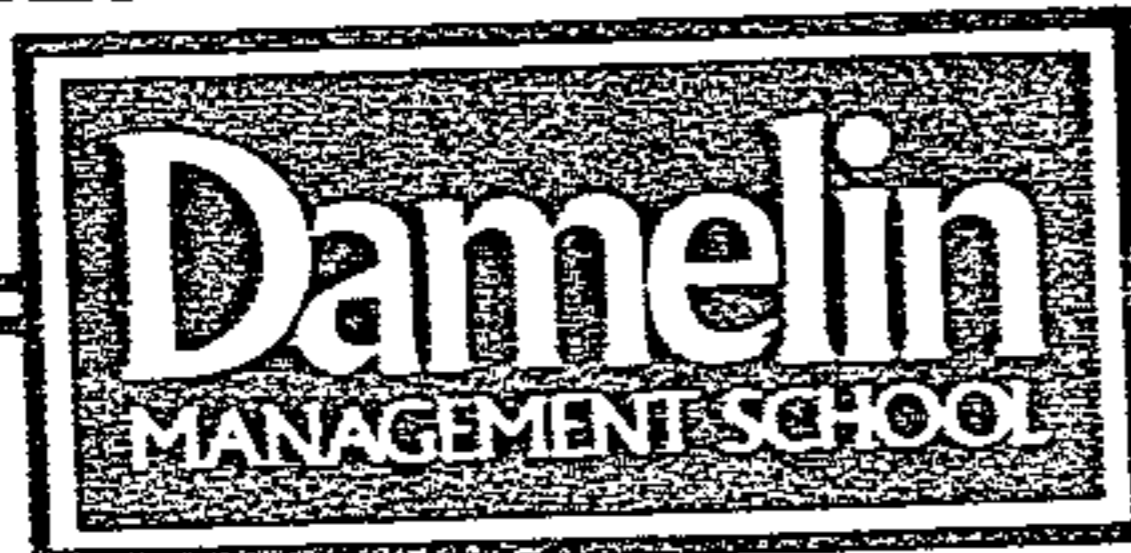
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Boycott: pupils take a stand

Sowetan 24/7/84 (50)

THE class boycott by the entire student body at Boitumelo Senior Secondary School in Tembisa near Kempton Park, entered its third day yesterday when students still refused to go back to classes.

About 2 000 pupils at the school last week Thursday refused to go to classes after the morning assembly, protesting against what they termed "excessive corporal punishment" and the refusal by the school to introduce a students' representative council.

The students had also complained that early this year they were made to pay an extra R2 on their school fees "to electrify the school" but until now the school has no electricity.

A spokesman for the delegation representing the students told The SOWETAN that they met the school principal — a Mr Mtshali — in the morning but he refused to discuss their grievances.

The spokesman said the students held a meeting during the day and decided that classes should be boycotted until the principal was prepared to discuss their grievances.

ROM 24/7/84 (50)

Pupils will lose exam fees if boycott goes on

By SAM MASEKO
Pretoria Bureau

FINAL-YEAR matric students of Atteridgeville-Saulsville will lose their registration fees if they refuse to sit for their final examinations in November this year or in May-June next year.

The chief liaison officer of the Department of Education and Training, Mr Job Schoeman, was commenting yesterday on reports that pupils resolved at a weekend meeting not to sit for their exams if their demands for representative student councils, an end to corporal punishment and the release of detained pupils, were not met.

The schools were closed by the Department of Education and Training because the pupils refused to end a boycott of classes in support of their demands.

The pupils of the six high schools were informed by the department last week that they could sit for their final exams in November or during the May-June exams next year.

Those refusing to do so would not have their exam fees refunded, and would have to write their exams in November next year.

Mr Schoeman agreed that pupils could gain a lot if they returned to classes should the Minister, Mr Barend du Plessis, decide to reopen the schools.

This would make it possible for teachers to complete the syllabus by the middle of next year in the case of senior classes, and revision would start months before the final examinations. It would also make it possible for many candidates to score high marks in the final examinations.

The six high schools —

Hofmeyr, Dr W F Nkomo, Saulridge, D H Peta, Saulsville and Flavius Mareka — were closed in May when pupils failed to return to classes by May 15.

The Minister indicated last week that he would consider reopening the schools if he could be given a guarantee that pupils would return to classes and receive tuition.

Meanwhile, John Mojapelo writes that an educational co-ordinating committee consisting of a cross-section of the strife-torn townships' civic leaders has been formed in conjunction with the department.

Mr P G H Felstead, regional director of the Northern Transvaal circuit, confirmed yesterday that the committee had already met and that a second meeting would be held next week.

Mr Solly Rammala, secretary of the Atteridgeville-Saulsville town council, is acting as the convener of the committee.

Mr Felstead stressed that the committee had not been formed as a result of the situation in the schools.

Six schools have been closed because of the persistent class boycotts by pupils.

He said the committee had 10 members. These included officials of his department, church ministers, school principals, school committee members, police and social welfare people.

It would act as a contact body on all educational matters in the township. It has 10 members at the moment.

The Rand Daily Mail yesterday could not establish whether the 6 000 pupils affected by the closure of the schools would return to school before the end of the year.

White school fees on next month's agenda

50
Star
24/7/84
Pretoria Correspondent

A special session of the Transvaal Provincial Council will be held next month to introduce the framework for compulsory school fees at white provincial schools.

Mr Fanie Schoeman, member of the executive council in charge of education and Leader of the council, said today it had been provisionally decided to call the special session from August 28 to August 30.

He said the council would be asked to approve amendments to the Education Ordinance which would give greater autonomy to parent organisations, restructure school committees and boards and introduce regional boards which would improve co-ordination — moves which are in line with the De Lange Report on education.

If the amendments were approved the ordinance would include provisions for implementing compulsory school fees.

But Mr Schoeman stressed that at this stage no final decision had been taken on introducing compulsory school fees at white "Government" schools.

Mr Jack Ballard, secretary of the Transvaal Teachers' Association, described these moves as the "next stage" in the establishment of compulsory school fees.

"They have to get the machinery in order before any collection of fees can be started. Furthermore, funding cannot possibly be done without the parents being formally recognised and consulted."

Mr Ballard said the teaching profession was "concerned that the burden of collection should not fall heavily on the professional staff of a school".

3 500 Tembisa pupils join school boycott

By THELMA TUCH

SCHOOL boycotts in Tembisa, near Kempton Park, have spread to three of its four secondary schools and now involve 3 514 pupils.

The boycott began last week at Boitumelong High and on Tuesday spread to both Jiyana and Tembisa high schools.

Yesterday morning, students left Boitumelong to join Tembisa students who stood around in their school grounds. Jiyana students left their school premises at 11am.

Students are demanding an end to excessive corporal punishment and recognition of Student Representative Councils (SRCs). They claim their principals refused to listen to their grievances.

The DET was informed during the recent school holidays that Tembisa High students were planning to boycott classes in solidarity with Atteridgeville students, the circuit inspector for the Kempton Park region, Mr J I Pretorius, said yesterday.

In May this year, the Minister of Education and Training, Mr Barend du Plessis, closed six high schools in Atteridgeville, after sporadic boycotts.

He said recently he would re-open the schools if he received a guarantee that students would return.

In an attempt to prevent a boycott in Tembisa, Mr Pretorius said, he had visited Tembisa High when it re-opened after school holidays on July 9, appealed to students to continue going to school, and promised to investigate grievances.

Three days later he had held a meeting with the Tembisa High School committee to discuss student demands, he said.

On Monday last week, he told Standard 8, 9 and Matric Tembisa High students at the township's town hall, that the DET would accept a democratically elected pupils representative councils (PRCs) but would "not stand for SRCs".

This failed to stop the eruption of boycotts, which now involves 1 361 students from Tembisa High, 1 041 from Jiyana and 1 112 from Boitumelong.

The fourth high school in the township, Thutu-ke-maatla, is not affected.

Mr Pretorius said yesterday the students were not behaving aggressively, and was optimistic the problems would be solved. He added that he would be meeting with school committees to discuss the situation.

He appealed to students to return to school and not to "jeopardise their chances" of passing at the end of the year.

Meanwhile, a committee of ministers and parents from Atteridgeville, will today meet the regional director of the DET for the Pretoria area, Mr P J Felstead, and the Department's chief director, control, Dominee J A Greyling, to discuss the Atteridgeville schools' crisis.

"Our chief priority will be to negotiate the re-opening of the schools," Reverend D L Mosoma, the convenor of the committee, said yesterday.

According to a statement by the DET yesterday, regional directors are intensively investigating the situation at certain schools, "where the future of children is being threatened, as a result of the refusal of some pupils to make use of the facilities available to them."

Wiljoen explains why black schools get less cash

By Susan Fleming

The Star Wednesday July 25 1984

The amount spent on the education of each black schoolchild is more than five times less than that spent on whites, the Minister of National Education, Dr Gerrit Viljoen, said in an interview this week.

But he added that the budget for black education had risen more than 100 percent in the past three years.

Dr Viljoen, who will also han-

dle the portfolio of Education and Training from the 27th of this month, explained that the discrepancy arose because black teachers are less qualified than their white counterparts.

An amount of between R1 200 and R1 300 a year is allocated for a white schoolchild but only R200 for a black child.

In an interview with The Star

Dr Viljoen said that about 80 percent of any education budget was spent on salaries.

"Black teachers are predominantly under-qualified and so they are paid less than the white teachers — this is why less money is allocated to black education."

Dr Viljoen said the bulk of black teachers had a qualifica-

tion which equalled Std 10.

"Many black teachers reach Std 8 and then study for two years for a teacher's certificate.

"If these teachers had the same qualifications as white teachers then they would earn the same salaries as whites," he said.

Dr Viljoen added that the Department of Education and

Training was focusing on improving black teachers' qualifications.

"The department is running in-school training programmes to enable all teachers to achieve Std 10. For those teachers who have reached Std 10, Vista University has arranged for decentralised campuses to be placed in the townships.

"These campuses will enable teachers to achieve a teacher's diploma which will be equivalent to the white teachers' qualification."

Dr Viljoen also pointed out that less money was given to black education as fewer black children reached secondary school.

"The cost per head of a sec-

ondary school pupil is twice that of a primary school child.

"The drop-out rate of black secondary schoolchildren is very high," Dr Viljoen said.

"Many black children have problems at school because of the low educational level of their parents.

"The first six years of a child's life are the most impor-

tant," Dr Viljoen said.

Dr Viljoen described the lack of adequate facilities at black schools as the "hub" of discrimination.

"The extent and quality of facilities for black children is not comparable to those enjoyed by whites. We will be making more capital available to provide better facilities," he said.

"But this is not enough. We need more money to pay for more teachers who are better educated," he said.

500

BOOST FOR LIBRARIES

THE Read, Educate and Develop (Read) project, which provides libraries for black schools throughout the country, this week received a R36 000 donation from a leading brewery company.

The donation was made by the South African Breweries' Community Programmes Co-ordinator, Mrs Mabel Rantla, who said the company was committed to the optimum social, mental and physical welfare of the community in which it operates. "We see the provision of books as a vital aid for the continuing education of the children of South Africa," she said.

The Read organisation was established in 1979 to alleviate the lack of library facilities in black schools throughout the country. With financial contributions from the private sector, and the full support of the Department of Education and Training, the black teaching fraternity and the community, the organisation provides libraries for black schools and trains teachers to develop, in pupils, the skills of questioning and research, functional literacy and

an understanding of the business world, which ensures best possible use of the libraries.

Read has four types of libraries: junior school libraries; high school libraries; adult libraries;

and box libraries. To date, Read has provided libraries for more than 100 black schools in the

Transvaal, and hopes to provide libraries also in other parts of South Africa.



PRESENTATION: The Read organisation was this week presented with a R36 000 cheque by the SAB. From left are Mrs Thandi Chaane, of Read, Mr Gary May, beer division manager, Mrs Mabel Rantla, community programmes co-ordinator, Mrs Irene Menell, Read national chairman, Mr Phillip Engelbrecht, regional director of Det, and Mrs Cynthia Hugo, Read national director.

Class boycott by 7 000 in Tembisa

ABOUT 7 000 pupils from three high schools in Tembisa township near Kempton Park boycotted classes yesterday morning protesting — among other things — the refusal by school authorities to introduce students' representative councils to replace the present prefect system.

The pupils are from Tembisa, Jiyane and Boitumelo high schools.

First to refuse to attend lessons were the Boitumelo High School students, last week on Thursday. They were joined by Tembisa and Jiyane high school students yesterday morning.

Grievances

The pupils from Tembisa and Jiyane refused to go to classes after morning assembly yesterday, stating they would only do so on condition school authorities attended to grievances of the Boitumelong pupils, which also affected them.

Police, travelling in vans and private cars patrolled the township yesterday, but no incidents were reported. Other police cars were parked not far from the premises of the three schools.

The Department of Education and

Training (Det) yesterday refused to comment on the matter.

Students interviewed by The SOWETAN at the three schools yesterday said they were all experiencing the same problems and were boycotting classes because school authorities had failed to attend to their grievances.

Delegation

The pupils are complaining of "excessive corporal punishment, the refusal by the authorities to introduce students' representative councils to replace the prefect system and the failure by certain teachers to conduct lessons for periods of three weeks."

A spokesman for the delegation representing Tembisa High School pupils told The SOWETAN yesterday that until their principal attended to their grievances they would not return to classes.

Students at the three schools said that for some months now they have been negotiating with the school authorities to attend to their grievances but nothing has happened.

They said the school authorities were "totally" against the introduction of an SRC.

50

3 500 Tembisa pupils join school boycott

By THELMA TUCH

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In May this year, the Minister of Education and Training, Mr Barend du Plessis, closed six high schools in Atteridgeville, after sporadic boycotts.

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Orsmond made Bishop

THE Reverend Reginald Orsmond, well known for his work as the founder of Boys' Town in the Magaliesburg, has been appointed the Bishop of Johannesburg by the Pope.

This was announced in Pretoria yesterday by the Southern African Catholic Bishops' Conference.

Bishop Orsmond succeeds The Most Reverend Joseph Fitzgerald, OMI, who resigned from office for health reasons last year, after having been in charge of the diocese since 1976.

In February last year, it was announced that the Pope had appointed Monsi-

gnor Orsmond as Titular Bishop of Assura and Auxiliary Bishop of the ailing Archbishop Fitzgerald.

"When Archbishop Fitzgerald relinquished the direction of the diocese in 1983, Bishop Orsmond was asked to take charge as Apostolic Administrator 'sede plena' until such time as the Holy See would appoint a new Bishop," the SACBC said in a statement.

Bishop Orsmond was born in Johannesburg in 1931, was ordained to the priesthood in 1954, and carried out his ministry in the Johannesburg diocese. — Sapa.



REVEREND ORSMOND... new Bishop of Jo'burg

Dramatic bid for peace in SWA

From Page 1

another South African objective: the creation a government of national unity between Swapo and the "moderate" parties of the Multi-Party Conference rather than run the risk of a Swapo victory in United Nations-supervised elections envisaged under the UN peace plan.

A spokesman for Dr Van Niekerk's office yesterday stressed the talks were to discuss "an end to the bloodshed" and a "cessation of hostilities" — as opposed to the formal signing of a ceasefire, the first step in the United Nations blueprint for SWA independence, Security Council Resolution 435.

Speaking from Lusaka, Mr Aaron Mushimba, Swapo spokesman in Zambia and a member of the Central Committee, said: "The news of the talks came as a surprise to us."

Mr Hidipo Hamutenya, Secretary for Publicity and Information and Mr Nujoma's right hand man, is also in Lusaka at the moment. Mr Mushimba said he too, had no knowledge of the talks.

Mr Theo-Ben Gurirab, Swapo spokesman at the United Nations, and another close aide of Mr Nujoma's, is in Montreal, Canada. Although it is believed he was informed of the impending

Rag Queen, Drag Queen, the Witwatersrand p few laughs as well. T "Drag Queen" Chri

Africa

HARARE. — African is day to become more s the people of the world's

Ending a three-day crisis afflicting half of agriculture and rural de from throughout the broad declaration expe to become controllers c

The four-page "Hara hammered out by a spec the bi-ennial UN Food ganisation's regional c which opened in Harar

The meeting, attende or officials from virt country, examined the drought and other calar tion in Africa, and ways in agricultural output.

They resolved that th

Plea for patience on petrol

By GERALD REILLY
Pretoria Bureau

ALTHOUGH a rise in the petrol price may become inevitable because of the falling rand, "this stage has not yet been reached," the executive director of the Association of Chambers of Commerce, Mr Raymond Parsons, said yesterday.

Reacting to a statement by the director general of the Department of Mineral and Energy Affairs, Dr Louw Alberts, that the possibility of another petrol price rise this

year had to be faced, Mr Parsons said that Assocom hoped there would be full consultation with the private sector before any final decision is taken.

In a statement, Mr Parsons said that, because of its ripple effects on the economy, the petrol price was a key element in efforts to control inflation.

The Automobile Association also appealed to the Minister of Mineral and Energy Affairs, Mr Danie Steyn, to maintain current fuel prices for at least the rest of 1984.



1 Niekerk meet athletic peace begin

RDM 26/7/84
School boycotts spread

Mall Reporter
 SCHOOL boycotts in Tembisa, near Kempton Park, have spread to three other schools in the township. The boycott began last Thursday at Boitumelong High and on Tuesday spread to both Jiyana and Tembisa high schools. Yesterday morning students left Boitumelong High to join Tembisa High students who milled around in their school grounds. Jiyana High students went to school, but left the premises at 11am. Students are demanding an end to excessive corporal punishment and recognition of Student Representative Councils (SRC's).

● See Page 2

CAPE TOWN. — The Insurance Council of South Africa has warned that motor insurance premiums will increase, if provincial traffic authorities do not apply the new 120km/h speed limits with the greatest caution.

The convener of the Insurance Council, Mr Tony Liesegang, said yesterday that accidents were expected to increase dramatically in both frequency and severity, on roads which will get the higher limits.

Accidents would increase more than proportionately, because driver abilities and vehicles were stretched to their limits.

It was essential that a new road safety campaign be launched along with the higher limits, beginning with the road engineering and traffic control departments of the various authorities.

"Dangerous sections of roads and black spots must be identified and speed restrictions or warning signs, greatly improved in these places," he said.

"The policy emphasis in road authority quarters must be urgently shifted from policing to

Car in likely

safety control."

Mr Liesegang said third party insurance underwriting remained in the red, even after large increases at the beginning of the year.

Further rises in compulsory MVA insurance had been inevitable even before fuel saving restrictions were lifted.

Now that speed restrictions on freeways and certain major roads were to be raised 20 per cent and considerably more accidents bound to occur — third party premiums could be expected to at least double in the next two years.

This would greatly affect insurance.

The situation would be worsened by speed limits on major roads which

US urges IOC Games ban on

By JEANETTE MINNIE

THE United States Government yesterday said it hoped the International Olympic Committee would rethink its decision to ban South African journalists from covering the Olympics.

In a statement the US Government said its view on freedom of the Press was well known.

It pointed out, however, that "journalists' accreditation at the Olympics was decided upon by the Los Angeles Olympic Committee, the International Olympic Committee and the various national Olympic committees, all of which are private bodies".

The statement said the US Government had "been in touch with the Los Angeles Olympic Committee and the US Olympic Committee and are pressing our view to them".

The statement follows growing pressure in the American Press condemning the move against South African journalists.

However, in Los Angeles last night the organisers of the Olympics defended the



US hurdles star Etchells clears chain barrier in L.A. wife, Myrella, cleared a race since 1977.

□ To Page 4

1984 GAMES



SAI



SOME OF THE BOYCOTTING STUDENTS in Tembisa who have vowed to continue with their class boycott.

Tembisa boycott continues

By MZIKAVISE EDOM

THE 7 000 pupils who are boycotting classes in Tembisa township near Kempton Park, decided yesterday to continue with their boycott until the Department of Education and Training (DET) attends to their grievances.

The situation at Tembisa, Jiyana and Boitumelong high schools was still tense yesterday, with pupils refusing to go back to classes.

Earlier in the day, the pupils held separate meetings at their schools and in the afternoon, they held a "joint meeting at Tembisa High where they decided to continue with the boycott".

Riot squad

Police, travelling in more than 30 vans and private cars yesterday continued to patrol the townships. A number of riot squad police were parked at the entrance to the township.

Major C R Liebenberg, the liaison officer of the East Rand Police, yesterday said no incidents had been reported.

The students are demanding the school authorities should introduce students' representative councils, the scrapping of the age limit regulation, which they claim prevents them from furthering their studies and should also do away with "excessive corporal punishment."

Lazy pupils behind boycotts says Det

THE DEPARTMENT of Education and Training (Det), yesterday blamed a minority of pupils who were behind with their studies for causing the class boycott at the three high schools in Tembisa township near Kempton Park.

About 7 000 pupils at Tembisa, Jiyana and Boitumelong high schools boycotted classes this week, protesting against what they termed "excessive corporal punishment."

The pupils are also demanding that school authorities should scrap the age limit regulation and that they should introduce Students' Representative Councils to replace the present prefect system.

Yesterday the stu-

dents were still refusing to go back to classes and school authorities are planning to hold a parents' meeting on Sunday morning with the aim of solving the pupils' grievances. The meeting is to take place at the Tembisa High School.

Mr Job Schoeman, the Chief Liaison Officer of Det, said yesterday "some students are aware that they have not worked hard since the beginning of the year and are behind with their studies. As a result, they are now intimidating others to boycott

boycotts says Det

By MZIKAYISE EDOM

classes, with the main aim of disrupting the December examination."

Excuse

In the past, Mr Schoeman said, it had come to the notice of the department that in most cases during this time of the year, pupils always "created grievances" so as to

have an excuse when they boycott classes.

The department is working on a new structure to replace the prefect system and plans to introduce democratically elected Pupils' Representative Councils (PRC), in all the schools under its jurisdiction, he said.

Room 27/184 (50)

Black schools still cane girls

By THELMA TUCH

ALTHOUGH corporal punishment for girls is strictly prohibited by the Department of Education and Training (DET), many black schools still cane girls.

And the DET has promised to deal severely with any teacher who is guilty of abusing the regulation, if evidence is presented to the department.

According to the regulation, students should be caned a maximum of four strokes by the headmaster — or by a teacher in the headmaster's presence — but under no circumstances are girls to be physically punished.

The principal is supposed to record each case and the circumstances surrounding it.

It is apparent that it is a fairly accepted norm at black schools for girls to be caned.

Students at three of the four Tembisa high schools, near Kempton Park, walked out of class this week demanding an end to excessive corporal punishment and recognition of Student Representative Councils (SRCs).

The boycott began at Boitumei long High on Thursday last week and spread to Jiyana and Tembisa high schools on Tuesday. For three days more than 3 500 students have refused to go to classes.

Sources in Tembisa told a Mail investigation yesterday that men teachers corporally punished girls because they feared that boy students would accuse them of favouritism, and sexual involvement with a girl, if they failed to punish her.

It is a major grievance at many black schools that men teachers sexually harass girl students.

Discussing this particular problem at a recent Press conference, the Minister of Education and Training, Mr Barend du Plessis, said more than 50% of black teachers in the country were under the age of 30.

A source from another Tembisa school denied yesterday that students at the school were victims of excessive corporal punishment.

"Students want the discipline at school to be crippled — to arrive and leave school whenever they want," he said.

He added that punishment "should be administered with love" to make children aware of their mistakes.

It was also said that boycotting students were not expressing their "real" problems and that they had not formulated a constitution with regard to the kind of SRC's they desired.

Meetings to discuss student grievances will be held at both Boitumei long and Jiyana high schools at 9am tomorrow.

Argus 28/1/84 (50)

The Cape Flats — a blackboard jungle?

By ROBIN BROWN
Weekend Argus Reporter

TEENAGE skollies on the Cape Flats are wreaking havoc in schools as they bring gang fights into the classroom.

This week a 16-year-old Hanover Park High School pupil, Abubakaar Timn, was stabbed to death in the school grounds.

Mrs Edna Van Harte, campus coordinator at the University of the Western Cape and a social worker since 1970, places most of the blame at the feet of parents and disinterested teachers.

"Because of lack of parent participation, and of teachers being bogged down with administration work, the child is forgotten — with devastating results.

Problem child
"Many teachers are not interested in the children, but with their own activities and promotion.

"Added to this is the lack of after-school education, because the schools die after 3pm.

"Teachers must realise that they are educators in the broader sense, and, if attention is given, even the most problematical child can be

turned into useful members of the community," she said.

"Talent is available on the Flats but without an extra-mural curriculum and lots of loving care crime will grow daily."

Mr Cassie, headmaster of Hanover Park High School, responded to questions put to him with a curt: "Are you a resident of the Peninsula and a franchised voter? Then you should know the socio-economic problems facing us on the Flats".

Working parents on the Cape Flats live in daily fear that their children will be involved in gang fights. Many find after a call from the principal that their children have not attended school for months.

One parent said: "The gang wars the kids fight out of school are now being brought into the classrooms and all children live in fear of being persecuted by the gangs."

A spokesman for the Cape Teachers' Professional Association said that much of the problem lay in the siting of schools, coupled to the indiscriminate movement of people to areas where they did not belong.

"In one recent incident in Mitchell's Plain a school was built on a

vacant plot where several gangs used to play soccer.

"One Sunday the principal driving past the school saw a soccer game in full swing.

"On inquiring he was threatened and told that the ground belonged to the gang and that they would continue to play there whenever they wanted," he said.

Thrown together

Reports of social misbehaviour and damage to school property on the Flats are commonplace, with headmasters afraid to take action in case of reprisals.

A headmaster said: "The time has come where we have to have security guards at the schools to keep the gangs in check."

Social workers are worried that the situation is fast getting out of control as people are thrown together in communities where they often do not belong.

Once people are lumped together the tough element starts to prey on the weaker, with devastating results, said one.

"Many children are running in gangs and children who do not join

are hounded by the gangs and threatened."

Recently a headmaster of a school in Mitchell's Plain called the pupils together and had the entire school searched.

A shocked parent of one of the pupils said she could not believe what was found on the students.

"Guns, knives, drugs of all descriptions and stolen property turned up in the search — often from children from well-to-do homes."

Another parent said that skollies came to the school grounds to ask the pupils for money. When they refused the skollies threaten to beat them.

Wild bunch

One headmaster in Lavender Hill — known as a tough place with a wild bunch — is approaching the problem positively.

He and his teachers are getting out among the residents in the community and helping wherever they can.

"We do not speak down to parents or pupils, but level with them and in this way keep the bad element at bay."

Monday the deadline for boycott pupils

By THELMA TUCH

CLASSES at the three Tembisa secondary schools, where boycotts began last week, will be suspended unless students return to school on Monday, a spokesman for the Department of Education and Training (DET) warned yesterday.

About 3 514 students from Boitumelong, Jiyana and Tembisa high schools are boycotting classes.

They want Student Representative Councils (SRCs) to be recognised and an end to excessive corporal punishment.

The boycott began at Boitumelong High on Thursday last week and then spread to Tembisa and Jiyana high schools last Tuesday.

An appeal has been made to parents to attend meetings at Boitumelong and Jiyana high schools at 9am today to discuss student problems. A parents' meeting will be held at Tembisa High on Sunday.

A DET circuit inspector, Mr J I Pretorius, said yesterday he had spoken to parents this week and explained the situation to them.

"We would like them to form a united front and encourage their children to return to school," he said.

He added he would like the students to "give us a chance" to install Pupils Representative Councils (PRCs) which would be "totally" democratically elected.

However, if students failed to return to school by Monday, he would suspend all classes.

Senior DET officials yesterday discussed

the form the new PRCs would take.

The Minister of Education and Training, Mr Barend du Plessis, has approved the introduction of PRCs at secondary schools to give students a channel through which to air their grievances.

Liaison committees — consisting of two PRC members, two teachers and two parents — would be formed to communicate directly with the DET, he said.

On the Atteridgeville front, negotiations to re-open the four schools closed after boycotts are continuing.

On Thursday the Ministers of Religion Committee — consisting of ministers and parents, and endorsed by a number of community organisations — met the regional director of the DET, Mr P J Feldstead, and the chief director, control, Ds J A Greyling, for a discussion of the educational deadlock in the township.

Mr Du Plessis has promised to reopen the schools if he receives a guarantee from the community that the students will return to classes.

Meanwhile about 700 students from the Mabopane Technikon in Soshanguve, near Pretoria, involved in a boycott on Wednesday and Thursday, returned to classes yesterday.

The students are demanding an SRC with a constitution drawn up by themselves.

They were warned in writing on Thursday that their registrations would be cancelled if they failed to return to classes before noon yesterday.

Classes at the Theto High School in Welkom have been suspended until July 31 boycotts which began last week.

KDM 31/7/84 (50)

Tembisa classes off until August 7

By THELMA TUCH

THE Department of Education and Training yesterday suspended classes at three Tembisa high schools hit by boycotts involving about 3 514 pupils.

The suspension will be lifted on August 7 and pupils will have to be accompanied by their parents when they reapply for admission to their respective schools.

Before being readmitted each pupil will have to sign an undertaking, which will also have to be signed by his or her parents, not to boycott classes in the future.

This was stipulated by the DET's director of the Highveld region, Mr Dirk Scholz.

He added: "We want those who are still interested and willing to be taught to come back to school. We can't waste more time and money with teachers doing nothing. Good use could be made of these teachers at other schools."

During the suspension of classes, teachers would "keep themselves busy" preparing lessons and exam questions, he said.

About 3 514 pupils from Boitumelong, Jiyana and Tembisa high schools refused to go to classes on Tuesday last week.

The boycott began the previous Thursday at Boitumelong High and then spread to the other two schools.

The pupils' major demands are the recognition of Student Representative Councils, an end to excessive corporal punishment and the abolition of the age limit regulation which restricts pupils over the age of 20 from being readmitted to school.

Commenting on these demands, Mr Scholtz said the age limit regulation had not been enforced this year at any of the Tembisa schools.

This was because of a breakdown of communication between school principals and parents, he said.

Mr Scholtz could not say whether the regulation would be implemented in Tembisa next year.

With regard to corporal punishment, Mr Scholtz said all the Tembisa principals had assured him that there were no grounds for complaints about excessive corporal punishment at the schools.

Yesterday pupils went to school without their books and refused to enter their classrooms.

The suspension of classes at a Free State school, Theto High, in Welkom, will be lifted tomorrow. Classes were suspended because of boycotts which began over a week ago.

Yesterday pupils arrived at school but were not allowed to attend classes because the suspension is only due to be lifted tomorrow.

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31/7/84

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Duduza pupils in class boycott

Soweto

MORE than 100 matric students at a high school on the East Rand are boycotting classes in protest against the dismissal

of a woman teacher. The boycott by four matric classes at the MO Sebone High School in Duduza, near Nigel, was

By SELLO RABOTHATA

sparked off by the dismissal of a Ms Twala, who the students claim was their "best English teacher". They have vowed not to return to classes until she is reinstated or the principal and his deputy are also dismissed.

A spokesman for the students said the teacher was dismissed three weeks ago and attempts to talk to the principal for her reinstatement

have been futile. The students also held discussion with an inspector who said the matter would be looked into, but nothing has been done so far.

A spokesman for the Department of Education and Training yesterday said they were aware of the boycott. "We will investigate the position and hope to clarify the matter very soon," he said.

EDUCATION-GENERAL

1983

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Education inquiry will bring nothing new say leaders

Davey up in arms

over taxi fares

TAXI FARES in Davey- tion have been increased by 10 cents.

A single trip from Davayton to town used to be 80c during the week and 90 cents over the weekend. Taxi fares have now been increased from 80 cents to 90 cents during weekdays.

A spokesperson for the Benoni Taxi Association yesterday told The SOWETAN that the association decided to increase fares because taxi operators were working at a loss and that many people have been retrenched by firms resulting in fewer people using taxis daily. Commentators interviewed by The SOWETAN yesterday argued

Azapo rejects DET probe

A LIFADINI, black educationist and the Azanian Peoples Organisation (Azapo) yesterday expressed reservation about the Department of Education and Training (DET) announcement that it is to conduct a thorough probe into last year's matric results.

Mr T W Kambule, a lecturer at the University of the Witwatersrand, and Mr Ishamael Mkhabela, Azapo's publicity secretary, both told The SOWETAN that they had misgivings about the announcement.

They said such statements have been made year in and year out and nothing concrete has come out of them. Mr Kambule said his

doubts were based on the fact that the investigations were left in the DET's hands entirely and often came with answers that exonerate the department.

"Any investigation conducted should include blacks who are not within the present system of education. We are tired of the unsatisfactory explanations by DET which always brings us to square one.

"I am happy that parents have now realised what is happening and have taken upon themselves to shout about the matter. Previously when some of us talked, we were regarded as radicals, he said.

On the department's statement that the dramatic drop in passes was

By NKOPANE, MAKOBANE

largely due to underqualified teachers and the situation was not likely to improve in the near future. Mr Kambule said the attribution was not fair.

"The department should take the blame and not the teachers because they are only the nuts in the whole big machinery of DET. It is a pity that when something goes wrong in the machinery, they should be made scapegoats. Granted there may be some underqualified teachers, but many have been in the field for long and are hard workers," he said.

"The results should be viewed very seriously because they are harming us a great deal. At a glance, they may give an impression that our children are foolish when they are not. In my experience I have found there is no difference between black and white students," he said.

Mr Mkhabela said he was not excited about the investigation in that

Mr Kambule further said there was definitely something wrong with our kind of education which blacks have been complaining about for the last 25 years. He said to be honest, there has been no improvement in black education since 1976 — in fact, things have become worse.

"The call by the black community has been persistently to the abolishment of the racial system of education. In our opinion, the investigation is another form of wasting money.

"We warn the department that it is indulging in an irrelevant and futile exercise and we do not need another Soweto uprising to stress the urgency of the whole matter," he said.

5/11/83 some form

the authorities were "notorious" to give empty promises and ignore the demands of the people.

"We consider the present talks about the probe as yet another move to raise false hope among blacks well knowing that nothing will come out of it.

"The call by the black community has been persistently to the abolishment of the racial system of education. In our opinion, the investigation is another form of wasting money.

"We warn the department that it is indulging in an irrelevant and futile exercise and we do not need another Soweto uprising to stress the urgency of the whole matter," he said.

Cops fear for bloody year ahead

AT LEAST 22 people have died since New Year's Eve and this is increasing fears that we might be heading for yet another bloody year.

By ELLIOT TSHINGWALA

At least 1 275 people died in acts of violence last year. Divisional Commissioner of Police in Soweto, Brigadier D. J. D. Jacobs, said this constituted an increase of about 28 percent over the previous year's figure of 1 195.

Mr Ben Ntoso, chairman of the South African Black Social Worker's Association (Sabswa), said "shocking" murder figures over the years were becoming "something of a social pattern."

Police shoot alleged rapist near Alberton

Police shoot alleged rapist near Alberton

Police shoot alleged rapist near Alberton



An American view of SA black education

In mid-1981, the rapidly changing face of South African education prompted six American educators to investigate developments in this country at first hand.

Sponsored by USSALEP, the United States-South Africa Leader Exchange Programme, the team spent two intensive months interviewing South Africa educators, students and community leaders.

The result is a book which combines an overview of education history, with an appraisal of current trends and a critique of possible future developments.

In compiling the findings of the researchers, John Marcum, academic Vice-Chancellor at the University of California, has taken care to balance the group's analyses with a collection of 18 documents — presenting a broad spectrum of South African views, comment, ideals and programmes.

Although at first glance the book appears to offer a comprehensive guide to the intricacies of South African education, it should not be received as the definitive work.

The book is thorough, and enlightening, but the USSALEP team have not delved sufficiently deep

“Race and Social Change in South Africa,” edited by John A Marcum, is the most recent publication in the University of California Press series “Perspectives on Southern Africa.” It is reviewed by Education Reporter Carolyn Dempster.

into the nuances of imminent education change, and tend to present a selective and pessimistic overview as education observers.

However, the questions posed and answers proffered do contribute some critical perceptions to the heated education debate currently raging.

Government recognition of the “crisis” in South African education is strongly motivated by the acute, and worsening, shortage of skilled manpower.

This single factor is forcing the government into opening up educational opportunities for blacks, but, as the team found “South Africa does not yet have a single, emergent vision or a set of national priorities to guide the development of education.”

The team also places more emphasis on the educational debate which the 12-month HRSC in-

vestigation has given rise to than the De Lange report itself.

The dynamics of educational change as seen by the USSALEP group are bound by the parameters and anomalies of the South African situation.

For instance, South Africa cannot do without black skilled labour, the numbers of African schoolgoers has risen from 1 million to 4,7 million over the past 25 years and there is government recognition of the need for expanded tertiary opportunities and equality of commitment.

But, on the other hand, educational development is arguably the strongest force for social change in South Africa, the political reform needed to usher in comprehensive education reform is a long way off, and the black education system is hopelessly ill-equipped, and will be for quite some time, to pre-

pare or produce the “manpower” required.

Thus the struggle between ideology and economic needs continues, weighted down by a backlog of 34 years of inferior and unequal education systems.

The issue of “open versus ethnic” in the realm of higher education has been given special attention by John Marcum, because of its relevance to the education debate.

As in other spheres, the “opening up” of higher education, Marcum predicts, will to a large extent depend on the economic needs of the country.

Statistics reveal a desire on the part of the growing numbers of black matriculants to attend “open” as opposed to bush colleges or ethnic universities.

Because of the bitter experience of Bantu education these university

aspirants will care more about the quality of their education and its cultural and community relevance than “studying alongside whites,” states John Marcum.

“They will be denied such access at fateful social cost,” he warns. “Yet to accommodate them must mean to act swiftly to develop faculties and facilities and to finance educational programmes at a host of duly Africanised universities.”

What of the role of the Americans in responding to the education needs of the black South Africans? asks Marcum.

He then proceeds to outline various courses of action along the lines of co-ordinated programmes for scholarships, bursaries, teacher training and Fullbright lectureships.

In trying to achieve these aims, Americans should also be realistic and face the fact, says Marcum, “that neither the dominant ideology nor the constitutional law of white-ruled South Africa is conducive to social and political reform.”

Over time, however, “catalytic initiatives in education might significantly further the cause of peaceful change,” he concludes.

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Outlook is bleak in black schools

Black schools country-wide were braced today to enrol 50 000 pupils more than last year to bring the total black school population in South Africa to 1,67 million.

The increase in pupils will severely test the black education system, which is already faced with a critical shortage of qualified teachers and lack of facilities.

The Department of Education and Training said most secondary school teachers were underqualified for their positions and this was one of the reasons for the poor matric results last year.

Some schools in the coloured areas of Johannesburg will be short of up to 16 teachers this term.

The situation in Indian schools in Johannesburg is almost as bad. A new high school in Lenasia may not open this year because there are not enough teachers to staff it.

Can they get their sums right?

What the experts think may happen

If education is the key engine in social change, then 1983 may be regarded as the key to South Africa's future.

After three years of intensive research, debate and discussion, the Government this year officially responds to the De Lange report—regarded as the most significant development in the history of South African education.

The plans for education change will be made known in a series of White Papers, the first of which is due to be handed to Parliament in a few months.

According to top level sources who may not be quoted at this stage, indications are that:

- Educational reform will be coupled with constitutional reform. It is almost certain that the Departments of Indian and Coloured Education will be incorporated into the Department of National Education in line with constitutional proposals.
- "Equal but separate"

will be the catchphrase for black education. Although the education-department outsider, it enjoys considerable financial support from both the Government and private sector.

● The Provinces will lose their autonomous power over education in favour of control by regions which are almost certain to be divided on an ethnic and not a geographic basis.

● A single Ministry of Education will be sidestepped in favour of an umbrella co-ordinating body consisting of the various ministers of education.

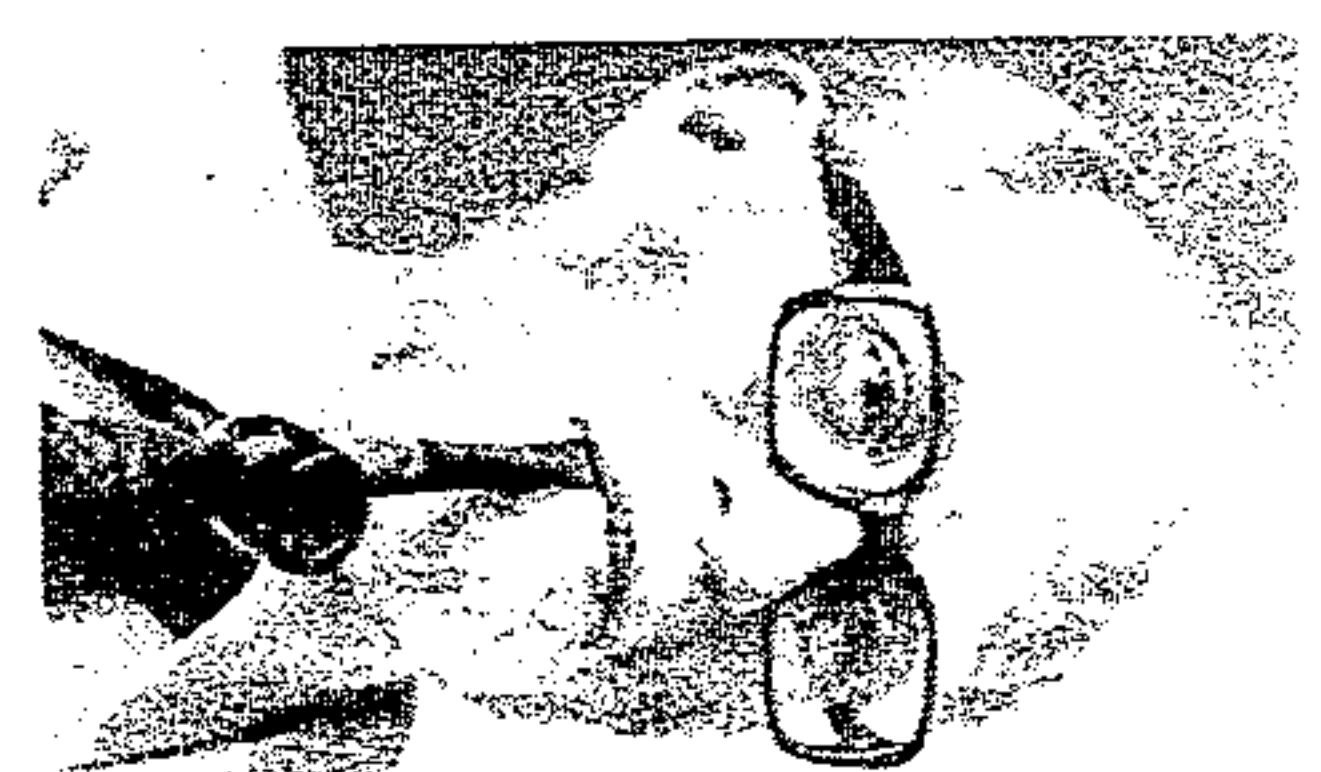
● So-called open universities will not be given the authority to decide who to admit, but will have a "quota" system imposed regarding the number of black students. This has already been hinted at by the Minister of National Education, Dr Gerrit Viljoen.

● Integrated education will be given the nod within the realm of the private schools but not within the State school system.

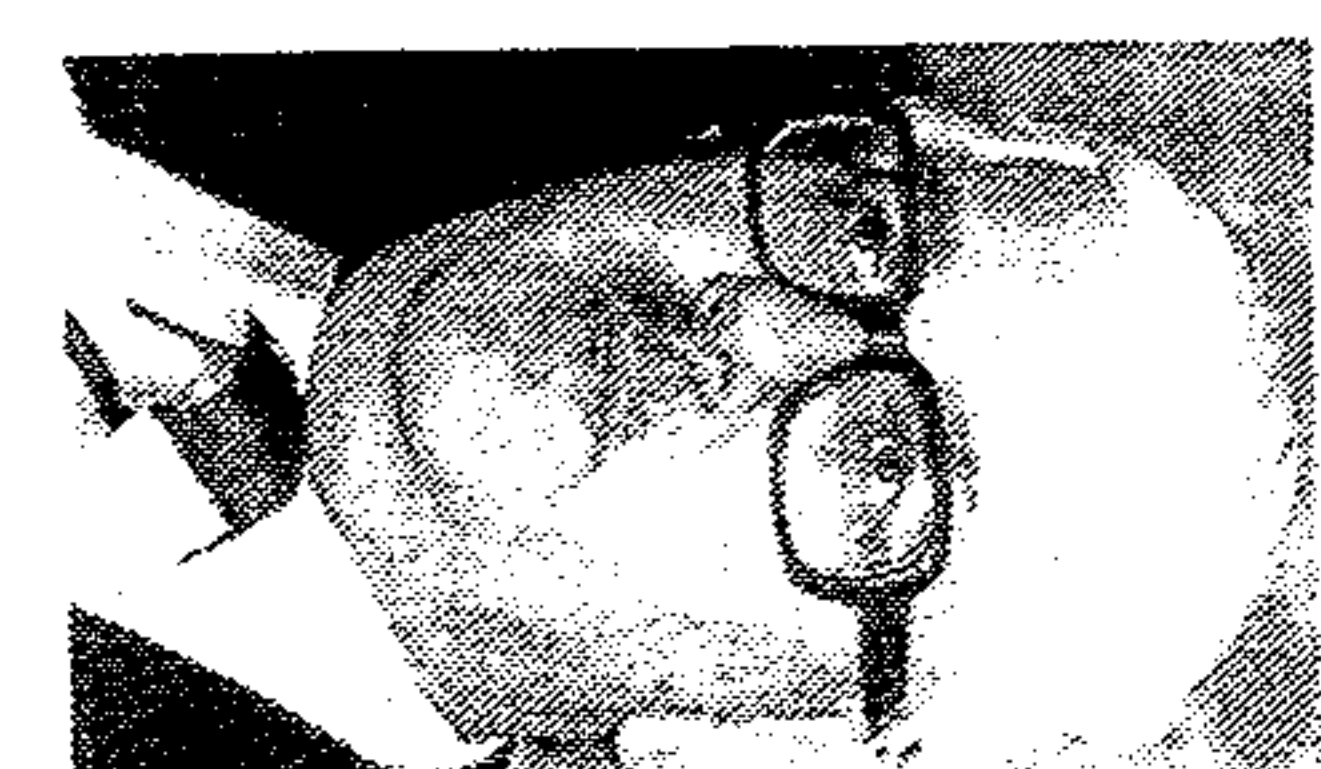
Professor de Lange, who guided the HSRC investigation and Working Party deliberations to their conclusion, is optimistic: "There is tremendous force for change at work. The Prime Minister has accepted that the manpower needs of this country are far beyond the capabilities of the whites and is prepared to bring in the other population groups at all levels. "Once change has started, it builds up a momentum and logic of its own."



De Lange... expressing optimism.



Hartshorne... seeing it differently.



Viljoen... hinting at a quota system.



Botha... underlining his proposals?

South Africa is on the brink of major educational change the precise nature and extent of which will be determined by the government this year. In these two articles, Education Reporter Carolyn Dempster writes about the changes which are envisaged and the events which led to them.



In the classroom... it all rests in the hands of bureaucrats.

The rocky road to the twentieth century

When in June 1980 the government commissioned the Human Sciences Research Council to conduct an investigation into all levels of education, it was the first official recognition of the crisis in education.

For the first time the government took cognisance of:

- The failure of the education system to cope with the manpower needs of economic development in a modern technological world.
- Intense teacher dissatisfaction with salaries and conditions of service.
- The total rejection of the system of black education as seen in the violent reaction by the students of 1976 and in the school boycotts of 1980.

● Extreme parent dissatisfaction because of a lack of say in their children's education.

The outcome of the 12 month investigation, headed by the rector of the Rand Afrikaans University, Professor Jan Pieter de Lange, was a

report which gave scientific credence to the crisis and the recommendations for change were hailed as a breakthrough for education - a blueprint for the future.

In the second decisive step - the interim memorandum of 1982 - the government made a dramatic break away from Verwoerdian ideology when it accepted the principles of equal opportunity in education and equal quality of education.

But, at the same time it clung steadfastly to the "non-negotiables" of Christian National Education, mother-tongue instruction and separate education.

In this single stroke the government swept aside hopes for an open equal education system and re-enshrined apartheid on the altar of Arrikanderom.

During the course of 1982 the intense education debate centred on several key issues:

- The split within the National Party and formation of the Conservative Party under Dr Andries Treurnicht.
- The massive Afrikaner Volksgongres in Bloemfontein where delegates echoed a generation of verkrampes before them when they set

down the Congress standpoint: "Control at all levels of education management for whites in any educational or political sharing will not negotiably remain in the hands of the whites and all co-ordination mechanisms will be subject to this."

● The 1820 Settlers Congress which recommended fundamental social and political reform for the successful implementation of education reform.

● The establishment of Vista - the first urban university for blacks and a slap in the face for the open university recommendations contained in the De Lange report.

Two months ago, the third phase was completed when comment on the report compiled and condensed by the government-appointed and bureaucratic dominated Working Party was funnelled through to Cabinet.

Professor de Lange claims the Working Party recommendations: "retain the essence of the original report"

The question that now remains is "Will the government take a final step in the direction of significant reform, or will it regress to the apartheid education system?"

Govt education reforms attacked

CAPL Timis 14/1/83 (50)

From SIMON BARBER
WASHINGTON. — A new bipartisan congressional report on US assistance to black education in South Africa, which the authors hope will strongly influence foreign aid appropriations in the coming fiscal year, delivers a withering attack on the SA Government's education reforms.

A central theme of the study, one of its authors explained this week, is that "US assistance should be used to promote and prepare for fundamental change in South Africa". This is in marked contrast to the administration's policy of constructive engagement.

Written by a team of House Foreign Affairs Committee staffers who visited South Africa last August, the report says: "There is precious little to indicate that the South African Government has changed its view of the role of education in perpetuating the social and political disenfranchisement of the black population."

Negative

Noting the government's negative response to the De Lange Commission reports for voluntary racial integration and complete university autonomy in student admissions, the reports conclude: "The content and direction of reform is not such as to challenge Nationalist concepts of education as an instrument of separate development, a

means of obtaining necessary black labour for the white economy and an institution to divert blacks from absorption into white-led social and political structures."

Current US aid to SA education programmes is under five million rands, according to Mr Steve Weissman, one of the report's authors. The administration has the discretion to spend a further R2,3-million this year but, faced with strong congressional opposition, will probably wait until the foreign aid bill for 1984 is passed. "They don't want to start something they'll have to stop next year", a committee aide explained.

When the new bill is passed, it will likely adhere closely to the principles laid out in the report. These are:

- No assistance should be provided to South African government-controlled or financed institutions.

- Aid should go to programmes which "reflect the drive of most South Africans for an end to separate development".

- Aid should be channelled through private organisations "to maximise its acceptability and political credibility within the autonomy-seeking black community".

- Since assistance funds will be limited, they should be concentrated "on a small number of programmes for maximum symbolic and substantive effects".

Specific recommendations include:

- Aid to the education programmes of independent black trade unions, routed through the International Confederation of Free Trade Unions and the AFL-CIO. "These new unions ... are perceived as constructing an organization base that will become a critical force in the struggle against apartheid."

- A scholarship programme for black students at mainly white universities, to be funded through the SA Institute of Race Relations.

- Aid for the South African Committee on Higher Education's programmes to upgrade black teachers and provide remedial instruction for high school students preparing for university.

- The continuation of the current R4-million a year scholarship programme run by Bishop Desmond Tutu's Equal Opportunities Committee to send black South African students to US universities.

In releasing the report, representative Howard Wolpe, chairman of the House Africa subcommittee, said: "The recommended aid projects would send a message to the South African Government that it should pursue fundamental change in its own self-interest, while providing blacks with educational resources to help advance such change."

Top bosses help reform education

172 153 50 179

18/1/83 Industrial Work

THE Manpower and Management Foundation (MMF) of SA has formed a study committee to investigate education and training, consisting of some of the country's top businessmen.

The committee, set up to look into ways of utilising educational and training facilities for all races, will be chaired by the MMF's executive director Dr John Burns.

On the committee are Dr Zac de Beer, chairman of Anglo American, Theo Shippey, director of the Cape Technikon, Amod Tayob, chairman of Amod Tayob, Alf Leveson MD of Pilot Furniture Manufacturing, Jack Clarke, MD of IBM and Wilby Baqwa, industrial consultant for Barlow Rand.

Staff Reporter

The Foundation has pinpointed education and training as a priority in



David Thebehali... more money needed for education.

providing an adequately skilled workforce, essential for economic growth and stability.

The committee will conduct an in-depth study into the full utilisation of educational facilities, following this they

will make recommendations to the Government.

Burns said the Government must ensure that black educational facilities are fully utilised.

"Taxpayers have invested heavily in such facilities and they must be productively utilised into the night to provide for adults, unemployed and all who wish to receive training and become qualified to fill a job," said Burns.

David Thebehali, chairman of the Soweto Council said the existing educational facilities were "a drop in the ocean" when compared to the need.

"We would like to see the Government providing more money for education and the private sector increasing its contribution.

"We are already seeing a move in this direction, but it's not enough."

Thebehali said that vigorous training programmes were needed to develop black entrepreneurs.

"There is no other way to guarantee economic development. We want a direct role in the overall economic development of this country."

Parents pay for 'free' books

Year	African
1970	
1971	
1972	
1973	
1974	
1975	
1976	
1977	
1978	
1979	
1980	

SOWETO PARENTS were expected to buy school books for their children enrolled under the compulsory scheme - despite the fact that the Department of Education and Training (DET) was offering these free of charge.

^{Sowetan} This shock finding emerged yesterday during a survey by The SOWETAN around schools with children enrolled under the new system which is only in force in some areas.

It was learned that most parents had been dipping into their own pockets to buy their children's books since the system was first introduced in black schools two years ago.

But the DET, in pamphlets circulated around schools, accepted responsibility for compulsory education by providing free books and stationery, enough schools and facilities and enough teachers.

Teachers interviewed blamed the department for failing to deliver books and stationery in time at schools. Because of the delay, they said, they were forced to instruct parents to buy school-books for their children.

"Sometimes a teacher finds that the department has supplied wrong books. The teacher has no option but to ask parents to buy books for their children. A painful thing is that, unlike in

white schools, teachers have to organise their own transport to fetch books from the regional office," one teacher said.

This week a meeting of teachers resolved to make representations to the DET about the problems they were experiencing in schools under the compulsory education system.

DET's chief liaison officer, Mr Job Schoeman, yesterday said it was "irregular" for teachers to expect pupils to buy their own books and stationery. The department had already despatched all the books to various regional offices, he added. "If what you are telling me is true, then there must be something wrong."

Regional director for Johannesburg, Mr Phillip Engelbrecht, said he had learnt from one of his inspectors that books and stationery had not been delivered to Soweto schools: "But I will investigate the whole thing immediately," he said.

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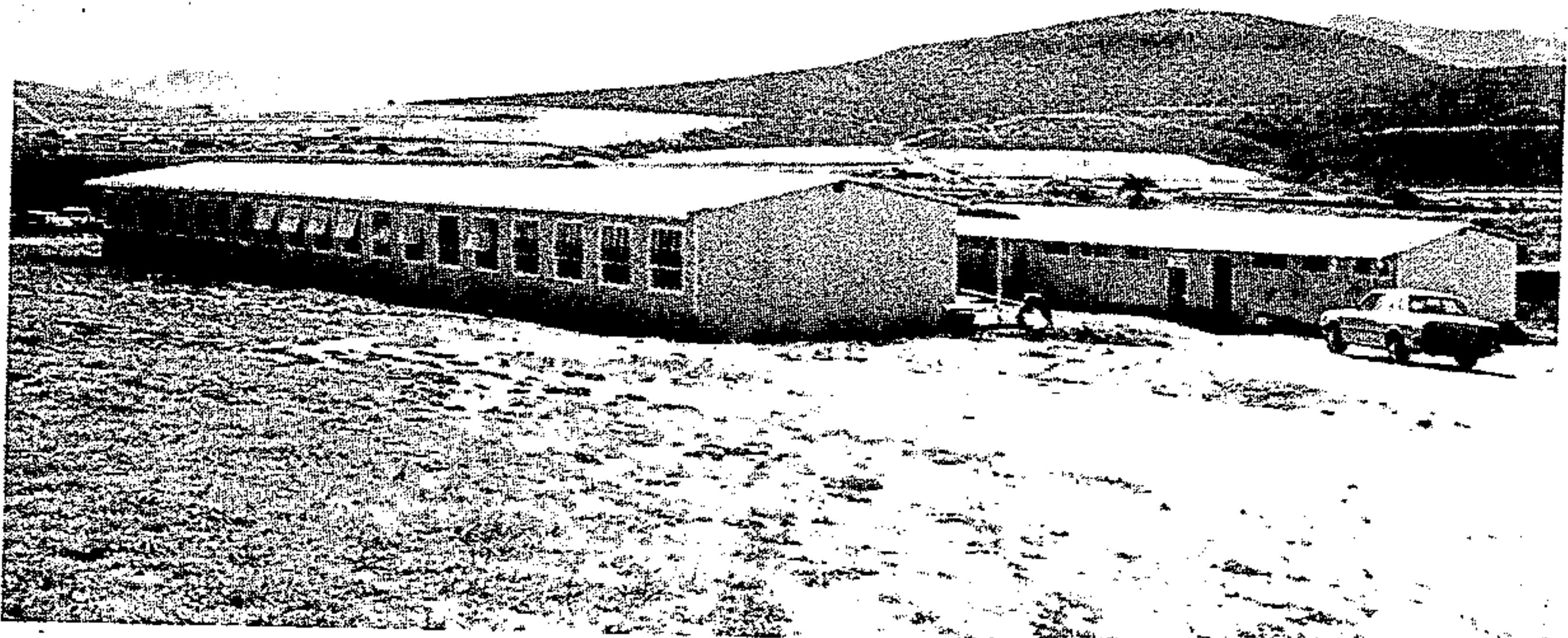
Area of Operation:

Founded:

Registration: Yes

2) 217123

School built in six weeks



This school in a remote area of an independent homeland was erected in a total time of six weeks.

Checkers plan new CT site

WITH the purchase of the Loreto Convent site in Sea Point, Cape Town, for R1,66 million, Checkers SA is poised to enter the affluent Atlantic seaboard area of Cape Town.

The Loreto Convent closed in December, 1982, and the Loreto Sisters donated 1 171m² of the ground to the adjoining Catholic church.

The remaining 8 144m², purchased by Checkers, is bordered by Regent, St Andrew's, Beach and Cassel Roads, and Checkers' plans include a supermarket, shops and offices in a low-rise building on Regent Road, with undercover parking for more than 200 cars.

About 30 luxury apartments, to be sold under sectional title, will be built on the Beach Road portion of the site.

The sale was negotiated by Mr David Annenberg of David Annenberg (Pty) Ltd, Cape Town.

Sales up in remote areas

5/2/83 (50) E-Post

"INSTANT" schools for undeveloped areas are enjoying increasing success.

Prebuilt Products, a subsidiary of Wadekor Holdings specialising in glass-reinforced cement (GRC) components, is gearing for bigger sales in remote areas with its new GRC-panel school buildings.

Five have been erected in one of the newly independent black states and there is a good chance of further contracts being awarded in other remote areas.

The standard wall for these schools measures 1,8 metres by 2,7 metres but weighs only 260 kilograms.

The panels are made in Bellville, but because of their exceptionally light weight, they can be transported economically up to 2 000 kilometres or more.

SATS road transport is used. A 20-ton truck can carry some 60 wall units, sufficient for nearly half the walls of a 10-classroom school.

Mr David Page, managing director of the company, said recently that the great advantage of the system is that it enables buildings to be erected very fast.

Five weeks for a 10-classroom school is the record so far, but even faster times were expected in future.

Compared to conventional buildings, this was a time-saving of some 85%, he said.

Furthermore, said Mr Page, the light weight of the wall units enabled them to be erected without cranes or lifting equipment.

A 10-man gang and a su-

pervisor were all the manpower needed.

For this reason they were ideal for erection in remote country areas to which it would be uneconomical or difficult to send heavy plant.

A further advantage of the Prebuilt system, said Mr Page, was that both the roof and wall panels contain an insulating layer which gives the room excellent thermal characteristics, making them cool in summer and warm in winter.

The authorities, he said, had apparently been sufficiently impressed by the schools to order further units for Government housing and office blocks. These are now being erected.

Both Wadekor and Prebuilt are members of the Murray & Roberts Group.



Free schooling: writing on wall

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The present disparity in education would not be eliminated in a day, the Minister of Finance, Mr Owen Horwood, said yesterday.

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Speaking at the official opening of the Vaal Triangle Technikon, at Vanderbijlpark, he said even if the necessary finance were instantly available, the supply side of the educational equation would obviously take some time to be brought up to the level of the inevitably accelerating demand.

Surn
"In South Africa the financing of education is highly centralised insofar as the central government is virtually the sole source of funds for State-provided education, notwithstanding the fact that the educational services are provided by several controlling bodies.

First
"To achieve the envisaged parity will thus necessitate a significant increase in State expenditure under this head.

Date
Deg you
Such features of the current educational scene as inferior academic qualifications, poor pupil/teacher ratios, cramped schoolrooms and inadequate equipment can obviously not be

rectified overnight."

Mr Horwood said complete parity in schooling in 1990, at the optimum pupil-teacher ratio and making no allowance for intervening inflation would require an outlay in that year of some R5 280 million, which will be about two-fifths of total government expenditure.

"We shall have to accept that the days of complete free schooling for at least the relatively affluent section of our society are on the way out.

"In increasing measure the user or beneficiary of educational services, rather than the taxpayer per se, will have to bear a fair share of the costs."

He said training and retraining could not as a whole be placed on the shoulders of the authorities.

Even though it was in the interest of South Africa as a whole, the immediate advantages of such education would be felt by the private sector and it was therefore only fair to expect that this sector would contribute its fair share, Mr Horwood said. — Sapa.

EVERY CANDIDATE MUST enter in column (1) the number of each question answered (in the order in which it has been answered); leave columns (2) and (3) blank.

	Internal	External
(1)	(2)	(3)
1	6	5
2	7	5
5	10	
4	10	
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Examiners' Initials		

Paper No. 1
(to be copied from the heading on the Examination Paper)

NOTE CAREFULLY

- The answers only on the right hand pages will be marked. The left hand pages may be used for rough work, but no credit will be given for such work.
- Enter at the top of each page and in column (1) of the block on this cover the number of the question you are answering.
- Blue or black ink must be used for written answers. The use of a ball point pen is acceptable. Red or green ink may be used only for underlining, emphasis or for diagrams, for which pencil may also be used.
- Names must be printed on each separate sheet (e.g. graph paper) where sheets additional to examination book(s) are used.

WARNING

- No books, notes, pieces of paper or other material may be brought into the examination room unless candidates are so instructed.
- Candidates are not to communicate with other candidates or with any person except the invigilator.
- No part of an answer book is to be torn out.
- All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University

Matric students

Every year the universities take in substantial numbers of school graduates whom they later find lacking in basic English-language skills.

Some universities have found it necessary to set up special programmes to help bring students up to par.

The problem is not limited to matters of spelling and grammar. It also involves a wider ability to communicate effectively using the written word and to grasp ideas and information presented in written form.

"The universities blame the high schools and the high schools blame the primary schools. But in fact the problem is so widespread that its cause can't be pinned down to a single source," said Mr. Vaughan Jones, formerly a high school teacher and now media coordinator at the teachers centre in East London.

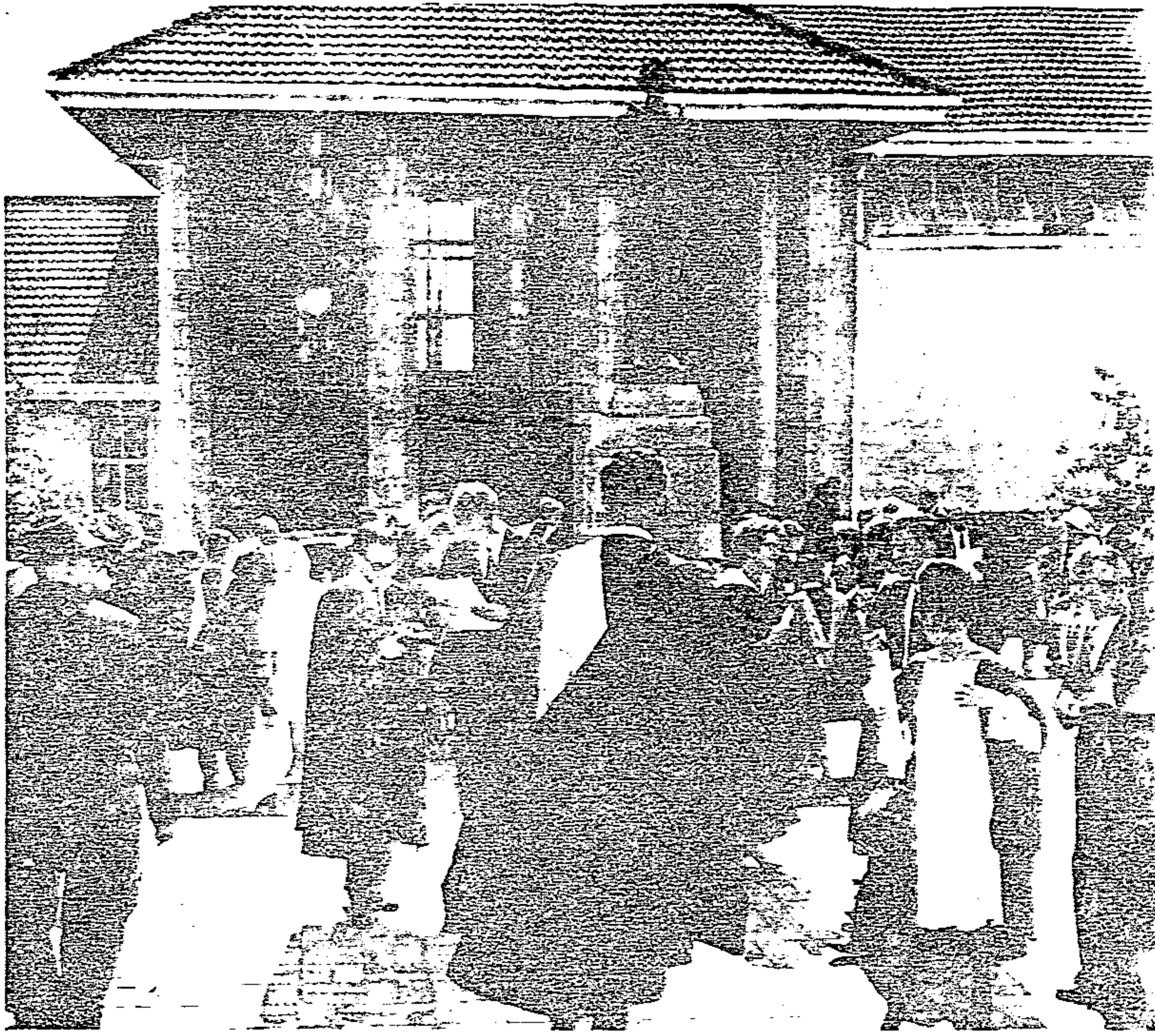
Professor L. W. Lanham, professor of linguistics and English language at Rhodes University said the effect of the widespread deficiency in general language skills among students was most readily seen in the high failure rate — 30 to 40 per cent — of first-year undergraduates at Rhodes.

"It is a question of being unable to use English as a communicative tool: being unable effectively to express ideas and formulate arguments. The schools are guilty of failing to provide that skill."

Prof Lanham said the inability to communicate well was just one side of the problem. The other side involved taking in information. "We see many students who don't read effectively. They don't know how to use books or libraries well."

To attempt to cope with the problem, Rhodes operates an "academic support programme", of which Prof Lanham is chairman.

The programme runs throughout the academic year, and includes a pre-sessional course. Prof Lanham said the aim of the programme was to "raise students to the level where they have the necessary starting equipment" to handle the linguistic demands of the university curriculum.



Outside the Great Hall at Rhodes University, Grahamstown — is the matriculation examination good enough for sorting out university material?

The programme is voluntary, and Prof Lanham said that about 11 per cent of this year's incoming freshmen had signed up for the pre-sessional course.

At the University of Port Elizabeth, attempts were being made to establish a teaching post for helping undergraduates with English language skills.

said the head of the faculty of English, Professor E. P. Bryant.

"We have a good many

students who don't know what a paragraph is, who don't know how to set out an essay," he said.

"We've always had this problem, but now it's worse than ever."

Asked to point to a cause, he aimed at the schools, which he said needed to teach formal grammar. He also regretted "the demise of Latin" in the school curriculum.

He said he thought that young people no longer did enough reading.

"I've had students tell me that they have read only two or three books for pleasure in their entire life." Both Prof

Bryant and Prof Lanham said they believed the problem could be eased at the university level by revamping the matriculation examination.

"There are students who get a C or a B on the Cape senior certificate whose English is poor," Prof Bryant said.

Prof Lanham said the matriculation examination was "not good for sorting out who is university material from who is not."

"We need something that is more like a university entrance examination."

The language skills problem is not only a

concern to English faculties, or to arts faculties generally.

At the University of Witwatersrand, for example the faculty of engineering recently introduced a course in "communications skill" to help students unable to cope with the linguistic niceties involved in writing engineering reports.

"We see poor spelling, poor grammar and a lack of attention to setting things out in an orderly and clear way. And we find that people who can't write clearly also have trouble thinking clearly," said Professor Geoff Blight, a professor of civil engineering.

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Dispatch 16/2/83 (50)

students who fail in use of basic English



MARK SCHACTER. Daily Dispatch staff reporter with degrees from two universities of international note — Yale and Oxford — looks at the problem of matriculants who go to university unable to communicate effectively, unable to take in information effectively, and "don't even know what a paragraph is".

He said engineering firms sometimes reported back to the university that graduates couldn't write reports.

But he said there was "cause for hope", and that the communications skills programme had been generally successful.

Prof Blight said he thought the roots of the problem spread far wider than to the schools alone. "I think it's because of attitudes at home and among friends that students don't realize the importance of written communication," he said.

This was a point on which Mr Jones — relying on his experience as a high school English teacher — expanded at length.

He said that a child needed "background" to be able to use language well, and that most of the background came from the child's environment outside the school — most importantly from his home.

"It's important that a kid grow up with books,

and in many homes you just won't find a lot of books, or much interest in reading."

He said he thought that 70 per cent of a child's language ability was determined by his environment, and only 30 per cent was affected by what he learnt at school.

Outside the home, other factors hindered a child's development of a habit of reading, and of a love of language generally.

"It's a very cluttered world now. Films and television are more attractive than books, and we haven't even begun to see the effect of video games yet."

The school environment was "cluttered" too, leaving students reluctant to devote what spare time they had to books.

"School takes up more time now than ever as far as homework and extra-curricular activities are concerned."

The result was that teachers had to battle to get students to read, he said.

Mr H. H. Houghton-Hawkesley, director of English at the education department, also recognized the importance of a habit of reading at an early age to the development of language skills.

He said the department planned for the autumn to begin a programme to encourage reading among primary school students.

"Students get to enter the schools without sufficient English expertise. If anyone doesn't see problems, he is living in a fool's paradise," he said.

What was needed was a "deer foot" at secondary school leaving and teacher training certificates.

The matriculation examination was never intended to serve as a university entrance examination, and it was "really up to the universities" to set up entrance examinations.

Regarding teaching certificates, he said English could be taught effectively only by teachers who had the necessary training and background.

He said that in response to complaints from Cape universities to the Joint Matriculation Board about the lack of language skills among matriculants, he had recently visited all universities in the province that supply student teachers to the schools.

He told universities that the problem was a "chicken and egg one" in that the schools needed good teachers to produce well-qualified matriculants.

Mr Houghton-Hawkesley said that in the classroom, the solution to the language-skill problem would not be a return to "old-school" formal grammar instruction as we knew it in the 1930s and 40s.

"What we should have is grammatical instruction related to practical, every-day English. The teacher who contextualizes and makes his presentation interesting will be effective." — DDR

university, Grahamstown — is the matriculation sorting out university material?

Bryant and Prof Lanham said they believed the problem could be eased at the university level by re-vamping the matriculation examination.

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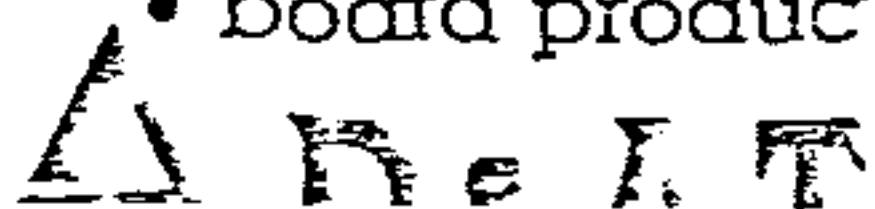
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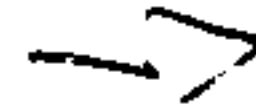
Inquiry into the Provision of Education in the
Republic of South Africa ^{16/2/83}

(50) *Hansard Q. Col. 145-146*
35. Mr. H. E. J. VAN RENSBURG asked
the Minister of National Education:

- (1) Whether the Interim Education Working Party has completed its study of the submissions and recommendations received as a result of the Interim Memorandum on the Report of the Human Sciences Research Council on the Inquiry into the Provision of Education in the Republic of South Africa; if not, when is it anticipated that such study will be completed; if so, what was the outcome of the study;
- (2) whether he will make a statement on the matter?

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

- (1) Yes: the Interim Education Working Party concluded its task during November 1982 and submitted its recommendations to the Minister of National Education.



- (2) The Ministers of Internal Affairs, National Education and Education and Training are at present considering the recommendations and the Government will in due course take its stand on the recommendations in the Report of the Human Sciences Research Council and on that of the Interim Education Working Party in a White Paper.

Not yet "no"

(50) ~~50~~
This week's rejection by the (largely coloured) Cape Teachers Professional Association (CTPA) of government's constitutional proposals is not as clear-cut as some reports have made out. For example, it does not amount to a condemnation of the Labour Party's (LP) decision to participate in the tri-cameral parliament.

Franklin Sonn, president of the influential 19 000-member union, which includes 90% of Western Cape coloured teachers, tells the *FM*: "We are not going to make a statement on political strategies. We looked at the constitutional proposals in terms of our ideals and found that they conflict with our proposals in educational terms. We want an open educational sys-

CONTINUED ON PAGE 57

tem down to (racially) open schools."

Sonn, who served on the De Lange commission of inquiry into education, was reacting to comment following a CTPA regional meeting in Cape Town last weekend.

He added, however, that "politics and education are inseparable." Explaining the CTPA's stance, Sonn said the union cannot accept a dispensation that "excludes our African colleagues." The association also

has African members.

"The moment we do express an opinion on political strategies, we will become an appendage to a political party. This could endanger the unity of the CTPA and lead to division amongst our members," said Sonn, who appealed to the coloured community not to allow itself to become divided.

A CTPA vote against the LP's participatory strategy would in some ways

be a far more serious blow to LP leader Allan Hendrickse, than the riotous disruption that has marked his report-back meetings around the country.

Hendrickse points out that the LP is in agreement with the teachers' organisation in that "the constitutional proposals do not meet our demands either." He told the *FM* he is concerned at press reports that the CTPA doesn't support us. For me the CTPA position is open-ended and amounts to the same decision as the Labour Party's.

(50) Hansard Q. 61.191-
Provision of education 192

18/2/83
*15. Mr. H. E. J. VAN RENSBURG asked the Minister of National Education:

Whether it is the intention to introduce during the current session legislation arising out of the (a) Human Sciences Research Council's inquiry into the provision of education in the Republic of South Africa and (b) report of the Interim Education Working Party; if not, when is it

FEBRUARY 1983

192

anticipated that such legislation will be introduced?

†The MINISTER OF DEFENCE (for the Minister of National Education):

(a) and (b) It is improbable, as the Government is still considering the reports concerned.

WEEKEND ARGUS SPECIAL REPORT

The quiet revolution

50
w/ ARGUS 19/2/83

PRIVATE schools are at the forefront of a quiet educational revolution in South Africa, helping build greater understanding between racial groups kept apart by years of apartheid.

The number of people of colour attending private schools has grown, especially in the past six years.

Pupils and staff at two leading Peninsula schools are unanimous that this has benefitted their school communities. And one educationist said this week that private schools could be paving the way for similar mixing in government schools.

But outside the private school gates, black school pupils and their families still feel the indignity and hurt of the apartheid system and sometimes face hostility from members of their communities.

The headmaster of Christian Brothers' College in Green Point, Brother Gerald Loftus, grew up in Northern Ireland and knows all about group conflict.

"It is one of the situations you have to live with, but I believe through Christian witness we must try to heal the societies we live in," he said this week.

Fifty-four of CBC senior and junior schools' 375 pupils are children of colour who have undergone "exactly the same application procedure as anyone else.

But the indignity and hurt of the apartheid system still persists



Three standard eight CBC pupils get down to their science lesson. From front, John Glasburg, 15, Graham Bailey, 14, and Francisco Goncalves, 15.

By DIRK VAN ZYL
Weekend Argus Reporter
Pictures by CHRIS MATUSZEK

"We are not trying to fly a kite or score a political point, but we are quite willing to accept anyone who can benefit from the religious atmosphere and cope with the academic standard," Brother Loftus said.

There had been a "great willingness by the kids to accept each other" and all activities were conducted in groups — "there is no division at all."

Brother Loftus said there had been "no problem" in playing sport against all-white government schools, although sometimes it was felt advisable "if we foresee a circumstance may develop" to advise an opposing school that CBC's team was mixed.

Captain of last year's Under 16 A rugby team, 16-year-old standard nine pupil, Michael Tordessilas, was adamant: "If an opposing team objected to some of our team being coloured, I would refuse to go on the field."

Racial mixing

Michael believes racial mixing at his school "is an excellent thing because blacks must have equal opportunities and it is good for South Africans to get to know each other — colour has nothing to do with it."

Michael is Cape Town's junior deputy mayor and says he has many "so-called coloured and black friends — I mix freely with them and they come and visit me."

Attie Rens, a 16-year-old coloured pupil also in standard nine and Cape Town's first junior mayor of colour, came to CBC from Paarl and is a weekly boarder at Salesians Boys' Hostel.

Listen to other people

"The only thing I found difficult was English and I have never encountered any problem in day-to-day relationships. What I've learned most is to listen to other people and their views of things. At CBC you have time to express your views and the opportunity to see how others view things," Attie says.

He had not encountered opposition within his community at Paarl to his attending CBC, "but they wonder how I fit in."

"Most think it's a good idea for the races to get together," Attie adds.

Mrs Enid Ryall, headmistress of the 500-pupil St Cyprian's Girls' School in Oranjezicht, believes that "in a small way we are starting a process which can only be for the good."

Changing all the time

The school has been "legally able" to accept pupils of colour since 1979.

"The situation is changing all the time and the Education Department, with whom we've always had the happiest and most co-operative relationship, is trying to make it easier for us and for themselves."

All pupils were considered "St Cyprians girls, full stop."

Inter-schools' sporting events had been "no problem" but at provincial level there had in one instance been objections to blacks participating.

Mrs Ryall says racial mixing has "enabled us all to get to know each other and build a few bridges between South Africans which were heretofore impossible. But pupils of colour still



A beaming Standard One class at St Cyprians in Oranjezicht.

have a lot of problems when they have to leave school and they are subject to community pressures while they're here."

During civil upheavals she has allowed pupils from the black areas to come to school in mufti.

Mrs Ryall's views were echoed by three senior pupils. Says head girl, Carla Atkinson: "It is important to have mixed representation in a school because if you don't start mixing the races at an early stage, it will be impossible later."

She believes it is important to see people as individuals and not as members of a racial group "and this happens when you grow up together."

Ugly racialism lurks

But in the wider world outside, ugly racialism lurks. "Once we were humiliated on a school outing when our class had to split up on a train because of apartheid, and now we have bought a bus."



Cape Town's junior mayor and deputy mayor, Attie Rens (left) and Michael Tordesillas, both in standard nine at CBC.

"In defence of the railways," says Mrs Ryall, "if we give them about two weeks' notice, they give us a special coach."

A coloured matric pupil "Anne" — whose real identity is being withheld at Mrs Ryall's request to protect her and her family from possible victimization — says her mother was kicked out of a sports club because of opposition from the South African Council on Sport (Sacos) to her daughter attending St Cyprians.

Resenting whites

"A lot of coloureds grow up resenting whites — sometimes because they can't get jobs — and they are resentful at us coming here. But I think it's a good thing and, after all, I am paying for my education," Anne, a school prefect, says.

"As were a lot of 'white' pupils, I was educated all over again. I learned about the different things they do and we all basically realised that we're all people, with faults, regardless of colour."

Deputy head girl Nicola Coombe, feels "it is a much more realistic type of school. We must learn to surmount the racial and cultural barriers, and even in a school where we have mixed people in our community."

Nicola, who has many black friends, added that "there are definitely people in our class who have by themselves changed their outlook on this subject and eradicated previous pre-conceived ideas on race. A lot of protected people have been forced to open their eyes."

Can decide on merit

According to Mr Dennis Fisher, Western Cape regional chairman of the Association of Primary Schools, private schools can decide on merit who to admit "and there has not been a limitation on the number of blacks our schools have taken in."

"The biggest benefit has been that on both sides children have been getting to know and understand each other. We know of no problems of any greater magnitude than there would have been if that number of pupils had all been white," he said.

By STAN MAHER

HIGHER school fees, possibly averaging R30 a term for each child, are on the way for white parents as the State gets ready to unload some of the massive cost of education onto their shoulders.

It is part of the educational reform programme necessary for the Government to implement the De Lange Commission's recommendation that equal education be provided for all races.

Natal principals have set the ball rolling with a series of parents' meetings in the past few weeks.

The essence of their message to parents is that the era of free education for whites is over.

There have been angry scenes, with some parents refusing to accept that the State will not continue to foot the entire bill — a bill which increases relentlessly every year.

"You wouldn't believe the reaction from some parents — and in wealthy suburbs, too," an experienced teacher told the Sunday Tribune this week.

"Most parents are responding favourably, but some don't want to know about it.

"There is a fairly vociferous element which says: 'I am a white voter and I pay most of the taxes in this country. The State must educate my child free of charge.'"



LEFT: Education MEC Haslam: "Almost everybody is accepting it" RIGHT: NTS president Ellis: A year from now?



GOODBYE TO FREE EDUCATION!

White parents will have to foot their children's schooling bill... like blacks already do

However, officials of Natal Teachers' Society said this week that the writing is on the wall and will soon become a reality.

A year from now, said NTS president Mike Ellis, white parents could find themselves paying school fees averaging R30 a child per term.

Within five years, they could find themselves responsible for the capital cost of new buildings and maintenance of school facilities, "right down to the cost of chemicals in the school pool."

And free school textbooks, hostel accommodation and subsidised transport are likely to go. This picture emerged this week in talks with teachers, principals and education officials.

More than 200 Natal principals attended an NTS seminar in Durban a week ago, at which they were told the shape of things to come.

Said Mr Ellis: "It is the schools' responsibility to prepare parents for the jump in fees which is on the way. They need to motivate people and explain things clearly. It is in places where this hasn't been done properly that parents seem to be resisting the increases."

There was said to be an "uproar" at one Durban girls' high school recently when parents were told fees were being increased from R8 to R20 a term, and parents at Kloof were said to be distinctly unhappy about the situation.

However, at a Durban North primary school where parents had been prepared for an increase from R24 to R200 a year without incident, Mr Ray Haslam, Natal's MEC for education, confirmed that parents were being "acclimatised" by school principals so that they would be ready for the new deal in education.

"Everybody knows that parents will have to bear far more of the financial burden and it

to be a tremendous number of schools going to private companies for grants which could be tax deductible," Mr Burrows said. "This would apply particularly to schools which have been set up for company workers' children"

position of an average white parent. "The capital investment in a typical primary school may be R2.5 million, or about R6 000 per child. Running costs are currently from R600 to R1 000 a child. The parent contributes perhaps R40 a year. It's not a bad deal for him."

Some form of compulsion is seen as inevitable as far as white parents are concerned. But there are ways of sugaring the pill.

One would be to make school fees tax deductible, something which is already being tried in the Cape, where parents have traditionally paid far higher school fees than in Natal.

"I think there is going to be a tremendous number of schools going to private companies for grants which could be tax deductible," Mr Burrows said. "This would apply particularly to schools which have been set up for company workers' children"

most everybody, I am pleased to say, is accepting it," he said.

Mr Haslam confirmed that hostel accommodation, subsidised transport and school textbooks were privileges which parents might well find themselves paying for in future.

He said his impression was that parents accepted the new financial responsibilities and were looking forward to having more say in the schools.

"The present voluntary contributions are not satisfactory anyhow, because so many people shirk their obligations," he said.

Mr Roger Burrows, professional secretary of the NTS, said that equal opportunity for all was the first principle in the Human Sciences Research Council's 1981 report.

"We are expecting legislation during this parliamentary session which will spell out the details."

As equal education for all would be economically impossible if the present standard of white education is seen as the norm, teachers believe that the Government plans to stop spending more on white education and divert the funds to black schooling.

As an example, they point to the fact that the pro rata, per capita grant the province gives each school, has been pegged for two years.

education policy is one unanswered question: Why is the State willing to seek parity and risk antagonising white voters in the process?

"People have short memories," said Mr Burrows. "They forget the boycotts and riots that marked the schools situation in 1980. Schools in Cape Town were burned down and Indian schools were closed.

"And there were echoes from Soweto of 1976. It was in the heat of that, that the Prime Minister appointed the De Lange Commission."

Parents' responsibilities are expected to become progressively heavier.

At present in Natal, the Province provides and maintains all school buildings, with parents paying for extra facilities they may want. As from this year the school has to maintain these facilities.

At first, individual schools will have to carry 20 percent of the cost of maintenance, but within five years, the school community (parents and teachers) will have to pay for it all.

"In future, we believe, the State's responsibility will end with the provision of basic facilities and teachers' salaries," says Mr Burrows.

Parents are likely to have to pay for textbooks in future. Black parents already pay for their own and the only alternative is for the State to pay for all.

"With inflation running at 15 percent, that is an effective 30 percent cut in funding to white schools," said Mr Burrows.

Teachers believe the Government has no choice but to call on parents to pay more. And unless they do, the standard of white education will drop steadily.

For instance, to achieve parity by 1990 with an average pupil teacher ratio of 20:1 (the present ratio in Natal), would cost R1 250 million more than if the ratio were 30:1, something experienced teachers regard as much more likely.

Teachers see white education as having become more centralised during the past 30 years, with the State taking more and more decisions. In the National Education Act of 1967 it was stated that education should be free. Many parents have taken this to mean that the State should pay for everything.

Last year the Government put through a tiny, but crucial amendment to the Act in which the word "shall" was replaced by "may". It went almost unnoticed, but educationists now see it as a key move in preparing for the new education policy.

At present, school fees are voluntary, but school committees see them as a means of additional funding. Although education has been free for whites, there would have been long delays for extra facilities without these fees.

At the NIS conference in July, teachers urged that Natal's Administrator be asked to make school fees compulsory. This now seems likely to happen in one way or another.

Already black parents not only pay for all textbooks and exercise books, but for half the cost of school buildings, plus school fees on top. Blacks get no free hostel accommodation and no subsidised transport.

One school principal compared this with the

Subsidised transport for children going to schools outside their own areas is also likely to be moved onto the parents' shoulders. In Natal alone, this would save the Province R3 m a year.

Hostel accommodation costs are likely to become a parental responsibility.

The Buthelezi commission pointed out that blacks' needs for school hostels was much greater than whites'. Some white parents are seen as using hostel accommodation for convenience so that both parents can work, rather than out of necessity.

"We are moving into a situation where the schools realise that they have to get more money," Mr Burrows said.

Cape parents are already paying the fees which Natal parents will soon have to face. A survey of three high schools and three primary schools showed that on average, parents in a wealthy suburb pay R45 a term in fees, R30 in a middle-income suburb and R15 in a poor socio-economic zone.

The figures for the primary schools were R40, R30 and R12.

But Cape parents have gained something in return; they have a much greater say in what goes on in the schools. This includes the selection and promotion of staff.

"They feel it is their school, not the province's," a teacher told me.

"Up to now, parents in some provinces have been regarded as pourers of tea at school fetes. But when a Cape school advertises for a teacher it does so on the open market, confident in many cases that parents will subsidise the cost of perks such as a car or a house to go with the job."

This is what teaching union officials feel is on the way for all of us. We will have to pay more, but we will have a greater say in the schools.

Bursary record

EAST LONDON — An all-time record number of 762 Gadra bursaries have been awarded to underprivileged black and coloured students this year.

The Gadra Educational Welfare Committee, a division of the Grahamstown Area Distress Relief Association, has spent R57 439 on the 1983 bursaries. The

money has been distributed as follows:

- 37 university bursaries R20 879
- 14 technical, secretarial R3 610
- 37 teacher learning R12 950
- 454 high school R18 000
- 220 primary school R2 000.

The chairman of Gadra's educational sub-committee, Mrs

Thelma Henderson, said in a report on the awards: "Every year we reach greater heights as far as income is concerned and every year the scope of our work widens and extends."

Mrs Henderson said fund-raising efforts this year would have to be extended to meet the greater demand for education.



MRS HENDERSON

Gadra welfare fund explained

EAST LONDON — The manner in which recipients benefit from the Grahamstown Area Distress Relief Association's (Gadra) educational welfare fund is outlined in a report by the chairman of the fund-raising and bursaries sub-committees, Mrs Thelma Henderson.

Students supported by Gadra bursaries at university do a wide range of courses including MBBCH V, Social Work II and HDE. They are at Rhodes, University of the Western Cape, Stellenbosch, Fort Hare, Zululand, Vista and University of South Africa.

Teachers in training at all levels are mostly at the Cape Teachers' College in Fort Beaufort, as well as at Dower in Port Elizabeth, Belville, in Cape Town and Rhodes in Grahamstown.

Technical and secretarial students are spread all over the country, from Mabopane East in the Northern Transvaal,

Mangosuthu Technical College in Natal, Zwelethemba in King William's Town Iqhayiya and the technikon in Port Elizabeth.

Assistance is given at junior school level for cases of desperate need. A young blind boy in standard 6, for example, was fitted out with the clothes needed by the school he will attend. Small amounts are also paid simply to enable families to keep their children in school and off the streets. The drop-out percentage is thus lowered and kept in check.

In all instances from Standard 6 upwards families are to be involved in and responsible for some of the educational costs. Setwork books and stationery bursaries are given after parents have paid to school fee.

Only partial tertiary bursaries are given. Students attending the Cape Teachers' College and

Lennox Sebe Teachers' College are given assistance only if they are considered worthy of partial bursaries by the Department of Education and Training and the Ciskei Government respectively.

Last year Gadra paid the salary of a teacher at the Riebeeck East School, following the removal of the people to Alicedale and the closure of the school. As not sufficient houses were ready at Alicedale, a number of families were left behind and the children were without education. The school was reopened following a Gadra offer and this year the Department of Education and Training has taken responsibility for the teacher's salary.

Gadra education work extends across a very wide spectrum. Each year thousands of books are given to private schools in Grahamstown and principals and teachers from the black

schools are invited to collect what they need in their own schools and libraries.

This year Gadra will assist in the creation of a small library of text books for general use by 37 black nurses who are presently upgrading their qualifications at Settlers Hospital in Grahamstown.

The new Nombulelo State High School in Grahamstown, supported by Gadra, had admitted pupils in Standards 6, 7 and 9. Next year all classes will be operational. As its total capacity is 1 200 pupils, the work of Gadra education is likely to increase as yet more pupils require aid to attend school.

The report advised all interested in receiving Gadra assistance that because of the massive number of applications the closing date for bursary applications had to be brought forward to October 31 in 1983 for 1984.

D. Dispatch 21/2/83 50 July

DDR

D. Dipak 23/2/83 (50)

Vacant hostel may be used as school clinic

EAST LONDON — The Cape education department may convert Gloucester House into a new school clinic.

The property, at the corner of Oxford Street and St Marks Road, is owned by the department.

It has sat empty since 1979, when it was last used as a hostel for students of Port Rex Technical High School.

Mr A. G. N. de Villiers, chief of education planning for physical amenities, said from Cape Town that the education

department was considering a feasibility study on the proposed conversion.

"It is difficult to say when a decision will be taken as to whether to go ahead with the project. I will be in East London some time in March to inspect the site," Mr De Villiers said.

The feasibility study, prepared by the Cape works department, concluded that some parts of Gloucester House would have to be demolished, and some parts altered, in order to create the school clinic facilities proposed by

the education department, the director of works at Cape Town, Mr D. J. Retief, said.

In East London, the chief education inspector for the Border area, Dr S. M. Cerff, said Gloucester House was "magnificently suited" to be used as a school clinic.

The city's existing school clinic is housed in a converted private home in Southernwood. The building was inadequate for the needs of a modern school clinic, Dr Cerff said. —
DDR

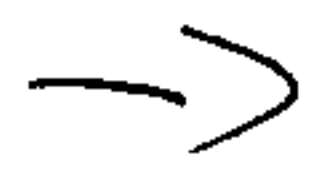
(50) Hansard Q. Col. 285-
 School pupils: per capita expenditure 288
 23/2/82

292. Mr. H. E. J. VAN RENSBURG asked the Minister of National Education:

What was the *per capita* expenditure (a) including and (b) excluding expenditure of a capital nature on White school pupils in (i) each province and (ii) the Republic in the 1981-'82 financial year?

The MINISTER OF NATIONAL EDUCATION:

	(a) Expenditure per pupil (inclusive of expenditure of a capital kind) 1981/82	(b) Expenditure per pupil (excluding expenditure of a capital kind) 1981/82
(i) Transvaal	1 035	878
Orange Free State	1 329	1 073



287

THURSDAY, 24 FEBRUARY 1983

288

	(a) Expenditure per pupil (inclusive of expenditure of a capital kind) 1981/82	(b) Expenditure per pupil (excluding expenditure of a capital kind) 1981/82
Cape	1 477	1 305
Natal	1 131	1 006
Department of National Education	4 983	4 017
(ii) Republic	1 221	1 048

NOTE: Private schools are excluded.

Another race row in Oudtshoorn

By DIRK VAN ZYL,
Weekend Argus
Reporter

ANOTHER race row in Oudtshoorn, pupils from the town's crowded coloured schools have been barred from using an empty Roman Catholic school in the "white" area which is available to help to solve the town's school accommodation crisis.

After a mass meeting on Thursday night at which incensed parents condemned a proposed introduction of double shifts for primary school pupils, the Department of

Internal (Coloured Affairs has as a temporary solution, negotiated the use of classrooms at the Southern Cape Training College from Monday

Overflow pupils from the 1350-strong Bridgton Senior Secondary School (built to accommodate 750) have had to use classrooms at Coleridge Primary School (CPS) which, with 1168 pupils, is also bursting at the seams.

Delegation

According to the chairman of the CPS school committee, Mr Johan Weyers, a delegation from the Department of Internal Affairs approached Oudtshoorn's Town Clerk, Mr Mike Schultz, for permission to use the St Joseph's school building, which has been empty since closing at the end of last year. But he "absolutely refused".

Zinc rooms at a sports complex in a new extension of Bridgton township were proposed as an alternative but, said Mr Weyers, these would be unsuitable because they were "hot and filthy".

The acting head of the local Catholic diocese, Father Anton Bartoldus, said the church "would be in favour of St Joseph's school building being used for this purpose".

The school, about 2 km from Coleridge township, can accommodate more than 100 pupils.

"But even if white pupils were still using it, we would have supported coloured pupils coming in. It is in line with church policy," Father Bartoldus added.

The use of the buildings would be reviewed

(Turn to Page 3, col 7)

ROW W/CA 2603
over 26/2/83
school 50.

(Contd from Page 1)

when a new bishop was appointed, he said.

Sub A, Sub B and Standard 1 pupils at CPS were to have started attending afternoon shifts on Monday.

The school committee however, threatened to resign, a protest and the proposed shifts were condemned at a mass meeting on Thursday night, at which it was decided to circulate a petition.

"Pupils would be at a disadvantage if they started classes at noon because they would be mentally and physically fatigued by that time, the Rev Gerald de Klerk of the United Congregational Church in Oudtshoorn said.

"And the socio-economic situation of our people forces both parents to work, with the result that the young children would have been without supervision until the time came to go to school."

"We have tried to get hold of St Joseph's and the authorities know about it. And in any case, Mr P W Botha and other Cabinet Ministers have said facilities should be shared where separate ones are not available," Mr de Klerk, himself the father of two CPS children, added.

Mr N Eales, the Press liaison officer of the Directorate of Coloured Education, said that after negotiations with the Southern Cape Training College, four classrooms would be made available to CPS pupils from Monday.

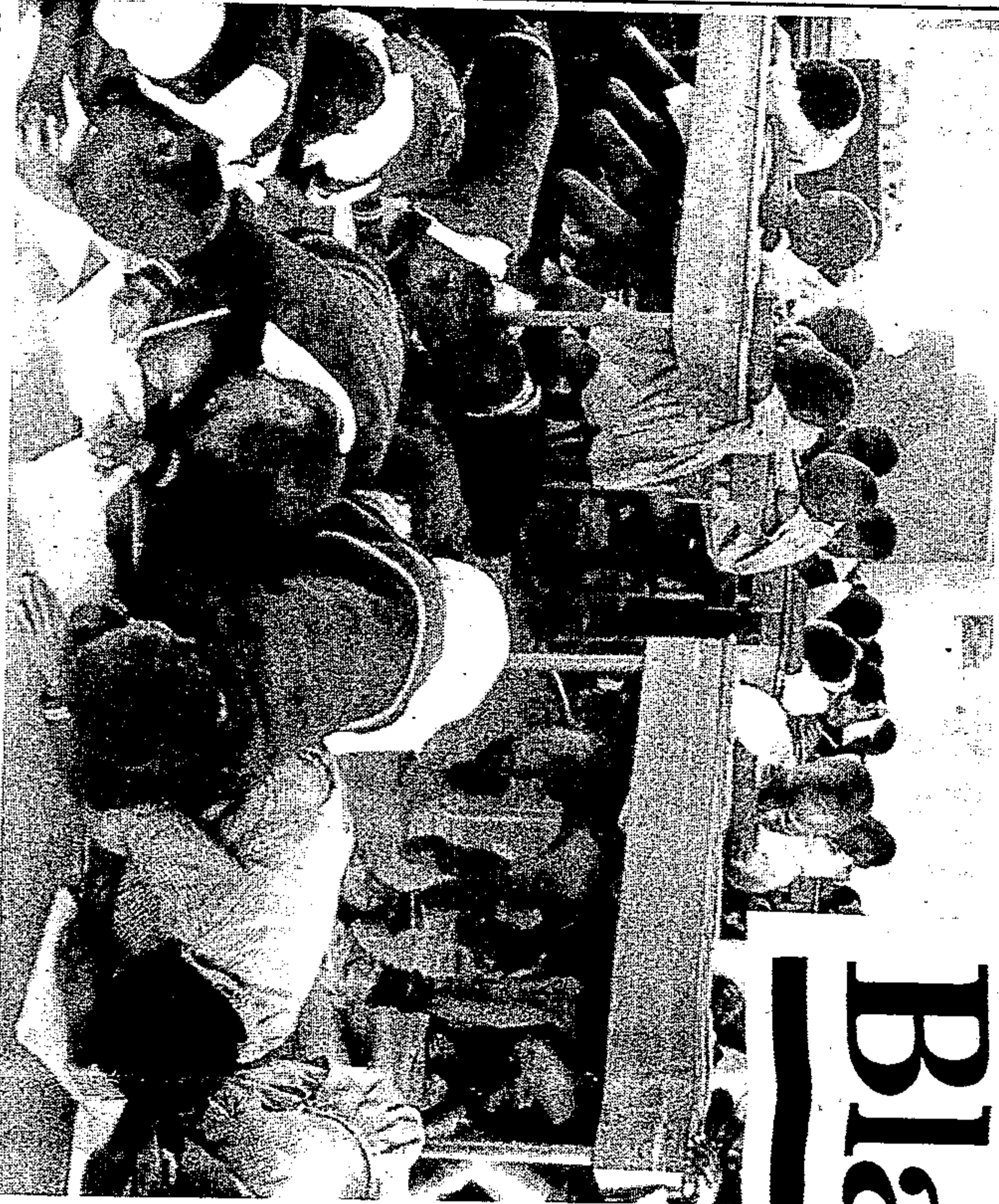
"No need"

"Four class groups will therefore be accommodated and there will be no need for double shifts to be introduced at CPS. They will also be used for teacher training purposes. We are always examining the possibility of further accommodation and prefer to use our own facilities."

Mr Eales added that a new school was to be built at Dysselsdorp, from which about 300 pupils were at present attending Oudtshoorn schools.

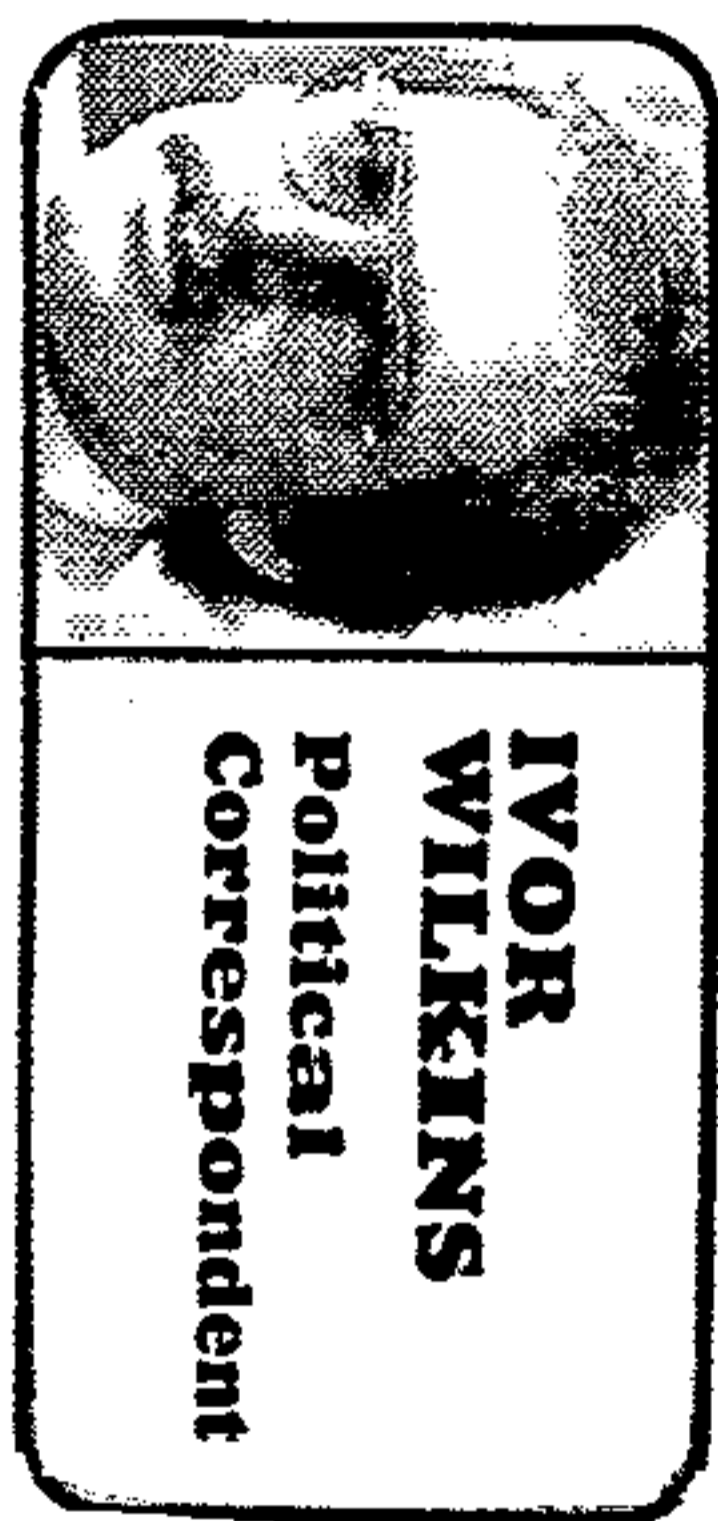
Mr Schultz was out of town and could not be reached for comment, but he was reported in the nationalist Press as saying he "did not wish to comment".

Blackboard ⁵⁰ & ^{S. Times} bungee ^{17/2/83}



After the De Lange report — no change, and kids continue to study in severely inadequate conditions

Fears grow that major report may be shelved



IVOR WILKINS
Political Correspondent

THERE is serious alarm in political and education circles that the crucial report of the De Lange investigation into South African education is heading the way of many other important investigations — into cold storage.

Ever since the report was published, in 1981, there have been fears that the Government was backing away from some of the implications of its recommendations.

While informed sources say some of the technical recommendations of the report are already being implemented and that the Cabinet committee dealing with the matter is at work, there is concern at the slow progress being made.

And all the indications are that it will be at least a year more before any legislation to reform education will be on Parliament's table.

The investigation, which was conducted by the Human

He warned that further delays in implementing educational reform in South Africa would lead to further dissatisfaction and tension in the educational field.

This was particularly so when one considered the "huge backlogs that have built up over the years in the provision of adequate and satisfactory educational facilities for all the children of our country".

One of the De Lange commissioners, Mr. Franklin Som, rector of the Peninsula Technikon, also expressed deep disappointment at the Minister's reply.

He said when the investigation was launched, he told the Prime Minister there was deep cynicism about such inquiries because of the Government's bad record of ignoring their recommendations.

Sciences Research Council under the chairmanship of Professor Peter de Lange, the rector of Rand Afrikaans University, was launched in an atmosphere of crisis.

It was at the height of the coloured schools boycotts which, as in the 1976 Soweto unrest, had once again focused attention on the enor-

mous racial imbalance in South African education. The situation was regarded as so urgent at the time that the Prime Minister, Mr. P. W. Botha, set the investigation a daunting 12-month deadline to produce its mammoth 18-volume report.

At the time of the appointment of the investigation, the Minister of National Education, Dr. Gerrit Viljoen, also underlined the sense of urgency.

He said the HSRC had been asked to conduct the inquiry, because the normal Presidential Commission of Inquiry, bound as it was by Parliamentary procedures, would be too slow.

Yet, 1984 now seems the earliest possible time for legislation.

Some observers believe massive rightwing resistance to the political implications of the report have made it a political hot potato and an issue more safely relegated to the Government tray marked "pending" or "still under consideration".

Dr. Viljoen, has told Parliament it is "improbable" that legislation arising from the De Lange report will be introduced this session.

The report was "still under consideration", he said.

Mr. Horace van Rensburg, the Progressive Federal Party spokesman on education, said this would come as a "great shock to all educationists in South Africa who were looking forward with keen anticipation to the legislation that the Government would introduce . . .

"In particular, the leaders of the black, coloured and Indian communities, which have long been the victims of inferior educational facilities, were hoping that the leg-

He had appealed for the inquiry's recommendations to be taken seriously.

Mr. Som told the Sunday Times that there were cases where recommendations by the De Lange committee, which did not require legislation, were still being ignored.

One such recommendation was that where white schools were standing empty (this is usually in rural areas as a result of a steady flow to the cities), they should be made available to coloured or black pupils.

"In Oudtshoorn, there are two schools standing empty within walking distance of the coloured community, but the town clerk apparently refuses to let them use it because the schools are in a white area," he said.

"This is bizarre. It means the coloured schools are having to run double sessions. In schoolchildren are crammed into classes and have to start at midday."

He added that the Cabinet Committee comprising Dr. Viljoen, Mr. F. W. de Klerk, Minister of Internal Affairs (which handles Indian and coloured education), and Mr. Danie Steyn, Minister of Education and Training (black education) had had discussions recently on aspects of the De Lange report.

The report was the result of the most comprehensive scientific study into education ever undertaken in South Africa.

If recommended revolutionised approaches to the management and control of education and completely reversing the current emphasis for academic education over practical and technical training.

Its recommendations also sweep aside many of the ideological idiosyncracies that political rather than educational considerations have introduced in our system.

They aim to overturn forever one of the fundamental tenets of Verwoerdian apartheid — that education for blacks should prepare them for their ordained position in

Heved the delay was because the Government felt unable to go ahead on education reform until its political dispensation for whites, coloureds and Indians was functioning.

This squares with what Dr. Viljoen said at the time of the inquiry. He said the education system had to reflect the constitutional system in which it operated.

But, this raises serious questions and bleak prospects for black education, whose constitutional context lies outside the current exercise. And the future shape of the urban black destiny is, at best, indistinct.

Informed sources say, however, that there is some movement behind the scenes, albeit "disappointingly" slow.

One source said some of the technical recommendations of the committee were already being worked out.

For example, a committee of the South African Broadcasting Corporation, the Department of Posts and Telegraphs and representatives of the private sector was already working on methods of using computers and TV in education.

Also, moves to have all tertiary institutions brought together under one umbrella were far advanced.

The source also said the during the National Education budget debate, announcements relevant to the De Lange report might be forthcoming.

He added that the Cabinet Committee comprising Dr. Viljoen, Mr. F. W. de Klerk, Minister of Internal Affairs (which handles Indian and coloured education), and Mr. Danie Steyn, Minister of Education and Training (black education) had had discussions recently on aspects of the De Lange report.

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State urged to let coloured pupils use empty white school

ARBUS 28/2/83 (80) (50)

Education Reporter
THE Government was today asked to waive provisions of the Group Areas Act to allow pupils from overcrowded coloured schools in Oudtshoorn to use an empty "white" school

The call came from Mr Jan van Eck, MPC for Grootte Schuur and a Progressive Federal Party provincial spokesman on education.

He also asked the Government to overrule the Oudtshoorn Town Council if it opposed the opening to coloured children of the Roman Catholic St Joseph's School, which

has been empty since the end of last year.

He said: "In view of the history of racism applied by the Oudtshoorn Town Council, this could be necessary.

"It is a total disgrace that a situation like this, where the education of hundreds of pupils is impaired because of the Group Areas Act, can be allowed.

"The De Lange Report recommended that empty white schools be given over to pupils of other race groups, and until such time that all schools are open to all children,

the Government should take heed of this

"Unless St Joseph's School is opened to coloured children, the Government stands accused of the grossest example of greed

"The Government was very quick to open the Congo Caves because of embarrassment around the world.

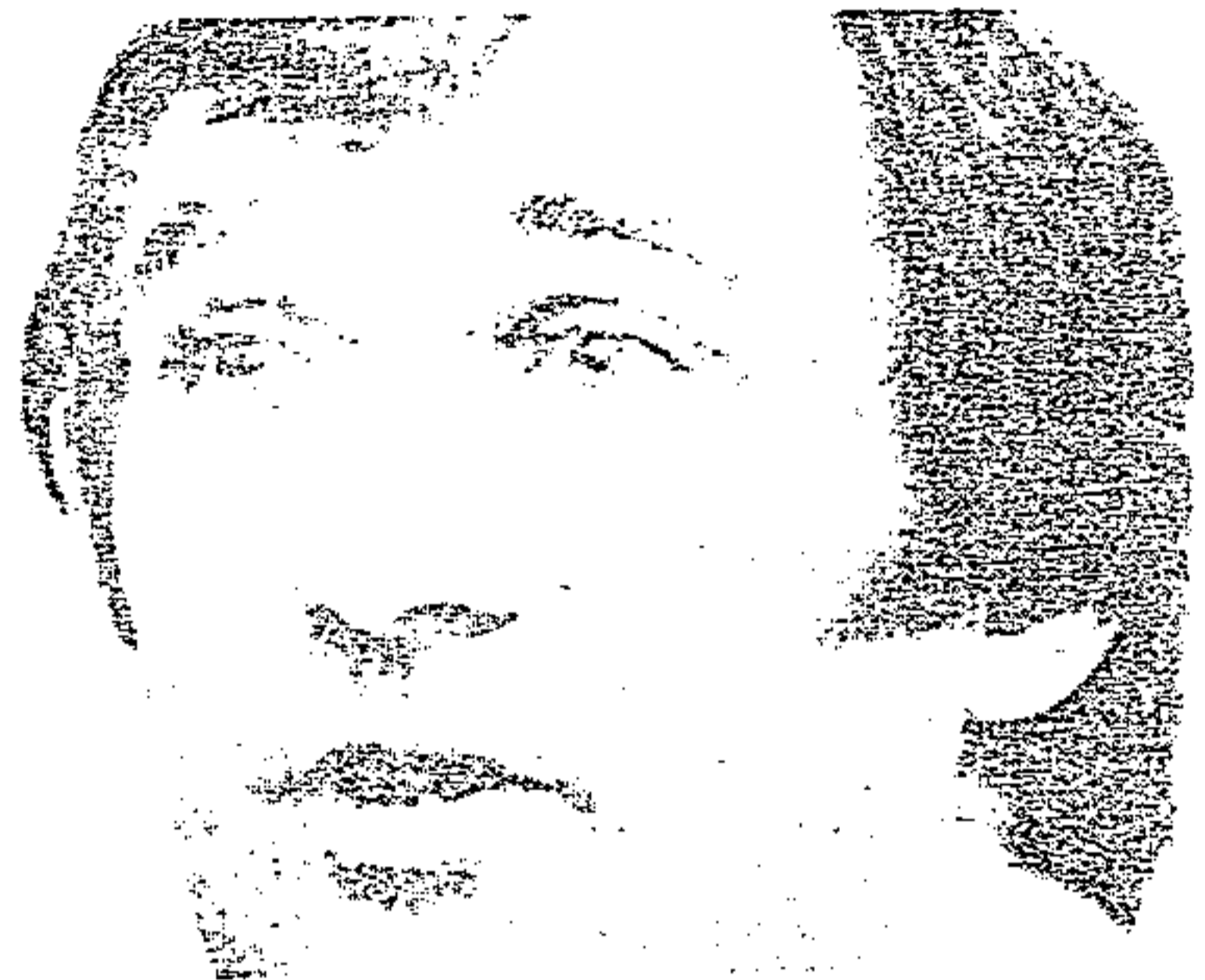
"Surely the fact that coloured schools are bursting at the seams while schools in 'white areas' stand empty is even more of an embarrassment. How can anyone justify this kind of situation?"

The Bridgton Senior Secondary School, which was built to accommodate 750 pupils has an enrolment of 1 350 this year, and hundreds of pupils have been housed in makeshift classrooms in nearby church halls and at the Colteridge Primary School, which is also bursting at the seams with an enrolment of more than 1 000.

The acting head of the local Catholic diocese, Father Anton Bartoldus, has said the church is in favour of St Joseph's being used to accommodate part of the overflow from Bridgton.

Star 28/2/89

“South Africa has a legacy of neglect of its black communities. Although it remains the prime responsibility of the government to correct this, I believe industry and commerce have an important role to play,” says the new co-ordinator of the Sullivan Code in South Africa.



For a normal society in the workplace

By Moira Levy

New life is to be given to the Sullivan Principles code of employment with the appointment of Mr Roger Crawford, Personnel Manager of Ethnor Pty Ltd, as co-ordinator of the scheme.

The Sullivan Principles, designed by American preacher the Rev Leon Sullivan in 1977, prescribe a code of management conduct for American companies in South Africa. It aims to remove discrimination and unfair labour practices.

Mr Crawford's job will be to liaise between the seven committees behind Sullivan's guidelines for fair employment practises, and to work in hand with South African organisations, such as the Manpower Management Foundation, involved in similar social responsibility projects.

“I see myself as a referral point, as a base where signatory companies can find the information and knowledge they need for their projects.

When the Sullivan Principles were introduced they provoked a storm of controversy. Black community and trade union leaders slammed the proposals, saying they did not go far enough to combat discrimination and inequality in South African industry and commerce.

“We have achieved a great deal,” Mr Crawford said. “We have created a normal society in the workplace, and the rub-off effect of that is apparent.

“South Africa has a legacy of neglect of its black communities. Although it remains the prime responsibility of the government to correct this. I believe industry and commerce have an important role to play,” said Mr Crawford.

He said individual American subsidiaries could not hope to solve the deep-rooted problems of South African society — “the Sullivan Principles cannot be the panacea for all our labour ills” — but they could provide a model for South African firms and labour officials.

The first phase of the implementation of the Sullivan Code has been largely achieved, he said. The 147 signatories have desegregated their facilities and introduced equal pay for equal work.

“But that was the easy part. Referring to the role American companies have played in uplifting black education, Mr Crawford said “providing the school buildings, equipment and facilities is not enough. Now we have to concentrate on upgrading the quality of education.

“Last year's black matriculation rate was very low. In spite of what we have contributed to township schools we still have matriculants ill-equipped to take part in the modern world of industry.

“The white labour pool in South Africa has practically dried up and industry is going to have to look more and more to black school leavers as their future management”.

He emphasised that his job is not to monitor the implementation of the Code: “I am not here as Sullivan's prefect.”

He has been released from his duties at Ethnor to take up his new position for two years.

6 million in SA are still not literate

Well
50

By Sue Leeman, Pretoria Bureau

Six million adults in South Africa and the black homelands have not received enough education to be called literate.

This is the finding of a recent Human Sciences Research Council study into the promotion of literacy in the Southern African context.

It was found that adult literacy enjoyed a low priority, and legislation tended to inhibit a wider involvement in adult education programmes.

Most national education departments, including the South African Department of Education and Training, devoted less than one percent of their annual budgets to adult literacy. The exception was Bophuthatswana, where the figure was 1.6 percent.

But, compared with Third World countries where the average adult literacy rate is 30 percent, South Africa has a reasonably good record.

The literacy rate among blacks in South Africa was estimated at 50 to 60 percent, and among whites at 98 percent.

But the country's average adult rate of 76 percent for all races is low compared with most industrialised countries where an average of only two percent are unlettered.

The study found that illiterate adults were not found only in South Africa's rural backwaters. It estimated that as many as 50 percent of economically active adult blacks in white areas fell into this category.

Less than one percent of illiterate adults in South Africa and the black homelands were found to have completed literacy courses in 1980, and more than 300 000 blacks dropped out of the formal school system without attaining a level of functional literacy.

With one or two exceptions in the private sector, programmes were found to be poorly funded and badly co-ordinated.

6-million illiterate — report

50 KOM Pretoria Bureau 1/3/83
SOUTH AFRICA has six million illiterate adults, a Human Sciences Research Council report has found.

Many more were not sufficiently literate to be trained in skilled work. There could be little doubt that the promotion of adult literacy demanded urgent attention, the report stresses.

It says the literacy rate in the Third World in 1980 was about 30%. Compared with this, South Africa had a relatively high rate of literacy.

Among black adults it was estimated at between 50% and 60%. It was higher than this among other population groups, the report said.

From 1950 to 1980 world literacy grew by 15%, and from 1946 to 1970 literacy among blacks in South Africa grew by 24%.

This trend, according to the report, had probably been strengthened by the greater provision of formal education in recent years.

However, the level of literacy in South Africa was low for an industrialised country.

It inhibited the development needed to support a rapidly growing population at a time when processes of production were increasingly dependent on complex technology, demanding literate workers.

The report estimates there are about six million adults in South Africa, including the national states and independent republics who have not received sufficient education to be called literate.

And they were not only to be found in rural backwaters. About 50% of "economically active black adults" in white areas fell into this category.

The report found that adult literacy was given a low priority in South Africa.

With one or two exceptions in the private sector, it was poorly funded.

Serious problems experienced by those running literacy centres included the fact that workers in industrial areas were often too exhausted to learn after a day's work.

e Times

Mid-Week Homefinder Inside

MARCH 2, 1983

25 CENTS (Incl. tax)

Stuttafords

FRESH FROZEN

SILVER COTTO SALMON

from Canada

R11,00 Kg. Add-on Tax.
City - In the Cellar
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ricketers now?



Collis King



Emerson Trotman

Now that the the controversial tour is over, the players have collected part payment for a two-season contract, reportedly worth between 100 000 and 120 000 dollars (between R108 000 and R130 000), and have gone their separate ways.

Team captain Lawrence Rowe, the 34-year-old Jamaican batsman who has played 30 Test matches for the West Indies, says he is taking up residence in England.

Rowe, whose comments throughout the tour and after it caused heated reaction in official circles in the Caribbean, said that because he had received several threatening phone calls he thought it better to stay away from Jamaica while the controversy was still raging.

Others have gone to other countries. Batsman Emmerson Trotman has returned to Holland, where he is married to a Dutch woman and plays professional cricket in the summer in Haarlem.

Jamaican batsman Herbert Chang has gone to Canada and team manager Albert Padmore has joined his family in Brooklyn, New York.

Half the players have returned home to face the music.

all-rounder from Barbados who was one of the stars of the tour, called the trip "extraordinary" and said he thought it had done "a great deal for relationships between whites and blacks in South Africa".

Mattis knows he will never again play Test cricket for the West Indies nor for his native Jamaica. He won't even be allowed to play local club cricket for his long-standing club team Lucas.

All the rebel cricketers have been criticized by government and cricket authorities. They have been banned for life from all Test and first-class cricket in the West Indies and, like Mattis, most of them have also been expelled from their local clubs.

frica, then I am a worded man," he said.

The Barbados Advocates condemned the players and those who supported them as having "no shame".

But rebel batsman Evera Mattis, who has been locking up recently with an improvised bat against angry young neighbours on the street outside his home in one of the poorest areas of Kingston, voiced a different view.

"I am an African and I wanted to see for myself what was happening in Africa," Mattis told a television interviewer. "I am not supporting apartheid and I saw things which I did not expect to see. I think our tour will have a good effect."

Collis King, the dynamic

Pupil anger at lack of classrooms

Own Correspondent
PORT ELIZABETH. — Despite an acute classroom shortage in its coloured schools the Oudtshoorn Town Council has turned down a request for coloured pupils to use a vacant white school.

This follows two days of stayaways in protest against the space shortage by matric pupils at the city's coloured Bridgton High School angered by the shifting of some classes to the local Coleridge Primary School.

In response to an appeal by the Coleridge school committee, the Department of Internal Affairs (Coloured Affairs) sent a delegation, but Town Clerk Mr Michael Schultz flatly refused an appeal to temporarily use the Holy Cross Convent, which has been empty since the end of last year.

The Bridgton school, built to accommodate 750 pupils, currently has 1 350 pupils, while the Coleridge school is already bursting at the seams with 1 168 pupils.

The pupils boycotted so that the four standard seven classes, now accommodated at the Coleridge school, should be brought

back to the high school premises.

With the extra classes at the Coleridge school, some Coleridge pupils have in turn had to be accommodated at the Southern Cape Teachers' Training College.

The press relations officer of the Department of Coloured Affairs (Education), Mr N Eales, confirmed yesterday that because of the accommodation problem at Oudtshoorn's coloured primary and high schools, his department had approached the town council for use of the Holy Cross school.

When the Town Clerk refused, the department had to make arrangements with the coloured teachers' training college.

At a mass meeting in Oudtshoorn's Bridgton coloured township last Thursday night, incensed parents condemned a proposal to introduce double shifts for the primary school pupils to relieve the congestion.

Last night Town Clerk Michael Schultz was adamant with his "no comment". He said: "The matter is now in the hands of the Deputy Minister of Internal Affairs, Mr P J Badenhorst."



Rescue boat breaks down

By STEPHEN WROTTESELEY

THE damaged yacht Moonshine will only be towed into Port Nolloth this morning after the Navy crashboat towing it broke down late last night.

The crashboat and the yacht were expected in Port Nolloth this morning.

the ferro-concrete hull

Moonshine had left Cape Town on February 23 bound for St Helena. A message received from Moonshine on Sunday night said the yacht had been damaged, but did not require assistance.

Hansard Q Col 425-426

Cerebral palsied Coloured children:
educational facilities

2/3/83

50 ~~229-235~~ Hansard
28. Dr. M. S. BARNARD asked the
Minister of Internal Affairs:

- (1) Whether an application for a subsidy for the 1983-'84 financial year was received from the Eastern Province Association for the Care of the Cerebral Palsy for educational facilities in the Eastern Cape for Coloured children suffering from cerebral palsy; if so, when;
- (2) whether such application has been considered; if not, why not; if so,
- (3) whether the application will be grant-

MARCH 1983

426

ed; if not, why not; if so, when will such subsidy be granted?

†The MINISTER OF INTERNAL AFFAIRS:

- (1) Yes, on 3 May 1982.
- (2) Yes.
- (3) Yes. Provision has been made in the estimates for 1983/84.

TO gives members political guidelines

By Sheryl Raine, Pretoria Bureau

The powerful Transvaalse Onderwysersvereniging has appealed to Afrikaans-speaking teachers to keep politics out of education as political tensions continue to mount in the province.

The TO has also compiled a set of guidelines recommending a code of conduct for teachers and political officials at open meetings held at schools.

The guidelines were drawn up to help deal with heckling and vexatious questions which have recently arisen.

In the latest issue of the TO magazine, Mondstuk, the 17 000-strong teachers' organisation assured its members that relations between the TO and the Minister of Education, Dr Gerrit Viijoen, had been patched up.

Relations soured last year when the TO accused the Minister of party politicking at open meetings at schools in the Transvaal.

The TO claimed Dr Viijoen was using the meetings to promote National Party policy.

Although the articles in Mondstuk did not mention the Conservative Party by name or the coming by-elections on May 10, they made it clear that the conduct guidelines were devised to reduce public political debate and tensions among teachers.

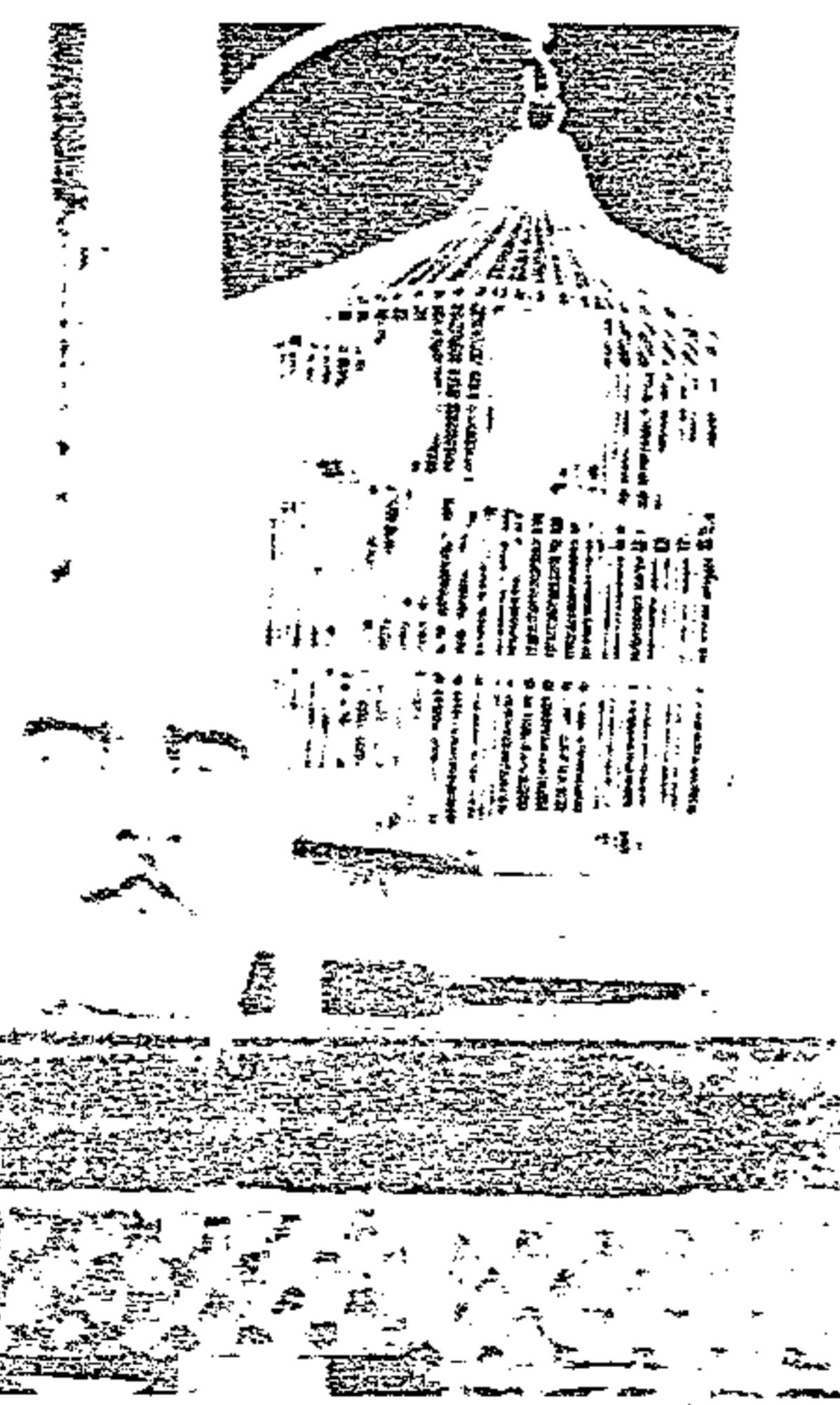
The TO reminded its members that it was not TO policy to become involved in politics.

It also reminded teachers that they were not allowed to punt personal political opinions in class or to allow such views to compromise their professional code of ethics.

The TO warned teachers who dabbled in politicking in the classroom that they faced disciplinary action from the SA Teachers' Council.

The Minister of Education had given his undertaking to help the TO to deal with heckling, Mondstuk said.

Breaking a bird's heart



Not once for a whole year, day or night, has this chap batted an eye-lid or stopped staring away from the budgies living at a home in George Street, Bellevue, Johannesburg.

He's heartless, right enough, because he's not made of the stuff of human kindness, nor can he be expected to take pity on the musical efforts of the birds.

He's made of wax!

Bird in the hand seized a gem of an opportunity

Own Correspondent

PORT ELIZABETH — Somewhere among the feathered inmates of the World of Birds sanctuary in Hout Bay is an audacious young starling who took a fancy to a woman visitor's pearl earring and stole it from her ear.

Although the thief is known to the owners of the sanctuary, nobody can be sure whether it is still carrying the pearl around in its stomach or whether it has dropped it in the lush vegetation.

Meanwhile, Mrs Lita Marais, a doctor's receptionist in Port Elizabeth, is waiting to hear whether the earring has been found. If not, she will claim from insurance.

"It does not worry me too much. I was amused by the audacity of the little bird, which sat on my hand, looked me in the eye and then pecked it off my ear," she said today.

Mrs Marais and her husband were on holiday in Cape Town a week ago when they visited the park.

She said they were sitting beneath a large tree when a young starling jumped on her knee and then on to her outstretched hand.

"Before I knew what had happened she had flown up, pecked the earring off and gone to sit on a branch."

Her husband tried in vain to catch the starling and the bird appeared to swallow the pearl as it took off.

The owner, Mr Walter Mangold, was summoned but by the time he arrived the bird had flown.

The earring is worth about R100.

Mr Mangold identified the thief as a red-winged starling, which was particularly tame because it had been hand-reared in the sanctuary's hospital.

Wire Gang member plans appeal

HO
And



a further 230 000 hectares could be placed under irrigation over the next 30 to 40 years depending on demand, availability of funds and availability of water.

If the honourable member requires particulars of a specific area or scheme, he is welcome to approach the Department of Environment Affairs which will furnish him with full details.

Water storage schemes

251 Mr. P. R. C. ROGERS asked the Minister of Environment Affairs and Fisheries:

(1) How many water storage schemes for agricultural purposes subsidized by (a) his Department and (b) the Land Bank are there in the Republic;

(2) what was the (a) date of construction of, and (b) area placed under irrigation by, each such scheme;

(3) what further area of land can be irrigated under existing Government water schemes?

The MINISTER OF ENVIRONMENT AFFAIRS AND FISHERIES:

(1) and (2) The information required by the honourable member is not readily available as the Department of Environment Affairs subsidizes a large number of irrigation boards, private farmers and companies. The Land Bank does not subsidize such schemes.

It would take considerable time and effort to obtain the required information in respect of the 319 irrigation boards and several thousand private schemes subsidized by the Department of Environment Affairs and its predecessors in name over a period of 70 years. With the present staff shortage it is not possible to collect the information at this stage.

(3) The hon. member is referred to my reply to question 242.

sued with identity documents and (ii) is it estimated remained to be issued with identity documents as at the latest specified date for which figures are available?

The MINISTER OF INTERNAL AFFAIRS:

As on 30 September 1982 in respect of persons 16 years and older—

(i) (a) 3 156 840.

(b) 1 026 515.

(c) 332 980.

(ii) (a) 208 023.

(b) 594 474.

(c) 191 020.

Identity documents

288. Mr. K. M. ANDREW asked the Minister of Internal Affairs:

(1) How many identity documents for (a) Whites, (b) Coloureds and (c) Asians for which applications had been received by his Department remained to be issued as at the latest specified date for which figures are available;

(2) how many identity documents were issued in respect of each of these race groups in 1982?

The MINISTER OF INTERNAL AFFAIRS:

(1)(a), (b) en (c) 320 555 as on 30 September 1982. Separate statistics are not available.

(2) Identity documents issued during the period 1 October 1981 to 30 September 1982 in respect of these race groups are as follows:

Whites	96 868
Coloureds	67 390
Asians	35 923

School pupils: *per capita* expenditure
 293. Mr. H. E. J. VAN RENSBURG asked the Minister of Internal Affairs:

What was the *per capita* expenditure (a) including and (b) excluding expenditure of a capital on Coloured school pupils in (i) each province and (ii) the Republic in the 1981-'82 financial year?

The MINISTER OF INTERNAL AFFAIRS:

Figures in respect of each province are not kept separately.

During the 1981-'82 financial year on an average approximately 752 614 pupils daily attended schools and colleges under the control of the Division Coloured Education. The expenditure of the Division amounted to R287 055 664 for the financial year 1981-'82.

According to the Department of Community Development capital expenditure on Coloured education amounted to R47 567 217.

School pupils: *per capita* expenditure

294. Mr. H. E. J. VAN RENSBURG asked the Minister of Internal Affairs:

What was the *per capita* expenditure (a) including and (b) excluding expenditure of a capital nature on Indian school pupils in (i) each province and (ii) the Republic in the 1981-'82 financial year?

The MINISTER OF INTERNAL AFFAIRS:

Figures in respect of each province are not kept separately.

During the 1981-'82 financial year on an average approximately 223 450 pupils daily attended schools and colleges under the control of the Division Indian Education. The expenditure of the Division amounted to R114 058 800 for the financial year 1981-'82.

According to the Department of Community Development capital expenditure on Indian education amounted to R32 464 721.

Hansard
 Special Defence Account
 284. Mr. H. H. SCHWARZ asked the Minister of Finance:

(1) (a) What was the extent of the test audit of the Special Defence Account, as referred to in Paragraph 17(2) on page 160 of Part II of the Report of the Auditor-General for the Financial Year 1981-'82, and (b) in respect of which years was such test audit carried out;

(2) what percentage of all transactions was audited in each such year in respect of this test audit;

(3) whether a sample of each type of transaction was tested during each such year; if so, what percentage of the transactions was tested in this manner?

The MINISTER OF FINANCE:

(1) (a) In respect of highly sensitive payments a complete audit of all expenditure was carried out. In respect of all other payments only a test audit of contract purchases and other special defence expenditure was carried out.

(b) Highly sensitive payments 1979-'80, 1980-'81, 1981-'82; Other payments 1981-'82.

(2) Highly sensitive payments 100% for all three years; Other payments 15% for 1981-'82.

(3) Highly sensitive payments Yes; 100% audit of each type of transaction for each year was carried out; Other payments No; remainder of question falls away.

Hansard
 4/3/83
 Identify documents
 287 Mr. K. M. ANDREW asked the Minister of Internal Affairs:

How many adult (a) Whites, (b) Coloureds and (c) Asians (i) had been is.

MP speaks out on school issue

By NORMAN WEST

S.T. Times 6/3/83
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THE Deputy-Minister of Internal Affairs and MP for Oudtshoorn, Mr Piet Badenhorst, told Parliament this week the town's Town Clerk, Mr Mike Schultz, had never been consulted about the use of a white school by coloured pupils.

He blamed "undermining political activists" for the tension in the town and for "exploiting a problematic situation by instigating pupils and parents".

Several people involved with education in Oudtshoorn, claimed last week Mr Schultz had refused to allow coloured pupils, who were without proper school accommodation, to make use of the disused St Joseph's Catholic School building, because it was situated in a white area.

Mr Badenhorst said more pupils than anticipated had enrolled at the Bridgeton Junior Secondary School at the beginning of the year.

He said the matter was discussed with Mr Schultz, who offered alternative accommodation, which was found to be unsuitable.

The use of a white school, said Mr Badenhorst, was never discussed with Mr Schultz.

Mr F W de Klerk, Minister of Internal Affairs (Coloured Affairs) said there had been incitement of pupils and their parents, and this had led to tension in the community.

The press liaison officer for the Directorate of Education, Mr Noel Eales, has given an assurance that arrangements had been made to accommodate all pupils by making use of classrooms at the Southern Cape Training College.

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TALKING SHOP

Colleen Shearer probes the Prices



Uniforms of '83

ON February 9 the Housewives' League held their first meeting of 1983 and I was asked to address members on one of my pet subjects — standardisation of school uniforms — a topic which has featured more than 10 times in this column since 1980.

As most schools have yet to hold their AGMs, this seems an excellent time to air the subject again, particularly as the reaction from the Housewives' League was most encouraging. Cost is the main factor, of course, not just because our budgets are feeling the strain of inflated prices but also because the end of free education for whites has become more a promise than a threat.

I quote from Stan Maher's story *Goodbye To Free Education!* (Tribune February 20) Higher school fees, possibly averaging R30 a term for each child, are on the way for white parents as the State gets ready to unload some of the massive cost of education on to their shoulders.



BACK TO SCHOOL... this usually means spending a fortune on uniforms but now, with enough support, maybe there'll be a swing to a cheaper style of school dress

headache of outfitting children promoted from lower to higher school, or moving from town to town, not to mention suburb to suburb.

Our proposal is a teal blue (similar to the SAA hostess uniform), sleeveless, Princess style tunic, buttoned down the front, adjustable belt at back,

certainly respected yet, when it was more than 100 years old, they managed a changeover to a completely different uniform without much fuss, proving that tradition's roots are not just skin deep.

It is NOT too late to change and I'm convinced that if one school was courageous enough to adopt the teal tunic then others would be won over by its undoubted appeal.

And the more there are, the cheaper they will be.

Who will be the first to try?

★ **STILL** on the subject of economising, let us go back to the subject of electricity which was first aired on February 20.

Escom recommends using electric frying pans and microwave ovens and the latter may eventually justify the cash

metje, 7976. Gwen has the pattern for making these bags at about R5 each.

A TTP: Polystyrene beads are sold in unmarked plastic bags weighing "about" one kilogram. (The "about" at Foam & Mattress, Nicol Square weighed 550 grams for R3,34 (R6 a kg). Home & Foam in Ordinance Road charged me R4,50 for 800 grams (R5,62 a kg). The latter were smaller beads, better for our purpose.

Another outlet is Kupugani where the Wonder Box is sold for R7,50.

Back to light bulbs and causes of short lives —

Bulbs are supposed to last 1 000 hours but deterioration can be accelerated by constant switching on and off, by variations in temperature, sea air corrosion, cheap, ill-fitting holders and voltage fluctuations. Escom claimed they keep within the five per-

cent wattage — you don't read at the gate, or front door, or in the toilet — Well not all of us.

While still switched on, note that double-insulated appliances must have a 2-core flex and 2-pin plug. It is dangerous to use a 3-core flex with 2-pin plug in a double adaptor — especially for a washing machine.

Check when buying imported appliances with fitted plugs. Some, which are not insulated, are fitted with 2-pin plugs. This is dangerous so check with the dealer and ask him to fit the correct plug. This requirement has been gazetted under the Compulsory Standard Specification for the Safety of Electrical Appliances.

LAST WORD ON LAMPS. Mr FR Barnshaw of Gillitts has set a

good example by recording on a time switch how long his lamps last. He found four lamps gave an

feeling the strain of inflated prices but also because the end of free education for whites has become more a promise than a threat.

I quote from Stan Maher's story *Goodbye To Free Education!* (Tribune February 20) *Higher school fees, possibly averaging R30 a term for each child, are on the way for white parents as the State gets ready to unload some of the massive cost of education on to their shoulders.*

"It is part of the educational reform programme necessary for the Government to implement the De Lange Commission's recommendations that equal education be provided for all races."

So it does seem imperative that parents get their priorities right and seriously consider a return to a basic school tunic for girls as was common years ago.

Remember the navy tunic under which was worn a short-sleeve shirt in summer and a long-sleeve shirt or pullover in winter?

Schools were differentiated by braid, badge and blazer and in the Eastern Province there was no confusion even though we all wore a basic navy tunic. King William's Town, Grahamstown, Queenstown, East London...

AND we wore the same uniform from Class One to Matric with no psychological setbacks, as some mothers predict.

The rot set in when education was tiered into Junior Primary, Senior Primary and High School, and each wanted its own uniform. This in itself was a distinct departure from tradition and brought with it the

BACK TO SCHOOL... this usually means spending a fortune on uniforms but now, with enough support, maybe there'll be a swing to a cheaper style of school dress

headache of outfitting children promoted from lower to higher school, or moving from town to town, not to mention suburb to suburb.

Our proposal is a teal blue (similar to the SAA hostess uniform), sleeveless, Princess-style tunic, buttoned down the front, adjustable belt at back, and trouser pocket. With no waist, lengthening is a simple matter and the dress could grow with the child. Butoms instead of zips to make replacement easier.

The style and colour would be SABS approved and teal is the most universally complimentary colour.

With enough support Simplicity/Style is prepared to market an identical pattern and Da Gama Textiles is keen to provide loose material for home dressmakers. So further savings would be possible.

With enough sup-

over by its unavailability. And the more there are, the cheaper they will be.

Who will be the first to try?

But I repeat with enough support — it is bulk orders that will achieve the breakthrough.

As the proposed tunic will be based on SABS specifications for colour, material and style, any manufacturer or store could participate, so no monopoly would be automatic.

Some argue that schools don't change uniforms much because tradition is sacrosanct or the changeover too costly.

Well, tradition at my old school, Kaffrarian High School, was cer-

tainly. Wonder Bags sell for R17 each — write to penny Hogg, PO Botha's Hill, 3660 or phone 751481.

The reader who first suggested these to me was Gwen Thompson, now living in the Cape c/o Imhoff Caravan Park, PO Box 18, Kom-

were smaller beads, better for our purpose.

Another outlet is Kupurani where the Wonder Box is sold for R7.50.

Back to light bulbs and causes of short lives.

Bulbs are supposed to last 1 000 hours but deterioration can be accelerated by constant switching on and off, by variations in temperature, sea air corrosion, cheap, ill-fitting holders and voltage fluctuations.

Escom claimed they keep within the five per cent tolerance allowed for voltage fluctuations.

Other contributing factors are using too high a wattage for the holder, overheating in a sealed shade or one closed in at the top thus trapping rising hot air, and using 220 volt lamps instead of 250 volts.

Here are some counter measures. Use fluorescent lamps or tubes where possible. These use far less current for the same brightness, are cool, and have about five times the life of an incandescent lamp, but they are proportionately more expensive.

Use the lowest practical measures. Start recording your domestic lamps by marking the date of fitting with a felt-tipped pen. If they fade long before the 1 000-hour mark then complain. A concerted clamour from consumers will surely force the manufacturers to see the light.

PHOENIX INDUSTRIAL PARK

PHONE: 551356/7

KHULANI-BROWN WHOLESALERS

SPECIAL OFFERS FROM 7th TO 18th MARCH OR WHILE STOCKS LAST

INKANYESI

ACE

HELIOS

SURF

Shock literacy survey

About six million South Africans are barely literate

ABOUT six million adults in South Africa, including the "homelands", have not received sufficient education to be called literate.

According to a survey by the Human Sciences Research Council, these people are by no means only to be found in rural backwaters — it is possible that as many as 50 percent of economically active black adults in urban areas fall into the same category.

The report says that adult literacy enjoyed a low priority, and legislation tended to inhibit a wider involvement in adult education programmes.

According to the survey, most national education departments, including the South African Department of Education and Training, devote less than one percent of their annual budgets to adult liter-

acy.

The literacy rate in the Third World in 1980 was approximately 30 percent. Compared with this South Africa has a relatively high rate of literacy. Among black adults it is estimated at between 50 and 60 percent.

However, the country's average adult literacy rate of 76 percent for all races is low compared with most indus-

trialised countries where an average of only two percent are unlettered.

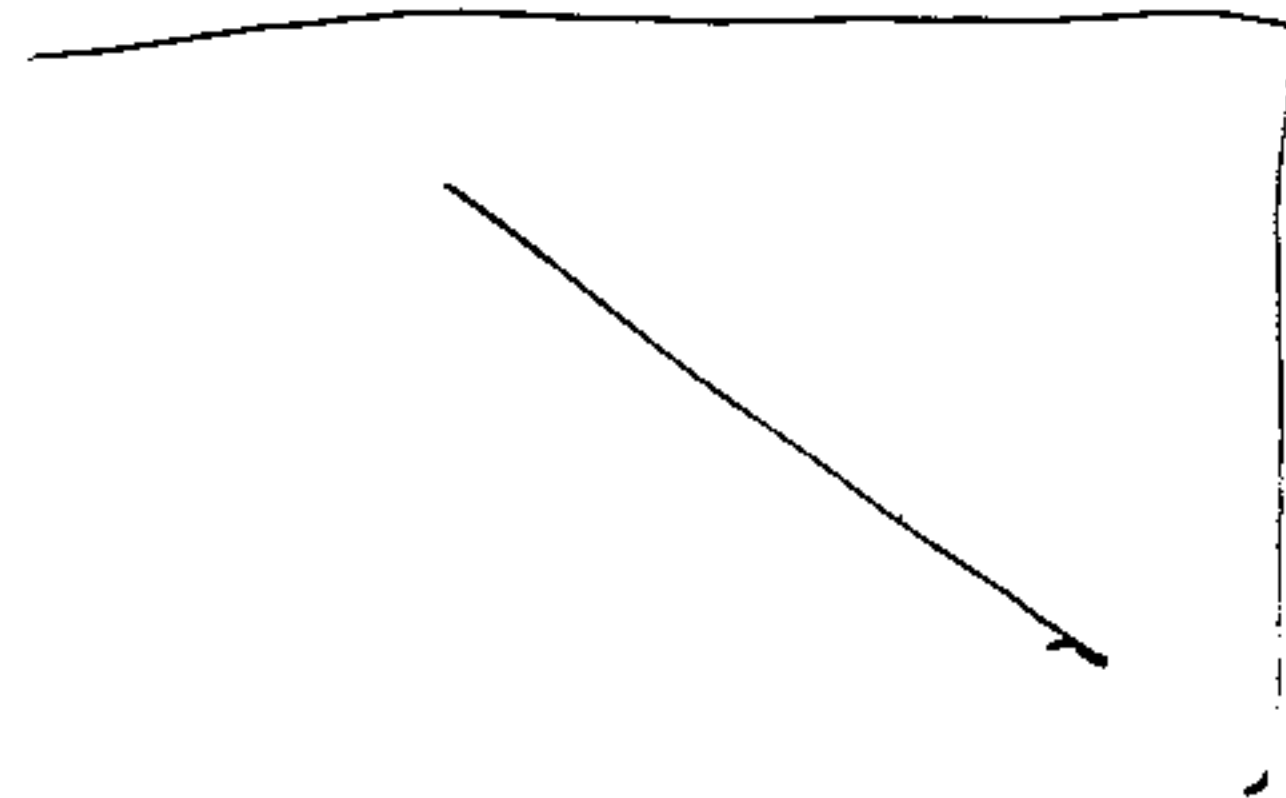
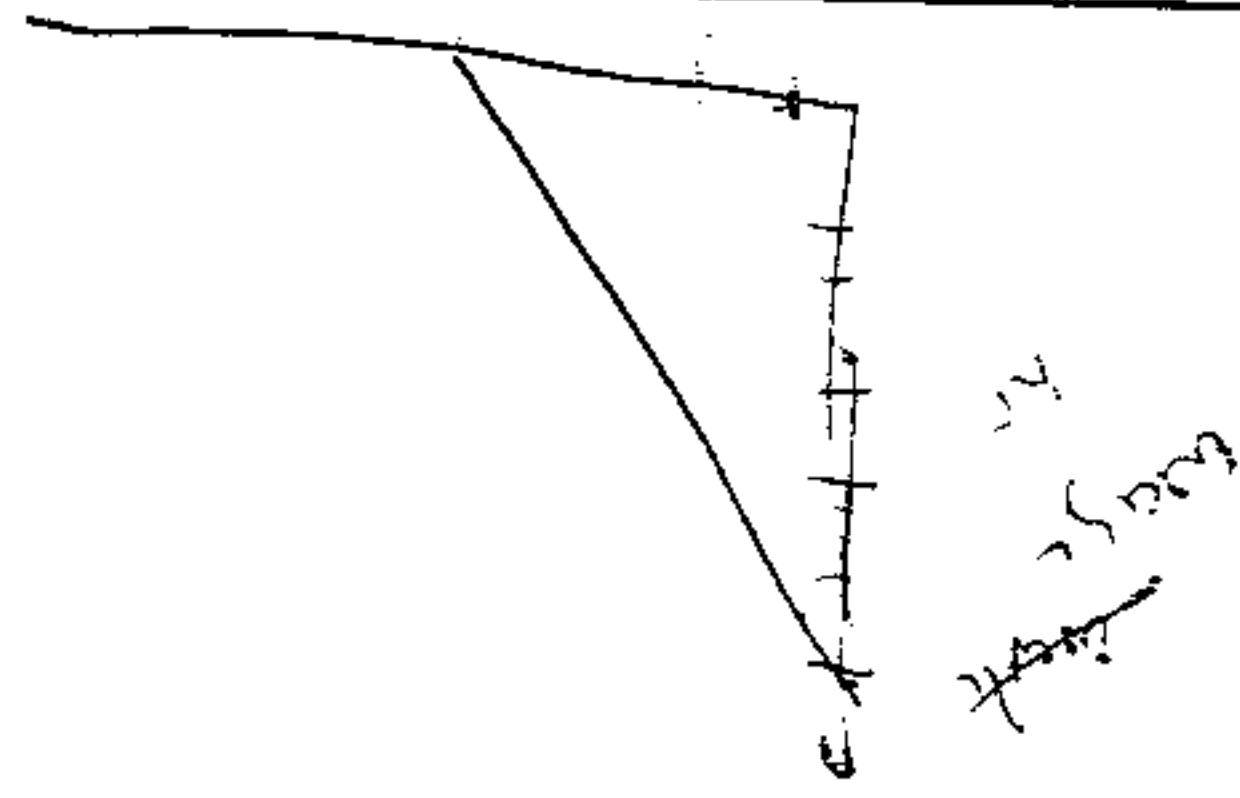
According to the report, less than one percent of the total number of illiterates completed literacy courses in 1980, and how literate they were after completing these courses was open to question.

At most, 100 000 adults enrolled in literacy classes in 1980. In the same year over

300 000 blacks dropped out of the formal school system without attaining a level of functional literacy.

Adult literacy is accorded low priority in South Africa. With one or two exceptions in the private sector it is poorly funded. Moreover, literacy programmes are undertaken in relative isolation, and the endeavour is in general poorly co-ordinated.

14/5/83



EDUCATION

Preparing school pupils for life

ARGUS 10/3/83

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Youth Preparedness is a part of school life little understood by parents. The Argus Provincial Reporter, BRIAN STUART, takes a critical look at the guidelines set out for Cape schools.

CADET activities are part of the extra-curricular programme at Cape schools, but are not part of the Youth Preparedness programme, states a booklet entitled "Guidance on Youth Preparedness in High Schools."

The booklet, distributed to all provincial high schools, shows that the Education Department views Youth preparedness not as a syllabus, but as a "free-form" programme which must be adapted and presented according to the particular circumstances and needs of each school.

Not restricted

As far back as 1976, the Education Department wrote to school principals: "The Department wishes to emphasise that Youth Preparedness is not to be restricted to a demarcated weekly period.

"Everything which the pupil experiences at school must be employed to prepare him for self-defensibility in life" (One would not expect a non-word like "self-defensibility" in an education document!).

The Department has made it clear that Youth Preparedness is not to become a series of lectures to passive listeners. Class discussions, practical demonstrations, use of films and strong pupil participation are repeatedly emphasised.

Practical

There are elements of the programme that would be regarded as "controversial", but the major portion of the content is very practical and helpful.

Youth Preparedness has six components:

- Spiritual preparedness.
- Physical preparedness.
- First aid.
- Fire fighting.
- An emergency plan for schools.
- General.

With much of this, there can be

no dispute at all. For example, schools are asked to co-operate with local authorities in their civil defence programmes, so that they can give assistance in the event of an emergency — for example, in providing temporary hospital facilities and accommodation, aided by pupils with first aid and home nursing training.

Included too is the orderly handling of disasters such as earthquakes, explosions and floods. This includes a reference to "planning for safety if the school building is under siege and cannot be evacuated".

Other sections include courtesy, hiking, hobbies and crafts, art (music, painting, mosaic), sport, survival in water, fire hazards and fire-fighting, emergency resuscitation and cardiac massage, and the importance of the family unit.

Spiritual

The heading "spiritual preparedness" is where the rub lies for some people. In a positive sense, the programme has a strong emphasis on nature and environmental conservation, including the prevention of pollution. Personal hygiene and health is closely related to this section of the programme.

But it also includes "our heroes and their commemoration" and "our national monuments and their significance" — and few would dare claim that the annual Day of the Covenant, to give one example, is not treated as party political, sectarian and racist in many instances.

"Way of life"

Another aspect of "spiritual preparedness" that might raise some hackles is "good citizenship", especially when related to militarism. There is even now a tremendous controversy about what constitutes "our way of life" — which schools are asked to promote and preserve — and whether or not it must be changed.

The guidelines include a section headed "The political and military

situation in Southern Africa". It states: "The manner in which the information is conveyed should be such that pupils will not experience a sense of panic; it should rather inspire them with confidence in the future of South Africa."

Drugs

The instructions here clearly leave a great deal to schools themselves on what information to communicate and how.

In a section warning against alcohol and drug misuse and addiction, there is a great deal of valuable medical and legal fact, including the type of harm which certain drugs can cause and the law relating to the use and the sale of these drugs. The reference to "hippies" is a little out-dated.

One document included in the guidelines is so partisan and ludicrous that one cannot help wondering why the Education Department should want to repeat an article which appeared in a Canadian magazine, which in turn apparently took over sections from a Rio de Janeiro publication. It deals with discotheques.

Mad contortions

"Inside the disco parlour, the people are almost fatally induced to mad contortions," says this article.

It then introduces a racial connotation by linking what are described as sinuous, convulsive and erotic movements with "the Bantu in Africa".

Its final condemnation of disco betrays the political racism of the author: "In summation...we may ask if we are facing a revolution of mentalities and habit aimed at inaugurating a new lifestyle for all different men, founded on a new religion, that of a harmonious brotherhood of all races and creeds?"

To many, that last phrase would be descriptive of the Christianity which youth preparedness purports to promote.

s r g r e h n k

25/1

Teachers consider response to SAIC

Handwritten notes: (HAB) (HAY) (50) Mercury 12/3/83

Mercury Reporter

THE National Council of the Teachers' Association of South Africa meets in Durban today to decide Tasa's response to controversial South African Indian Council moves on Indian education

Mr Amichand Rajbansi, executive chairman of the SAIC has invited the association to assist with his proposed investigations into aspects of education and to serve on his planned councils for colleges of education in Durban and Pretoria.

The association does not recognise the SAIC — which now has *de facto* control over education — but teachers said yesterday they feared Mr Rajbansi would enlist the services of teachers outside the association to get his plans off the ground if Tasa refused to co-operate.

"This man has clearly placed Tasa in a tight spot," teachers said, adding that many teachers — estimated at about 30

percent — were not members of the association.

They said there now was a 'real danger' of a splinter teachers' body being formed — and recognised by the Indian Council

In registered letters to the association Mr Rajbansi announced his intention to establish an education advisory council, appoint a committee to undertake a scientific investigation into methods of promotions for teachers, and to create councils and senates for the Springfield and Laudium colleges of education.

Describing these as 'vital issues affecting the rank and file of teachers and future generations of children', teachers said it was imperative that the association should be fully represented.

A senior teacher said: "The association is still opposed to the SAIC, which we regard as a creation of the dreaded apartheid system, but it will have to make up its mind if it will be in its in-

terests to stand on the sidelines

"Our future in education is at stake and the issue now goes far beyond a confrontation between two people — Mr Rajbansi and Mr Pat Samuels, president of the association.

A man's fight for rights in education

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ROOM
1/3/83

BLACK pupils, parents and teachers are largely ignorant of their rights.

And according to Mr Michael Gardiner, president of the National Education Union of South Africa (Neusa), they struggle to cope with injustices at certain schools.

Mr Gardiner comes face to face with problems picked up by the Neusa teacher's advice bureau, which was formed last year.

The Johannesburg-based counselling unit is run by a qualified teacher and a legal adviser — both full-time salaried staff — and volunteers.

It was formed to provide a service to teachers of all races and teach them their rights "so that they can help themselves".

"We were amazed at how grossly misinformed people are, and how many people are exploiting this naivete," Mr Gardiner says.

In white education the problems concerned salaries, conditions of service and the difficulties generated by working in isolation from similar-thinking colleagues.

White teachers were uninformed about basic rights and their conditions of employment.

The advice bureau counselled white teachers on unfair dismissals, resignation procedures and whether teachers can claim bonuses and unemployment insurance at various times.

Neusa is a meeting point for teachers.

"We formulate a policy for

By HELENE ZAMPETAKIS

specific problems, such as how to deal with the required compulsory attendance at the Republic Day celebrations.

"We decide whether it is worth taking a stand on a particular controversial issue and this diminishes the sense of isolation these teachers experience," Mr Gardiner says.

In black education, the problems often involve injustices. The advice bureau's tasks include:

- Matric results which do not tally with the year's results.
- Parents who could barely afford to buy uniforms for their school-going children and who had been led to believe that uniforms were compulsory.

"The Department of Education and Training requires simply that pupils are neat and clean, yet parents with meagre financial resources have been paying for school uniforms for years," said Mr Gardiner.

- At certain schools, parents were paying funds without knowing what the money was being used for.

Recently the advice bureau held an open meeting to discuss problem areas.

"A significant number of black teachers in South Africa have not been paid at all this year," Mr Gardiner says.

"There is a disparity in black matric results that seems to go beyond the problems of poor facilities and badly trained teachers.

"Teachers who expected their pupils to sail through the exams were shocked at the incredibly high failure rate," Mr Gardiner says.

The advice bureau receives calls from all over the Reef, as well as from Tzaneen, Bloemhof, Bloemfontein and further afield.

Teachers formed Neusa in response to the 1976 riots and the 1980 school boycotts.

"It was clear the Verwoerdian notion of education was designed to entrench unequal-

ities. In 1976, pupils and parents revolted against this.

"But teacher organisations failed to respond adequately to the crisis.

"We felt that teachers needed a unitary, nonracial organisation, not one based on ethnicity, to campaign for equal education."

One of the issues that alarms Mr Gardiner is the implementation of the De Lange Commission's proposals. The Government's White Paper is expected to come out in July this year.

He argues that the major premises of the De Lange Commission's proposals were implemented in 1976 long before it was formed, in response to the education crisis in black schools.

After the riots, the then regional director of the Department of Education and Training, Mr Jaap Strydom, implemented changes at Soweto schools.

The DET began to switch ordinary schools into comprehensive schools, and technical schools suddenly began mushrooming in the townships.

Black teachers were strongly encouraged to qualify in technical fields and, recently, heads at certain schools have consistently underplayed academic subjects, such as history.

Black schoolchildren were already being channelled into "academic" and "technical" education, one of the key recommendations of the De Lange Commission.

"This is just a first step towards making the same changes at white schools. The climate is being prepared for educating white schoolchildren to serve the interests of industry," he says.

Military insecurity affected white schools and pupils felt the brunt of it through veld schools, cadets, camps and security arrangements, Mr Gardiner says.

Access to information was severely restricted and open



MICHAEL GARDINER
Whites uninformed too

debate on controversial subjects, such as conscientious objection, was not encouraged.

Mr Gardiner says the focus on industrial and technical training will not improve education in any fundamental sense.

The De Lange Commission's proposals will simply modify present inequalities, leaving an elite minority in economic and political control.

And current proposals have nothing to offer children in the "homelands".

"Resettlement, influx laws and the homeland system must be faced in any deliberations over education which have as their aim 'equality of opportunity'," Mr Gardiner says.

Changes in the education system were politically associated, and created divisions in the teaching community.

Already Franklin Sonn, president of the massive (coloured) Union of Teachers' Association of South Africa, has rebelled against the Labour Party's decision to participate in the President's Council.

"The days of teachers being aloof from such issues are gone. Teacher organisations are going to have to make major decisions about where they stand in relation to the larger questions of South African society."

14/3/83

Rajbansi's 'olive branch' not accepted

Mercury

2/8 50

Mercury Reporter

THE Teachers' Association of South Africa has rejected outright requests from the South African Indian Council's executive chairman, Mr Amichand Rajbansi, for talks on proposed education projects — and reiterated its stand that the SAIC was irrelevant and unacceptable.

At its meeting in Durban at the weekend, Tasa's national council took strong exception to Mr Rajbansi's prior release of correspondence to the association to schools and accused him of breach of etiquette.

The meeting authorised Mr Pat Samuels, Tasa's president, to write a strongly worded letter to Mr F W de Klerk, Minister of Internal Affairs, for delegating education con-

trol to a body which it said was largely rejected by the Indian community at the polls

Before the meeting was a written request from Mr Rajbansi for co-operation for his plans for an education advisory council, scientific investigation into methods of promotions for teachers and councils and senates for the Springfield and Laudium Colleges of Education.

Tasa said it had always been actively engaged on all aspects of education through departmental committees and the Director of Indian Education — and saw Mr Rajbansi's request as a move to gain the recognition and support of an important and influential professional body.

Mr Rajbansi said yester-

day he felt 'neither angry nor bitter' about Tasa's rejection and he would continue sending the association 'olive branches' with the hope that he would persuade it to 'play its rightful role in determining the direction of our education'.

Commenting on the 'breach' allegations, he said he had made a 'general release' of the letter in question 'after satisfying myself that not all teachers were acquainted with details in respect of the three proposed projects'.

He said he expected that any communication by Tasa to the minister on powers delegated to his executive committee 'will ultimately land on the desk of those holding the delegated power'.

SAIC chief accused of harassing teachers' body

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~~SAIC~~

16/3/83

Mercury

Mercury Reporter

THE South African Indian Council's executive chairman, Mr Amichand Rajbansi, was harassing the Teachers' Association of South Africa, its president, Mr Pat Samuels, claimed yesterday.

He told a Press conference that political control of education in other education departments in South Africa and in 'most parts of the civilised world' did not involve harassment of an organised profession which negotiated freely with professional administrators.

He accused the SAIC of attempting to get the teaching force and the public to view in poor light action of Tasa leaders, including its national council, for rejecting SAIC requests for assistance on three education projects.

Tasa, he said, was a private organisation.

It considered it a breach of ethical conduct on the part of the SAIC to make copies of letters sent by Mr Rajbansi to Tasa available to the media and to all teachers, both members and non-members, neither with the knowledge nor with the consent of the association.

They were not 'open'

letters, he said.

Mr Samuels said he did not rule out the possibility that Mr Rajbansi would encourage a splinter teachers' body to be formed to co-operate with the SAIC.

But he believed that only an organised professional association would lend credibility.

Accusing the SAIC of approaching Tasa with ulterior motives, Mr Samuels said that Tasa was a 'well-oiled machine whose conduct was exemplary and whose actions were at most times newsworthy'.

Image

A positive interaction between the two bodies would lend the SAIC a positive public image which could lead to a wide acceptance of it by the community.

And such interaction would make so much easier an SAIC decision to accept the Government's proposed tricameral system of Parliament, he said.

Mr Samuels said Tasa would then be seen as giving support to whatever the SAIC did.

Mr Rajbansi said he would be calling a Press conference to answer Tasa's allegations.

Tasa

Reform impetus lost



Dr Ken Hartshorne was on the main committee of the Human Sciences Research Council (HSRC) investigation which produced the De Lange Report on

Education in SA. He was chairman of the commission's working committee for educational management, which proposed a unified educational ministry. He is currently engaged in working with the HSRC's main education research committee, which is following up the De Lange research.

The De Lange report went to government at the end of 1981. During that parliamentary session government responded with an interim memorandum, and appointed a "working party" to assess reaction and recommend action. This group's findings were submitted in October 1982.

The Minister of National Education, Gerrit Viljoen, has now said that there will be no legislation emerging from the report this session. A white paper will only come out towards the end of the proceedings — and it may be only the first of a number of white papers. If the Transvaal by-elections bring bad news, government may not risk emotive responses to even slightly "mixed" education at all.

Major issues can't be addressed without legislation, particularly those concerning educational management. In the meantime, the various educational departments will put what effort they can into technical education and teacher training, the most manifestly urgent practical issues. Research and investigation by various working groups are

important and will continue.

But this isn't addressing the problem the HSRC report was commissioned to resolve. Memories are short. Skills shortages, teacher and private sector complaints were factors. But the fundamental reason for commissioning the report was the turmoil in black education between 1976 and 1980 which brought the system to the verge of collapse. It signalled that blacks in the widest sense did not and do not want a separate, inferior system.

The tragedy is that momentum for educational change and development — and the goodwill — built up over 1980 and 1981, when it looked as though blacks' representations were being taken seriously, is being lost by delay. There has been a serious misjudgment of the comparative calm during the period of the HSRC investigation, which is interpreted as "a return to normal."

Rather, it was an unexpected, genuine willingness (even by groups not prepared to recognise it formally) to give the De Lange committee a chance to report. And, more significantly, to see what the government reaction would be. To interpret this as an indication that earlier dissatisfaction and protest are things of the past is dangerous.

The first principle of the report is equality of opportunity for all in education. This involves equality of access, and equality of standards in financial allocations, buildings, and training and qualifications of teachers.

Critical to achieving these are the two major recommendations put forward as the *starting point* for government involvement in the process of reconciliation and renewal in education:

□ At the national level there should be one Ministry and one central Department of Education, concerned with im-

plementation of broad policy, and

□ A SA Council for Education should be set up immediately, by administrative action if necessary. This should be statutory, reporting to Parliament, non-racial, broadly representative, with "teeth and authority," able to speak for community interests, the private sector, parents and teachers.

Instead, the working group, with its preponderance of civil servants and inadequate black representation, was appointed. Government has made it quite clear, in its interim memorandum, and subsequently, that separate schools and separate departments of education are non-negotiable. A clear indication of this is the setting up of yet another segregated black university, Vista, which despite its name, is a retreat into the past rather than a venture into the future.

Of course, the delay in grasping the educational nettle cannot be seen out of the context of the NP split and of the pending constitutional changes. The objective of the President's Council proposals is to co-opt coloureds and Indians into alliance with whites.

The ultimate legislative scenario, I expect, will see coloured and Indian education taken out of the hands of the Internal Affairs Department — one wonders what it's doing there in the first place — and moved to the Department of National Education, which administers white education. But divisions will be maintained, probably with three deputy directors-general, each in charge of one of the groups, or indeed possibly even three deputy ministers.

Meanwhile black education will continue under the Department of Education and Training with its own Minister. Rightwing backlash and government caution will have neutralised significant educational reform.

19/3/83

Dhloomo calls for non-racial education system

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African Affairs
Correspondent

ULUNDI—A call for a non-racial educational system administered by a single South African Government department was made in the KwaZulu Legislative Assembly yesterday.

Delivering his policy speech, the KwaZulu Minister of Education and Culture, Dr Oscar Dhloomo, said that, if the Government was genuinely concerned about the county's future, it would have to move quickly in the direction of a unitary system of education.

As long as educational inequality was the accepted norm in South Africa, he warned, the country

might as well forget about a peaceful and stable future.

The minister felt the Government was not prepared to tackle the challenge of black education boldly and impartially for the benefit of the whole South African nation.

He said the Government's policy of enforced removals of black people from familiar geographical areas to unfamiliar ones caused untold disruption of social services, including a shortage of classrooms.

Providing adequate educational facilities for these people was a 'constant nightmare' for his department, Dr Dhloomo said.

Ind

Coloured schools in the platteland are bursting at the seams

Classroom cramp

By MAGGIE ROWLEY, Weekend Argus Reporter

Six hostels, each accommodating 200 pupils, six school halls and one industrial school at Pakasidorp would also be built this year.

Mr Eales said the cost of these projects would be more than R70-million.

In 1980, R28-million had been allocated to the department for building and 893 classrooms had been erected. The following year R55-million had been allocated and 1 124 classrooms had been built. Last year R70-million was allocated and 1 777 classrooms were built.

Mr Eales confirmed that 360 pupils were involved in the 10 double-shift classes at the Hartam primary school in Calvinia.

The school can accommodate 210.

Two coloured schools in Worcester are bursting at the seams. The Breerivier Senior Secondary School in Worcester has 1 029 pupils, exceeding its capacity by more than 200, while Esselenpark High School has 1 000 pupils. According to the principal, Esselenpark was built to accommodate between 800 and 1 000 pupils but more classrooms were "definitely needed".

The white high school in Worcester has an enrolment of 522 and a capacity of 600.

With an enrolment of 1 009, Swartberg Senior Secondary School in Calvinia exceeds its capacity by 259. However, according to the principal, 12 additional classrooms will be built by the end of the year.

The Cloetesville Senior Secondary School in Stellenbosch, with an enrolment of 1 205, also exceeds its capacity by more than 200. The laboratories and the sick-bay were having to be used as classrooms, the principal said.

Senior Secondary School in Ceres with 1 116 pupils and a capacity of 1 000.

White schools in these areas were all under-enrolled.

Mr Noel Eales, Press Liaison officer for the Department of Internal Affairs (Coloured Education), said today the department "was going all out" to relieve the crisis of over-enrolment.

"Over the next five years 350 building operations throughout the

country will be undertaken. These include classrooms, hostels, halls and laboratories.

This year alone, he said, 26 new primary schools with a total of 710 classrooms would be built, and 117 classrooms would be added to existing schools. In addition, 21 new secondary schools would be built with a total of 772 classrooms, while extensions at five existing secondary schools would be completed by the end of the year.

noon. It is a hard slog and obviously is detrimental to the education the children are receiving."

Mr Noemdo said there were between 36 and 44 pupils in each class.

Many principals at coloured schools said the number of pupils in each class was far higher than it should be.

At the white high school in Calvinia 209 pupils are enrolled. This is less than half of its capacity of 500. At the junior school in the town there are 176 pupils. The number of pupils at the school continues to decline each year and the principal said they were losing teachers as a result.

Garages

At the Albert Mynburgh Senior Secondary School in Bredasdorp there are 744 pupils, 94 more than the school can accommodate. At the E C Medland Primary School for coloured children in Bredasdorp, built to accommodate fewer than 500 pupils, there are 633 enrolled this year.

The principal, Mr A P Arianse, said overcrowding had forced the school to hire two double garages from people living within a kilometre from the school, to use as classrooms. A church hall 1.5 km from the school was also being used for three Standard 2 classes.

"It is very difficult because all three classes are being taught in the same room, with only curtains to partition them off," he said.

At the white high school in Bredasdorp there are 181 pupils.

'All out'

Other over-enrolled coloured schools include Vredenburg Senior Secondary School with an enrolment of 1 365, 385 more than its capacity; Vredendaal Senior Secondary School with 1 060 pupils and a capacity of "about" 1 000; Bastiaanse Senior Secondary School in Beaufort West with 931 pupils and a capacity of 850; Carlton van Heerden Senior Secondary School in Uppington with an enrolment of 1 090 and a capacity of 1 000; and the Fred Gaum

COLOURED schools in the Cape platteland are facing crippling overcrowding, with enrolment at one school three times higher than it was built to accommodate.

In a survey conducted by Weekend Argus this week, 17 out of 22 coloured schools were found to have enrolments exceeding the number of children the schools were built for, while most white schools in the same areas were under-enrolled — one less than half full.

Only one white school — in Wellington — exceeded its capacity enrolment of just over 500 by 167, but a new school was planned for the area soon.

Two of the 22 coloured schools were "full" and three new schools were under-enrolled. The principals of two of the three under-enrolled schools said they expected accommodation problems soon.

Rapidly

Mr W Williams, principal of the Fanie van der Merwe Senior Secondary School in Calvinia, said enrolment at the school this year was 600 more than last year.

"We now have 657 pupils at the school and an take 800," he said. But the numbers grow



the number of pupils at our primary school, the Hantam Verenigde School, is an indication of what is coming."

There are 1 470 pupils at the Hantam Verenigde School this year. But according to the

Noemdo, the school was built to accommodate only a third of that.

The school was forced to hold double sessions to cater for all the pupils.

"The teachers teach one lot in the morning

by Dickson Daarna

9. KLOUSULE 13.

- (1) Vervang subklausule (1) deur
- "(1) Geen werknemer mag ontsla nêre redes, weens liggaamlike ongewanweë slapte in die bedryf, wanne graad in 'n afdeling ontslaan moet minder as twee jaar ononderbroke uitsonderings op hierdie algemene word mits daar genoegsame rede be winkelverteenwoordigers oorleg ge
- (2) Vervang subklausule (2) (c)
- "(ii) die reg van 'n werkgewer om 'n rede wat regiens as afdoende aan die algemeenheid van die u afdoende geag word" en benew gronde vir summierere ontslag behou werknemer summier om die volg
- (aa) As hy onder die invloed van
- (ab) as hy sterk drank drink te
- (ac) as hy opsetlik die Maatsk

'Let them use empty white classrooms' — Van Eck

MR Jan van Eck, the Progressive Federal Party's provincial spokesman on education, today called on the Administrator of the Cape, Mr Gene Louw, to introduce an emergency programme to relieve the affects of over-crowding in coloured schools until such time as schools were open to all race groups.

He said the fact that coloured schools suffered "massive enrolment" and a lack of virtually every facility, while white schools in the same areas were under-enrolled and had surplus facilities, proved that separate education was, and would always be, unequal.

"The present situation results in thousands upon thousands of coloured pupils receiving an inferior education compared with that of white pupils.

"Because of a white de-population of the platteland the present situation will worsen, with white schools getting emptier and coloured schools getting fuller.

"I am quite convinced that this problem will only be overcome when pupils of all races will be able to attend all schools regardless of race."

Until such a policy was followed an emer-



Mr Jan van Eck

gency programme should be implemented with immediate affect:

- Coloured pupils should be allowed to use empty classrooms in white schools during the morning to cut down on the double-shift system coloured schools are forced to use.

- Very small classes in white schools should be combined to enable a number of white teachers to help out in coloured schools where there is a serious shortage of teachers.

- Coloured pupils should be allowed to use facilities at white schools such as sports grounds, gymnasiums, laboratories and libraries at times when they are not being used by white pupils. All this, he said, could be done

within the ambit of the Government's present policies.

- All surplus audio-visual aids such as overhead projectors, film projectors and unused desks should be made available to coloured schools.

"I would like to put it to coloured schools that they approach the white school boards and schools in their area with a view to having this programme of sharing facilities implemented.

"I simultaneously request his honour, the Administrator, to issue a directive through the Cape Department of Education to all white school boards and school principals to respond positively to such requests," Mr Van Eck said.

Star 24/3/83 (50)

When industry and society join hands for the future

By Zenaide Vendeiro

When Kellogg South Africa became aware of the appallingly low level of black education and the lack of the most basic facilities in schools, it committed itself wholeheartedly to the TEACH/READ Adopt-A-School Scheme.

The Springs company adopted a school in the local township, kwaThema, so that the project could benefit the children of its black employees.

The first priority was to improve the physical aspect of the Zamani Secondary School and, when that was done, to concentrate on improving the level of education and standards of teaching.

"We found that, despite the efforts of the Department of Education and Training, most schools we saw were in a dilapidated state and Zamani was no exception," said Mr Jacobus van der Merwe, the industrial relations manager.

The company has painted the school, improved the toilet facilities and installed a public address system. Also on the cards are the installation of ceilings, repairing the gutters and tiling the floors of classrooms.

Last year the parent company, a signatory of the Sullivan Code, donated R800 in teaching aids to the school. These included books, scientific equipment and biological models.

"We don't want to base



our adoption on donations only," said Mr van der Merwe. "We believe that if you give a man fish his hunger will be temporarily sated, but if you teach him to fish he will never go hungry."

Zamani has been encouraged, he said, to form a fund-raising committee. The committee raises money by holding jumble sales and fetes, organising visits to places of interest, showing films and selling refreshments.

"Kellogg will contribute a rand for every rand the committee raises," added Mr van der Merwe. "In this way we are helping the school to help itself."

His company, he said, had become involved in the social and cultural aspects of the school. A project committee, consisting of Kellogg people, the school principal, parents and staff members, met at least once a



Teachers Mr S Mkosi and Mrs A Mahlangu demonstrate sliding doors given to the Zamani Secondary School by Kellogg Company of South Africa. The doors divide the assembly hall into two extra classrooms.

month to discuss existing projects and to set new goals.

Kellogg staffers attended all functions at the school. The company had donated a first-aid box to the school and trained teachers in its

use. It had also supplied the school's football and netball teams with T-shirts.

The school's principal, Mr A Magagulu, said the "parent" company had donated books, radios and satchels to be awarded to

children who excelled academically and to be presented to winners of a inter-school quiz competition.

He said Kellogg had also contacted READ about supplying box libraries.

US consul helps lead a school to literacy



American Consul-General Mr George Trail and READ field officer Mrs Sebolele Molegane inspect some of the books given to the Izibuko School in Katlehong.

There are long-standing and interrelated questions of farm income disparities, of structural market imbalances for many commodities, and of policies protecting national producers against outside competition.

To these familiar longer-run problems have now been added some serious short-run difficulties and dangers, created by the persistence of recessionary tendencies in the world.

The OECD agricultural sector has con-

tributed to improve still need policies clear the sometimes particularly link. Therefore is required substantial producer

The American Consul-General, Mr George Trail, recently visited the Izibuko Higher Primary School in Katlehong to see how box libraries given to the school were being used by the children.

The US Consulate-General previously gave READ R4 000 to provide the school with 12 box libraries.

The East Rand school, which has 1 277 pupils and 28 teachers, including the principal, Mr A N Mthethwa, is looking for a company to "adopt" it according to the TEACH/READ

"Adopt-a-School" scheme.

The parent company would work in co-operation with staff and parents to improve the physical aspect of the school and raise the level of education.

The school buildings need to be plastered and painted, ceilings should be installed in classrooms and the grounds need landscaping.

The school also needs sportsfields and educational aids like maps, wall charts and overhead projectors.

Anybody interested in helping the school can contact Mrs Cynthia Hugo at 648-2508.

Circular is an invasion of our privacy say angry parents

S.T. vides 29/3/83 50

By NORMAN WEST
PARENTS of Indian pupils in Cape Town are up in arms over a circular they have received from the Department of Internal Affairs (Indian Education).
 And, the Director General of the Department of Internal Affairs, Dr S van der Merwe, said yesterday that "the

introduction of the scheme was under reconsideration following a request from the executive of the SAIC".
 The circular calls for private financial details so the Department can

decide what bussing fees to charge pupils.
 At present, Std 9 and 10 children in Cravenby Estate have to attend school in Rylands Estate 25 kms away as there are no facilities for them in Cravenby.

The children get to school by school bus, laid on by the department, free of charge.
 Parents have complained to the Rylands Estate representative of the South African Indian Council (SAIC), Mr Hassan Osman, and are demanding the circular be withdrawn.

Circulars have been sent to parents in other centres as well.

Vowed

Parents have vowed to tear up the circular and refuse to contribute to the bussing of their children.
 Mr Osman said: "Indians never asked to be placed in ethnic townships like Cravenby and Rylands Estate. They were forced to move there."

"There are no Std nine or 10 classes at Cravenby Senior Secondary School, through no fault of the people living there."
 "Pupils are forced to travel by school bus to Rylands Estate, to attend the Rylands State Senior Secondary School.
 "I am taking the matter up with the SAIC executive and will demand a withdrawal and explanation at the highest level," he said.

Parents, who would not be identified, said they were "incensed" by the "audacity" of the Department.
 Mr P who lives in Cravenby and has a daughter attending Std 10 at Rylands, said: "I can afford to pay, but what for? As a matter of principle, I shall not disclose my income and personal details to the Department or anybody else, for that matter."
 Another, also a businessman, said: "The circular also requires me to sign an undertaking that I shall inform the director of the department or the principal of the school immediately of any change in my income or financial status."

Intusion

"I regard this as an intrusion on my privacy, quite apart from the fact that it is morally wrong to expect the victimised to pay for their own inconvenience caused by the application of the Group Areas Act," he said.

Under the heading, "Particulars of parent of guardian", answers are required to questions like:
 ● Identity number
 ● Salary, wage, including cost of living allowance (wage certificates must be attached).
 ● Name and address of employer.

The parents must also make a declaration... "that no information whatsoever, has been withheld in regard to my circumstances and that all information furnished in this application form is true and correct. I accept that should it at any stage be ascertained that the information furnished by me, be incorrect, such privilege (presumably to travel free by school bus) will be cancelled."
 "I further undertake to inform either the principal of the school or the director of Indian education immediately of any change in my financial circumstances or my home address."

Another parent said: "If I fill in the form today and receive a raise next week, it means I must rush to the principal to tell him of my private financial affairs, otherwise my child will be thrown off the bus."
 "This matter has serious implications and the authorities would be wise to drop it," he said.

The Rev Edward Manikam, chairman of the African Synodical Commission and who has a church in Cravenby, said: "As a concerned member of the community I am totally outraged by the circular."

Parents, who would not be identified, said they were "incensed" by the "audacity" of the Department.
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BUSINESS IS WARNED IT WILL HAVE TO SHOULDER BIG PART OF BLACK EDUCATION BURDEN

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BUSINESS and industry will increasingly have to shoulder a huge part of the growing burden of educating South Africa's blacks because the Government is either unable or unwilling to tackle the problem, it emerged from a debate on black education this week.

And unless private enterprise demands action from the Government in return for what it is putting into black education, the burden will snowball without a solution in sight, warned educationist Dr Ken Hartshorne.

Dr Hartshorne introduced the debate by 13 contributors in the latest issue of the Mobil Oil publication *Energos*, which is devoted entirely to urgent problems in black education.

Dr Hartshorne was a member of the Human Sciences Research Council team which produced the De Lange blueprint for the overhaul of black education.

He told the **SUNDAY TRIBUNE** current political problems appeared to have forced the Government to shelve the commission's key ideas indefinitely. The result was that the burden of educating blacks would fall increasingly on private enterprise.

But he warned the problem was too vast for even business and industry to cope with, unless the Government acted to prevent problems from snowballing further.

And he said the problem was compounded because blacks now doubted that the Government was sincere in its efforts to throw away the inferior tag attached to black education.

"The central issue for blacks is to get rid of discrimination and inferiority in education," he said. "This is fundamental, but it is long-term because it goes against the whole direction of segregated systems of schooling over the past 30 years."

Three factors had combined to hold up implementation of De Lange's key concepts, he said. They are:

- The kind of response the Government got from its Volkskongres in Bloemfontein at which separate education departments and separate schools were declared non-negotiables.
- The current constitutional proposals which seek to accommodate coloureds and Indians, leaving blacks on the sidelines.
- The split in the National Party, currently crystallised in two by-elections.

"Education reform is getting lost in the constitutional story," said Dr Hartshorne. "We are seeing a delay of another year, because nothing can be done without legislation being introduced and that won't happen during this Parliamentary session."



Compulsory education plan has not worked...

By BARRY STREEK

THE Government's plan to phase in compulsory education for black schoolchildren is turning into a flop.

Last year, just 75 030 of the 3.6 million schoolchildren outside the independent homelands were involved in compulsory education.

This was a mere two percent of all black children in school last year.

What is worse, for the Government, is that there was a substantial drop-out from the 1981 pupils who were apparently under compulsory education.

In 1981, the first year of compulsory education for black schoolchildren, 45 000 schoolchildren were in Sub A.

By 1982 these pupils, who were meant to have stayed in school until Standard 5 or the age 16, had dropped to 34 636.

This means there was a drop-out rate of 10 364 — or 23 percent — in one year.

In 1981, 201 schools in 38 residential areas throughout South Africa opted for the compulsory education scheme. Last year, this had risen to 237 schools, with 40 394 new Sub A pupils and 34 636 of the original 45 000 in Sub B.

The introduction of compulsory education in some schools was announced with great fanfare at the end of 1980 by the Department of Education and Training.

Compulsory education, the department said then, would be introduced where it was requested by school committees.

But the latest figures, which were contained in the annual report of the Department of Education and Training, tabled in Parliament this week, indicate that it had been anything but a success.

When the first moves towards compulsory education for blacks were announced, the Government was strongly criticised by various organisations for trying to impose an inferior system of education on black people.

It was argued, then, that the Government should be devoting more attention to upgrading the quality of black education rather than making compulsory a system rejected by blacks over the years.

The 1982 figures, the second year of operation of the

Marketplace

Education reform is a sensitive issue, but it is not going to get dealt with until the constitutional story is behind our backs.

"But matters are urgent. The communities concerned are beginning to lose faith that anything was really meant when the De Lange Commission was set up."

Dr Hartshorne said Government reaction to the De Lange report had led many people, especially blacks, to feel that the report was being "used" by the Government in the interests of the State, instead of to remove the discrimination at the heart of the education system.

He recalled that it was the unrest in black schools between 1976 and 1980 which led to the commission being set up. And he warned that there had been "a serious misjudgment" of the period of calm which followed the appointment of the commission.

The main principle of the report was for a single education department, but the Government seemed bent on keeping separate departments and separate schools as "non-negotiables," he said.

"In order to lend some credibility to the continuation of separatism, considerable use will be made of the concept of co-ordination — the term already current is umbrella bodies," he said.

"Through councils, even perhaps a central ministry, attempts will be made to co-ordinate separate bodies for education, although clearly this will be structured, as in the President's Council, to maintain a dominant white position.

"This is a far cry from the De Lange concept of mutual involvement, participation, co-operation negotiation and shared decision-making inherent in the proposal for a South African Council for Education."

Dr Hartshorne said he expected to see coloured and Indian education fall under the Department of National Education under separate directors' general or even deputy-ministers, while black education stayed entirely separate from the others.

"Because of the realities of the South African situation, the question in 1983 is no longer whether the private sector should be involved in education and training programmes that normally would not be its responsibility. It cannot avoid becoming involved." Dr Hartshorne wrote in his article in *Energies*. He said business and industry were already investing an enormous amount in black education and training.

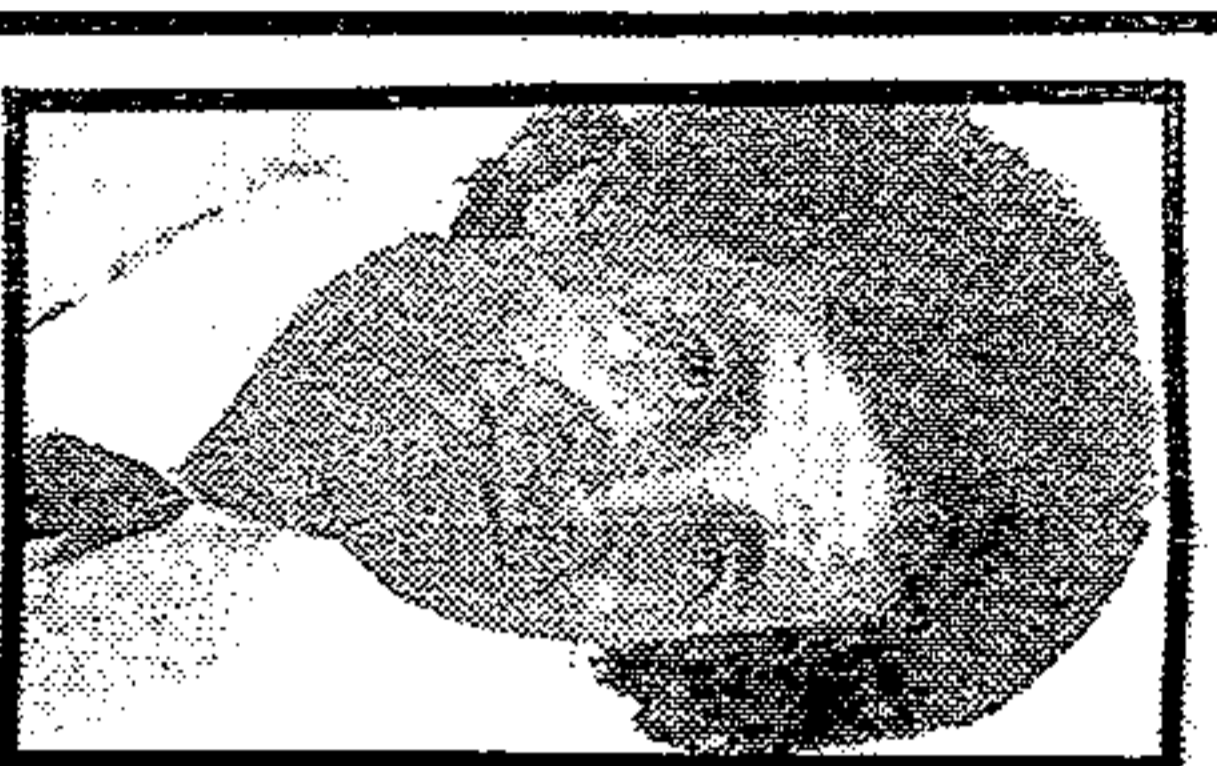
"There is also increasing intervention in those areas of education that should be the primary responsibility of the State," he said.

The motives for this ranged "from sheer self-interest to sincere social awareness," he said.

But he stressed that many people in large companies felt "a kind of desperation" at the low level of ability of people who had had years of schooling in the

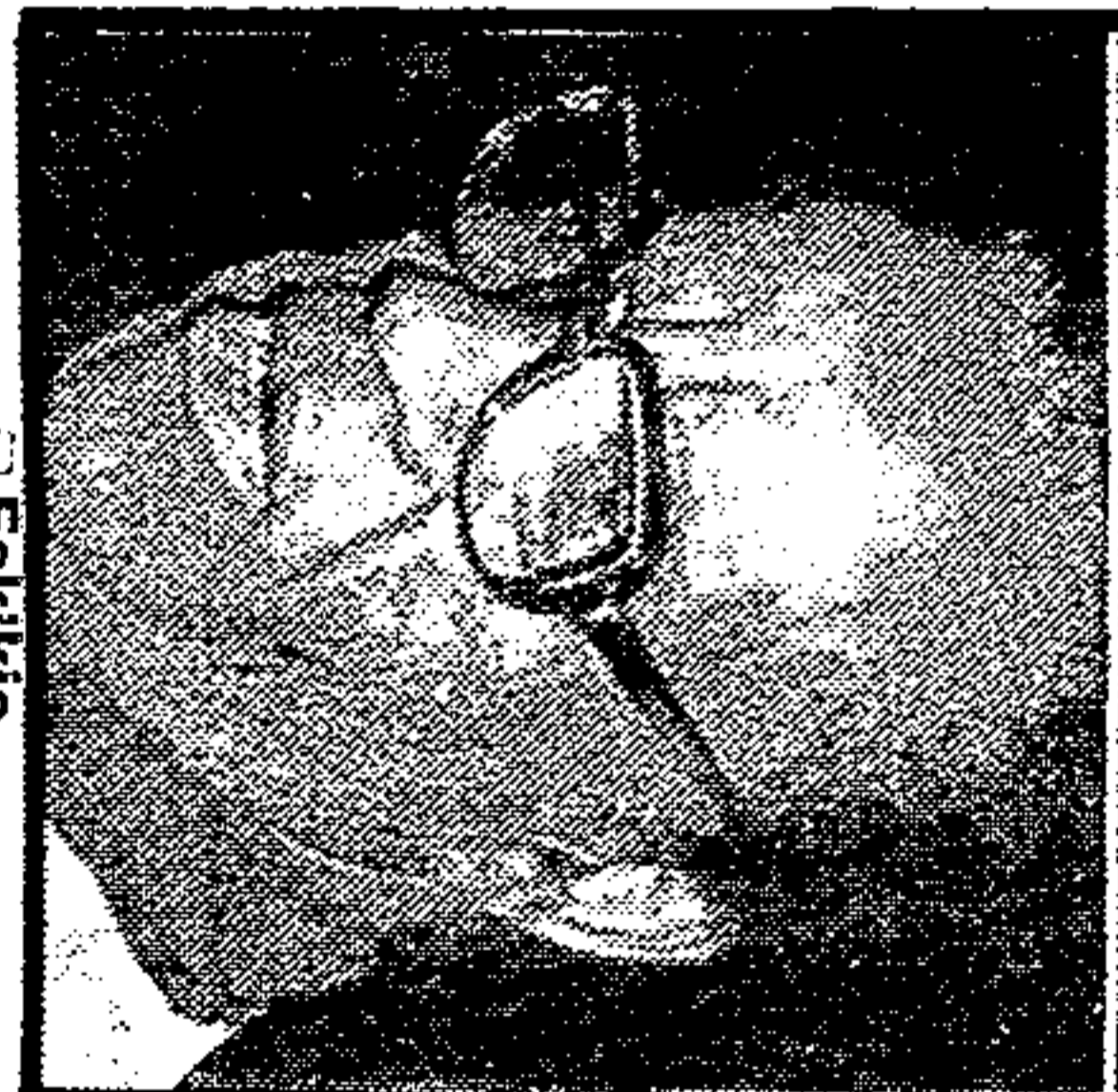
University away from blackboard jungle

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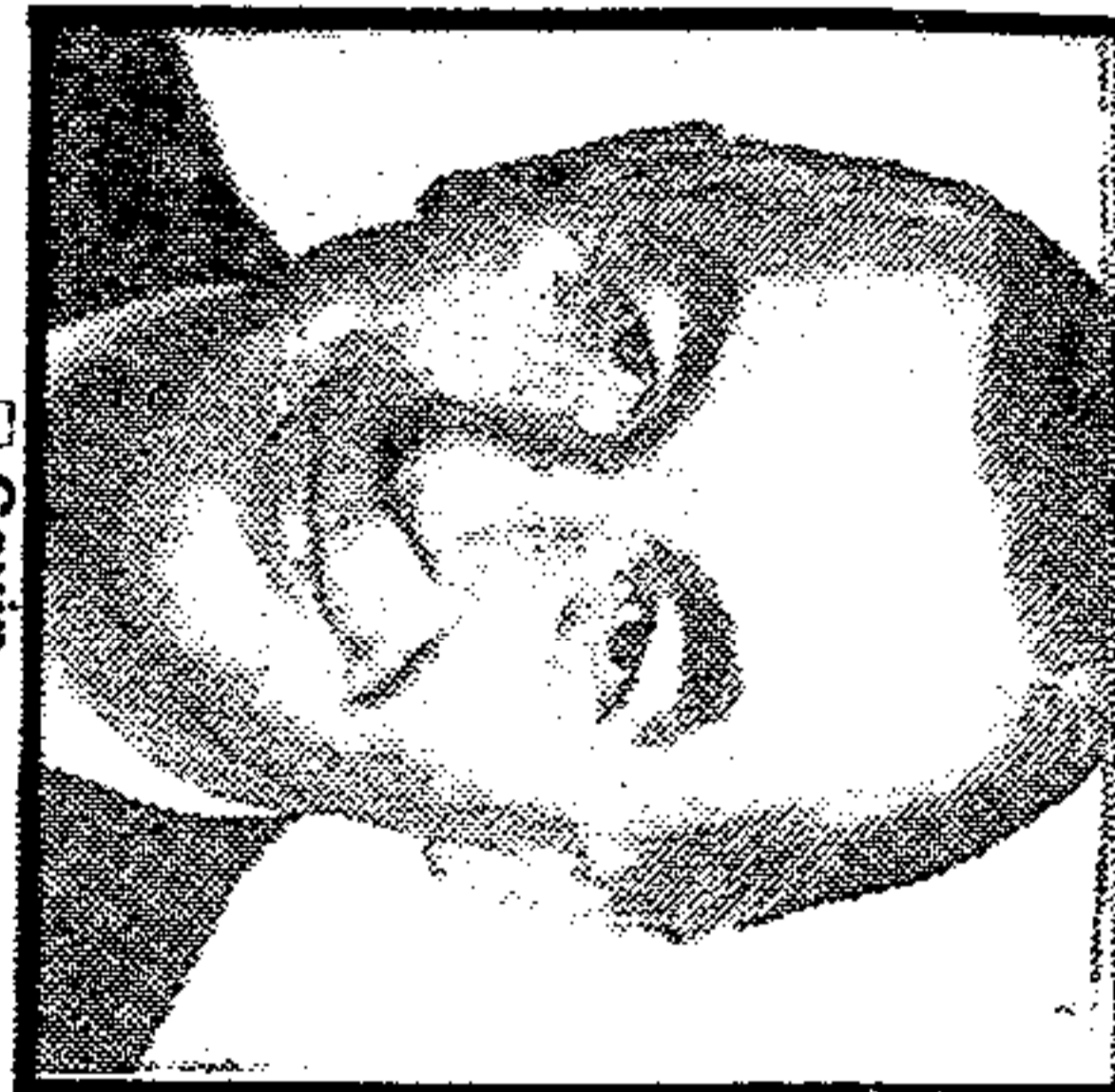


WITH two by-elections pending, constitutional reform proving a headache and grassroots resistance to mixed education, the Government is dragging its heels on implementing the De Lange Commission's blueprint for the urgent overhaul of black education. But no action doesn't mean no problem. In fact, the burden is growing and private enterprise is being forced to shoulder what the Government is unwilling to do. This week a major industry initiated a debate on the subject.

STAN MAHER reports...



Ezekiel Mphahlele



Gavin Relly

black education system. Among the heaviest investors in black education and training are Anglo-American Corporation and De Beers, which fund black education to a huge extent. Since 1972, their joint Chairman's Fund has spent almost R33m on black education, a spokesman for the corporation said.

black education system. Among the heaviest investors in black education and training are Anglo-American Corporation and De Beers, which fund black education to a huge extent. Since 1972, their joint Chairman's Fund has spent almost R33m on black education, a spokesman for the corporation said.

qualified teachers. The Chamber of Mines will spend R104 000 on university grants this year, a spokesman said. But individual mining houses spend greater amounts. Gencor, for instance, is devoting 66.24 percent of a budget of "several millions" on education for all parastatals...

operated. "There's a danger that some companies, with their emphasis on economic growth, may lose sight of the wider issues behind it. Those companies striving to deal with the Sullivan labour principles of the European Common Market approach, or who are in-

happening in the future. "Otherwise, business and industry is coping with the current problem while another one is building up. They should ask the State for a quid pro quo."

Professor Ezekiel Mphahlele of Wits University wrote in *Energies*...

to one plan from black parents. The department's report explained that the system amounted to an undertaking by the parents to send their children to school until they reached the age of 16 years. "At the same time the department undertakes to provide such children with books, stationery and the usual other facilities needed for tuition."

Education is already compulsory for white, coloured and Indian schoolchildren. After the De Lange report into education was tabled, the Government accepted the goal of equal education for all South African schoolchildren. And the science committee of the President's Council this week called for parity to be introduced by the year 2020.

In its demographic report, which was released this week, the science committee concluded that "a reasonable level of education is a threshold factor that must be present before other aspects of development can have a significant effect on fertility reduction."

The committee said it appeared that "for the sake of realism one must admit that parity will be difficult to attain unless drastic measures are taken to make this possible."

"In the short and medium term it will be necessary to consider giving high priority to the advancement of literacy and provision of basic education as defined in the HSRC (Human Sciences) Research Council report."

It pointed out there were 20,16 white pupils per teacher at present, compared with 27,21 Asian pupils per teacher, 29,52 coloured pupils per teacher and 47 black pupils per teacher.

To achieve an average pupil density of 20 schoolchildren per teacher, the number of teachers in black schools would have to increase from 64 049 in 1978 to 368 107 in 2020.

Even if that were achieved, the committee said it doubted whether parity in training could be attained by then.

It concluded: "Whatever population programme is considered, education aims will have to be given very high priority, since this seems to be the factor capable of making the most important single contribution to fertility decline."

"It would appear that South Africa has about four decades to make a breakthrough. "After that, increasing numbers will make it more and more difficult," the committee said.

If the first steps towards compulsory education for blacks are any indication, the prospects of parity under current policies look very remote.

Commentary

Sowetan 28/3/83 (50)

Teachers are not qualified

By JOSHUA RABOROKO

ONLY 20 percent of black school teachers have the minimum academic and professional qualifications that are demanded of their white colleagues.

An article in the official organ of the Department of Education and Training (Det), *Educamus*, says "this unfavourable situation" came about as a result of the dramatic increase in the black school population over the past 30 years.

"Although post-Standard 10 teacher training courses were introduced as early as 1969, the various departments now responsible for black education had to continue training student teachers with Standard 8 as the minimum entrance qualification," the article says.

This was necessitated

by rapid growth in pupil numbers and the relatively limited matric pass rate during the past decade.

The following steps have been taken to better qualify teachers and upgrade standards:

- The department has been running in-service training programmes
- Teachers are encouraged to enrol for degrees
- Teachers may attend one year specialisation courses in art, music, physical education, woodwork, homecraft and various technical subjects
- Three-year diploma courses for teachers are offered by a technikon.

With the introduction of a medical scheme for black teachers in 1982, the conditions of service of teachers of all population groups are now identical.

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WILL THEY GET MORE: The black schoolkids and the Horwood budget.

13 percent education increase in new budget

SCHOOL BOOST

*Sowetan
31/3/83
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A MASSIVE 13 percent boost is to be given to education spending, matched only by the expected 15,9 percent increase in defence expenditure.

This emerged during the budget speech delivered by the Minister of Finance, Mr Owen Horwood, yesterday.

Mr Horwood said the Government intends spending R3 410-million on education for all race groups, including the education component of provincial subsidies and fiscal transfers to the "national states".

This will mean that education spending has jumped from R890-million in 1975/76 (before the Soweto riots) to R3 410-million — an increase of 283 percent.

However, it is not known by exactly what percentage expenditure on black education would benefit. Mr Horwood said the elimination of the backlog in education facilities and narrowing the gap between the standards of white and black education would receive high priority.

Announcing a 15.9 percent increase in the defence budget, Mr Horwood said prosperity was based on external security no less than internal, and the maintenance of law and order. "The Government has always accorded top priority to a well-trained, adequately equipped defence force," he said.

The budget provided little to enthuse about

among blacks. While white social pensions will go up by R14 a month, those for coloureds and Asians by R10 a month, the pensions for blacks will only go up by R8 a month from October 1.

In addition, a one-off bonus will be paid to pensioners during May — R36 for whites, R29 for coloureds and Asians and R22 for blacks.

The public service is to get no increases, but the Minister promised civil servants a modest salary increase — "should the position of the exchequer significantly improve later this year".

Mr Horwood also announced that all South Africans, irrespective of race or colour, would be taxed on the same basis as from the tax year starting on March 1, 1984.

This means that blacks will in future have a liability to tax which varies according to marital status and number of dependents. Mr Horwood said that was "eminently fair" that everyone be taxed in terms of the same Income Tax Act and enjoy the same concessions, deductions and rebates.

"With few exceptions, black taxpayers will find that they will be paying less tax in terms of the Income Tax Act 1962, as amended after March 1, 1984, than before.

The move to put blacks on an equal footing with whites represented a significant step forward in South Africa's fiscal laws and administration, Mr Horwood added. The "national states", he said, would retain their right to tax their citizens, while Inland Revenue will collect taxes in areas outside the boundaries of the "national states".

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GERMAN GIFT

FM

1/4/83

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The West German government is taking part in a tripartite deal, with the Department of Education and Training (DET) and the SA German Chamber of Trade and Industry, to finance a science education centre in Soweto.

The centre will be adjacent to the Urban Foundation-sponsored non-formal education centre in Diepkloof. The SA German Chamber is backing building costs. So far it has raised R750 000, and is seeking donations to bring the figure up to the total estimated cost of R1,2m.

Bonn will pay salaries for four German teachers, plus "topping up" other salaries and costs of equipment and teaching aids — a total of DM1,3m or R900 000, according to an embassy spokesman. The DET is to cover the centre's running costs and provide local teaching staff.

EDUCATION **50**
Business coughs up

FM 11/1/83
Judging by the response so far to the Urban Foundation Education Trust (UFET), German businessmen are more concerned about black education in SA than others op-

ERIKING VAN ... SUPPLIES

erating here. To date the SA German Chamber of Commerce has promised R750 000 of the total of just under R3m pledged since UFET's establishment in March 1982.

Aimed at furthering black education at all levels, the fund takes full advantage of changes to the Income Tax Act which now allow donations to educational projects to be fully deductible. Some donor companies have promised to give their tax deductions as well.

Some have stipulated how their donations be used, but just over R1,4m will be disbursed at the discretion of the trustees.

Projects being funded include Soweto's adult education Informal Education Centre and the Jubulani Technikon, the Mangosuthu Technikon in KwaZulu, and a

training project in Lebowa.

The larger pledges received to date are listed below:

- SA German Chamber of Commerce R750 000.
- AECI R400 000.
- Barlow Rand R310 000.
- IBM R264 000.
- Oudemeester R250 000.
- Unilever SA R200 000.
- Tiger Oats R150 000.
- Rembrandt R120 000.
- Anglo American R100 000.
- Kodak R70 000.
- SA Eagle Insurance Co R65 000.
- Old Mutual R50 000.
- Prudential Assurance Co R50 000.
- Norwich Union Life Insurance R40 000.
- Burhose SA R20 000.
- Caltex Oil R20 000.

New parents' body 'open to abuse'

S Times
3/4/83

By ANTHEA TASKER
AN organisation formed to involve more Afrikaans parents in their children's education is being criticised as a political vehicle for conservative Afrikaners.

A "concerned parent" who contacted the Sunday Times about the organisation — known as the Transvaalse Afrikaanse Ouervereniging vir Christelike en Afrikaner-Volkseie Opvoeding en Onderwys (TAOV) — said he saw it as an attempt to stall the liberal De Lange Commission proposals from being implemented in Transvaal Afrikaans schools.

At a recent meeting to establish a branch at Hoërskool Menlopark in Pretoria, the parent said, threats had been made that if the parents did not become more involved in the education system "there could be blacks sitting on the same benches as their children".

It was stressed that the branches would support Christian National Education, and there was doubt as to whether parents who were not Afrikaans or who were of the Roman Catholic faith could be members of the body.

The aim of the TAOV is to form a branch of parents at every Afrikaans school throughout the country. These branches will eventually take the place of the existing parent-teacher associations.

Fear

Another concerned parent, who did not want to be named for fear of reprisals to his child, told the Sunday Times that the TAOV seemed to be "marshalling like-minded people."

"They fear that the Government will adopt the De Lange Commission proposals, and now with the new relaxed political deal for Indians and coloureds, the schools might also admit other races.

"It is based on the fear that Christian National Education will be scrapped under Mr P W Botha.

"The TAOV caters only for the Afrikaner cultural group and seems to entrench Afrikaner apartheid.

"It is also open to highjacking by right wingers, and I think it undermines the authority of the Minister of Education, Dr Gerrit Viljoen."

At the parents meeting at Hoërskool Menlopark the parents had been asked to vote for such a branch to be formed. They were not given copies of the TAOV's constitution because it would cost too much money to have to make these available to parents.

Membership of the TAOV is not automatic because one is a parent. Membership has to be approved by the provincial executive committee.



DR GERRIT VILJOEN
Minister of Education

There is also a fee to be paid.

Any decisions taken by the provincial or national committees are binding on the local parent branches.

Criticism by both the parents who spoke to the Sunday

Times was that the organisation would do nothing more than the parent-teacher associations. And it would be open to much abuse by verkrampste educationists.

Professor H J S Stone, the chairman of the TAOV, said the organisation had been formed "merely as a service to parents".

He denied any form of political manipulation of the body.

"It is my sincere belief that party politics will be kept out of it," he said.

He said the TAOV had been established after the Transvaal Onderwysvereniging congress on November 6 last year in Pretoria.

The educationists present at the congress had agreed "unanimously" to form an organisation involving "disinterested parents" in their children's education.

SA take-over of Mgwali schools under negotiation

EAST LONDON — News that the South African government would be taking control of schools in the Mgwali and Wartburg districts from Ciskei, was "most thrilling," a spokesman for the Mgwali Residents' Association, Mr Kidwell Gija said yesterday.

Residents of Mgwali, who were not keen to be resettled elsewhere were overjoyed, he said.

The deputy chief public relations officer for the Department of Education and Training in Pretoria, Mr E. Pos-

selt, confirmed that the matter was under negotiation.

Principals and teachers in the two districts were called to a meeting by the regional inspector, Mr T. Battaliou, and were told that soon they would be run from the King William's Town circuit office, which in turn is under the Cape regional office in Port Elizabeth.

The regional director in Port Elizabeth, Mr G. Merbold confirmed that his Department would

soon take over the two districts, but said the issue was still under negotiation.

Mr Gija said he had also heard over Easter that health and welfare services may also be taken over by the South African government and that pensioners had been told they would soon receive pensions from South Africa as before.

Comment from the department of health and welfare could not be obtained yesterday. —
DDR

By Sheryl Raine,
Pretoria Bureau

More than 79 000 white schoolchildren in the Transvaal are housed in prefabricated classrooms because of a critical shortage of accommodation — and there will be another 10 000 pupils to be accommodated in prefabs this year.

Opening the 1983 Inspectors Conference in Pretoria yesterday, the Director of Education in the Transvaal, Professor J H Jooste, revealed that a further 361 prefabricated classrooms would be erected at Transvaal schools this year at a cost of R10 million.

He said that, in recent years, a shortage of accommodation at schools throughout the province had resulted in 154 prefabricated classrooms being erected in 1982 at a cost of R1,9 million, 69 in 1981 (R654 000) and 51 in 1980 (R295 000).

"There are 79 650 pupils, 15 percent of the TED's schoolgoing population housed in temporary classrooms," Professor Jooste said.

"This year another 10 830 pupils will be housed in such classrooms to overcome the accommodation shortage."

Already 112 school halls, some of them housing more than one class, were being used to alleviate classroom shortages.

Professor Jooste said that, increasingly, parents were bearing the cost of sports and other facilities which the Transvaal Provincial Administration could not afford.

Because of budgetary restraints, parents contributed more than R1,8 million in voluntary donations for school facilities last year.

"In 1979, parents contributed R543 434; in 1980, R902 272; in 1981, R1 350 377 and, last year, R1 828 000," Professor Jooste said.

Hard-up Transvaal fights to house schoolchildren

Star 12/11/83 (59) *

Importance of the computer in the electronic age, Professor Jooste said it would cost R23 million to equip all TED schools with computers.

On a more optimistic note, the professor reported that the intake of first-year students at colleges of education for the training of primary school teachers had increased significantly this year.

English colleges also showed an increase in student enrolments but the number of men enrolling was still far too low, Professor Jooste said.

56

SUNDAY TRIBUNE, APRIL 10, 1983

BILL COULD PAVE THE WAY TO A NEW SYSTEM

Single education department plan?

A NEW Bill before Parliament could pave the way for a single department of education in South Africa.

By **BARRY STREK**

included for the purposes of advising the Minister of National Education about the establishment, development and extension of universities and technicals.

They are also included in advice about "the academic fields in which universities and technicals should be active", what courses should be offered or any matter the Minister wants the council's advice on or which the council feels it should advise the Government on.

The proposed Bill, which has had its first reading in Parliament, falls short of the De Lange Commission's proposals for one department of education, even in respect of universities and technicals.

But it is the first formal acknowledgement by the Government of the need for co-ordination in education developments across ethnic and departmental barriers.

The fact that white, coloured and Indian universities and technicals will participate equally in the proposed body, with black institutions having partial participation rights, could indicate that this is the likely trend when the Government comes to deal with schools.

It provides for the establishment of a Universities and Technicals Advisory Council representative of all universities and technicals.

The Bill excludes certain functions relating to black universities and technicals, particularly legal and financial aspects.

But, for the first time, the Government is establishing a single educational body in a defined area.

The Universities and Technicals Advisory Council makes no functional distinction between white, coloured and Indian educational institutions and it specifically incorporates coloured and Indian universities and technicals within its ambit.

It is only in relation to some aspects of black universities and technicals that some differentiation is made.

The black universities and technicals are excluded from advising the Minister of National Education on "any provision of any law in terms of which a university or technical is administered or which is applicable in respect of any such institution".

They are also excluded from advising Government about subsidies to universities and technicals. But the black universities and technicals are

S. Timmer
25 APR 1983

LABOUR BOOBS ON WAITING

THE LABOUR PARTY has given the Government a 10-point plan, to defuse what they call "the perilous situation in which education finds itself", and has criticised the Director of (Coloured) Education, Mr A J Arendse.

The 10-point plan was contained in a 30-page memorandum handed to the Minister of Internal Affairs, Mr F W de Klerk, when they met last Thursday to discuss educational and constitutional matters.

The leader of the Labour Party, the Rev Alan Hendrickse, confirmed the document had been handed to the Minister, but they had not yet had a reply.

Points made

The 10-point plan was:

- That a more-dynamic approach be adopted to come to terms with the genuine grievances of leaders, teachers and pupils;
- That urgent and immediate attention be given to the recommendations of the De Lange Report (for a single ministry of education for all South Africans);
- That good relationships between the organised teaching fraternity and the department be immediately restored (it is requested that the Minister invites teacher leaders to talks with himself and the Director of Education);
- That the Director of Education be given the specific assignment to work out a specific programme of improving the image of the Department and to actively seek the co-operation of all;
- That this effort includes a positive public communication system conducted by the director himself;
- That chief inspectors and inspectors of education receive specific training and instructions on how to deal properly with the public, teachers and students;
- That when a problem assumes crisis proportions, the authorities will cease the practice of looking for scapegoats, but will deal with the real cause of the problem — even if it lies with the department itself;
- That the co-operation of genuinely-interested institutions and individuals like universities, commerce and industry, be encouraged to improve the quality of education;
- That the department develops an "educational philosophy" and that this philosophy be known and

By **NORMAN WEST**

projected as a goal by the Director of Education himself and that it be done in such a manner that the imagination of the public is fired; and.

● That the "we'll-fix-them" spirit be killed and the genuine "let's-do-it-together" attitude be allowed to develop without delay.

The memorandum said Mr Arendse must seek the goodwill of those around him and must earn the respect of the public.

"His undue secretiveness creates the impression, (which) we believe false, that he is hiding matters, and that he considers matters affecting the daily lives of pupils and teachers as his personal property..."

The leader of the Labour Party, the Rev Alan Hendrickse, who confirmed his party had drawn up the 30-page memorandum on the education system.

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[Handwritten initials]

Dangers seen ⁽⁵⁰⁾ in single ^{Mercury} education control ^{28/4/83}

Mercury Reporter

A SINGLE education authority in South Africa, if it were created, would be a step in the right direction, but it would also have its disadvantages, according to Dr Alan Paton, the noted author.

He said that while it would help to end 'undue influence' on Indian education by a political organisation, there was the danger that a centralised authority might also be unduly influenced by a political party — or even the Broederbond.

One must accept that possibility, he said.

Dr Paton was addressing members of the Teachers' Association of South Africa at a conference held in Durban at the weekend by its co-ordinating council for professional matters.

He said it was 'very noticeable' that more and more of the opponents of the policy of separate racial authorities for education were coming out in favour of a single national control.

'I myself would favour such a change, because it might well lead to an increase in the amount at present spent on African education, which is to me the greatest scandal of all.

'But I do not think that one should regard such a change uncritically,' he said, pointing out that Indians themselves have had experience of a system of education unduly influenced by politicians.

A change of organisation in itself would bring no change if there were not also a change of heart among whites in the country, he said.

Hint of new gov⁵⁰ line on empty schools

CAPE TIMES 3/5/83

Political Correspondent
HOUSE OF ASSEMBLY.

Union — The government last night hinted at a relaxation of its former hard-line attitude on the use of empty white schools by pupils of other races.

The Minister of National Education, Dr Gerrit Viljoen, said he was sympathetic to the idea, depending on how close the schools were to other group areas and as long as basic government policy was not transgressed.

Dr Viljoen was taxed on the issue during the Budget debate on his department by Mr Ken Andrew (PFP Gardens) as a result of reports that former white schools in rural areas with diminishing white populations were being denied to other race groups crammed into overcrowded facilities.

Mr Andrew said Dr Viljoen should be ashamed of a reported statement to last year's

Free State National Party congress that it was not government policy to turn these schools over to black or coloured pupils, even if there were no black schools available in the area.

These words epitomized the racism, greed and intolerance of apartheid, Mr Andrew said.

Dr Viljoen replied that he had been quoted completely out of context.

He had stated that, when white rural schools were no longer used, their use by other races would be determined by their position in relation to local black or coloured townships.

"The government is sympathetic to the use of these schools as long as it does not disturb the basic pattern to which we adhere in our policy," Dr Viljoen said. He did not elaborate.

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 - Blancke Bouwe
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- UNIONS OPERA

- Transport and General Workers Union
- Sweet, Food and Allied Workers Union
- S.A. Laundry, Dry Cleaning and Dye Workers Union
- S.A. Karweite Swerkmetersvereniging
- South African Allied Workers Union
- Port Elizabeth Union for Municipal Workers
- Port Elizabeth Tramway Officials & Salaried Staff Association
- Port Elizabeth Tram and Busworkers Union
- Port Elizabeth Operative Plumbers Employees Association
- Paper, Wood and Allied Workers Union
- Operative Bakers, Confectioners & Conductors Union (P.E.)
- National Union of Textile Workers
- Motor Assembly Components Workers Union of South Africa
- Metal and Allied Workers Union
- Katiraria Divisional Council Employees Association
- General Workers Union of South Africa
- General Workers Union
- Garment Workers Union of South Africa
- East London Municipal Transport Workers Union
- East London Meat Trade Union
- East London Liquor & Catering Trades Employees Union
- Domestic Workers & Salesladies Association
- Chemical Workers Industrial Union
- Cadbury In-Company Union
- Bay Bus Workers Company Union

UNIONS OPERATING IN THE EASTERN CAPE/BORDER AREA

education department

Viljoen rejects mixed schools,

Political Correspondent

HOUSE OF ASSEMBLY.—The Minister of National Education, Dr Gerrit Viljoen, yesterday firmly rejected any suggestion of one mixed education department or multiracial schools in South Africa.

Speaking during the Budget debate on his department, which handles white education, Dr Viljoen said government policy remained separate schools and departments for each population group.

He was responding to a strong attack from the PFP education spokesman, Mr Horace van Rensburg.

Mr Van Rensburg said insistence on educational segregation negated the central recommendation of the De Lange Commission that a single ministry of education was essential.

Dr Viljoen would have to decide whether he was

going to serve the interests of better and equal education for all races or the minority of racial bigots who wanted apartheid and white privilege.

"He cannot have both. They are contradictory," Mr Van Rensburg said.

Citing personal experience of how few black children at a Soweto school had played with, met or even spoken to a white child, he described apartheid amongst urban children as being "as effective and as shameful as the Berlin Wall".

Mr Van Rensburg called on Dr Viljoen to stop "kneeling submissively at the altar of apartheid" and to adopt instead real educational reforms which would be supported by all South Africans of good will.

Replying, Dr Viljoen said the De Lange Commission's call for a single education ministry was open

to two contradictory interpretations, partly because of some vague wording in the report itself.

The first was the "liberal" interpretation supported by the PFP. This had already been rejected by the government as administratively, educationally, culturally and politically unacceptable.

The second, subscribed to by Professor De Lange himself, was that this ministry should only determine "macro policy" with racially separate departments responsible for executive and operational functions, including the actual running of schools.

The government had stated clearly in October 1981 after publication of the De Lange report that it was committed to the principle of separate schools and education departments for each population group.

While there could be central co-ordination and co-

operation, this principle would be maintained in the new constitutional dispensation to be announced later this week.

Education would be regarded as one of the "own affairs" to be handled separately by the coloured, Indian and white chambers. There would also be some ministerial functions for education as a common affair such as overall standards, salaries, service conditions and examinations.

Dr Viljoen denied an inordinate delay in formulating the government attitude to the De Lange report.

After the report had been published, there had been six months for public comment, which had been considered by another committee.

He hoped one or more policy white papers would be published in the near future following consulta-

tion between the government and the three cabinet ministers responsible for education.

These were himself, the Minister of Internal Affairs, who handled coloured and Indian education, and the Minister of Education and Training, who deals with black education.

● Sapa reports that Dr Viljoen said it should be clear to members of the House that it was irresponsible of some journalists and commentators to allege that the De Lange report and its recommendations were being forgotten on a shelf.

"My strong impression is that such critics place very little importance in the promotion of education as such and are primarily interested in abusing education as an instrument towards achieving their integrationist political goals," he said.

ARGUS
4/5/83
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Sonn attacks
Viljoen on
De Lange

Education Reporter
THE Government's final word on the De Lange Commission of Inquiry into Education "held a dangerous threat to peace". Mr Franklin Sonn, president of the Union of Teachers' Associations of South Africa, said today.

He was responding to a speech made in Parliament this week by the Minister of Education, Dr Gerrit Viljoen, who said a single central education system, as recommended by the report, was totally unacceptable from administrative, educational, cultural and political viewpoints.

Mr Sonn said this was "a rejection of the very soul of the report".

"The Government is really stretching a point when it claims that the report is open to the interpretation that it endorses racial education when the underlying theme of the report is free association with a minimising of Government interference and maximising of community choice," Mr Sonn said.

Burglars hit AAM offices

Argus Foreign Service
LONDON.— The offices of the Anti-Apartheid Movement were burgled at the weekend.

Staff arrived at the Camden Town offices yesterday after the May Day long weekend to find that a fire exit had been forced.

As police investigated last night, spokesman Mr Mike Terry said files, contact lists and account books had been stolen.

"It's clearly a political action since most items of financial value were not touched," he said.

● The South African Embassy in London has denied any knowledge of the break-in. A spokesman said: "Any suggestion of South African involvement would be totally unsubstantiated and malicious in the extreme."

London de fight pitch

Argus Foreign Service

LONDON. — Demonstrators hurled bricks, stones, concrete and bottles at cars and the windows of a public house during pitched battles in the north London suburb of Tottenham last night.

Hanging of Adams delayed

Argus Correspondent
JOHANNESBURG. — A last-minute stay of execution has been granted for former Transvaal boxing champion Cameron Adams who was due to hang at the Pretoria Central Prison tomorrow.

This was confirmed shortly after midday today by a legal representative.

Adams was convicted on a double murder charge in the Rand Supreme Court on February 5 last year.

FRESH EVIDENCE

Johannesburg attorney Mr Joe Magua, who petitioned the State President for a retrial on the basis of fresh evidence in Adams' favour, said today he had won the battle for the stay of execution after earlier telling The Star, sister newspaper of The Argus, that his appeal had been turned down on Friday.

Adams, 26, was due to hang tomorrow.

Adams was closely linked to the notorious Spaldings gang. He received the double death sentence for the murders of fellow Western Township residents, Mr Glen Nelson and Mr Henry Richardson.

The aggression he used went with him into the professional boxing ring.

Mobs rampaged through the streets as 50 members of the ultra-right-wing National Front gathered at a school to listen to a by-election candidate.

Riot police arrested 34 people as they clashed with hundreds of youths. Observers said those involved were mainly young blacks and left-wing protesters.

Visors

Men from Scotland Yard's Instant Response Unit, wearing flameproof overalls and reinforced helmets with visors, launched a counter-attack to disperse the mob. Four policemen and two other people were later taken to hospital.

The meeting was chaired by NF organiser Martin Webster after the Front was granted a High Court injunction ordering the local council and school caretakers to open the building.

Trouble started as police escorted Front supporters, including skinheads carrying Union Jacks, from Tottenham Hale Underground station to the school.

Gangs

Eyewitness Mrs Yvonne Stewart said: "When they arrived, all hell broke loose. Gangs of youths had been gathering around the school since 5 pm. There were about a thousand."

"They charged the police, who charged back. Youths broke into a building site and picked up bricks, concrete, rocks and anything they could lay their hands on to throw at the police."



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Professor J P de Lange

De Lange's 'time-bomb'

ARGUS 5/5/83

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Argus Foreign Service
WASHINGTON. — Professor J P de Lange, chairman of the De Lange committee that investigated education in South Africa, has said here that people could not be educated without their aspirations — including political aspirations — being accommodated.

Anyone who tried to do that would be creating a time-bomb, he said yesterday.

Professor de Lange, who is examining education programmes in the United States, was addressing an invited group at Georgetown University's Centre for Strategic and International Studies.

In 1981, the De Lange Committee recommended, among other things, the creation of a single department of education,

compulsory primary education, parity of expenditure on all schoolchildren and the establishment of a multiracial Council of Education to implement the recommendations.

He said he had hoped that the first legislation stemming from the commission's recommendations would have been before the present session of Parliament which ends in July — but he could not say whether this would happen.

It seemed as though there was a delaying action in this regard as a result of the by-elections in South Africa, but whether this was for political or physical reasons he did not know.

Professor de Lange said that if all the recommendations were implemented immediately, the cost would amount to 40 percent of the national budget. Obviously, no

budget could cope with that.

But it had been estimated that if, in this decade, the national budget allocation for formal and non-formal education could be pushed to 23 or 24 percent, it would eventually stabilise at a "fairly high" 19 percent by broadening the tax basis through the quality of education.

From a 1980 level of 15.9 percent, education in South Africa's budget had now risen to about 17 percent and was, for the first time, greater than defence expenditure.

He said that changes in South Africa's economy had opened up more job opportunities for all race groups in both the private and public sectors. Many State departments would not be able to do their jobs now without accepting people of all

races.
In reply to a question, Professor de Lange said if opportunities were opened up for all on the basis of equality, obviously restrictive measures which operated in the system would be put under pressure as education progressed.

It was a process of supported evolution, he said. Change caused by education was never revolutionary, though it could be reactionary.

The "most powerful force at present is the simple fact that more and more black children are coming from literate homes".

Act soon, De Lange tells govt

CARE Times 5/5/83 50

Own Correspondent

WASHINGTON. — Professor J P de Lange warned yesterday of "confrontation" if the government did not begin to act soon on the far-reaching educational reforms proposed by his commission in July 1981.

Addressing a group of US officials, scholars and journalists at the Georgetown Centre for Strategic and International Studies, Professor De Lange said the government must deliver its long-awaited white paper on the recommendations by the start of the next parliamentary session.

By-elections

The white paper should include setting up the multi-racial South African Council for Education called for by the commission report.

"My estimate is that unless something is done by the next session of Parliament, next January or February, we are into confrontation. Education will be the main part of the confrontation. At least the Council for Education should be implemented," the professor said.

The cause of the delay was the Battle of the Bergs, he said.

Professor De Lange, who is the rector of Rand Afrikaans University, stated very frankly that his recommendations, which call for complete parity of education for all in

South Africa and the homelands, were a "time bomb".

'Acid test'

"There is no way in which you can start educating people without accommodating their social, economic and political aspirations," he said.

He agreed that the degree to which the government was prepared to accept his recommendations was "an acid test" of its sincerity in calling for reform.

Professor De Lange is on a tour of educational facilities in the US.

TUCSA Trade Union Directory of that year	\$
M.A. du Toit, South African Trade Unions (Johannesburg, McGraw Hill Book Company, 1976)	du Toit
Information provided by the Union	unavailable
Hendrie D., and Kooy A., Trade Unions in South Africa: Some Statistics (SALDRU Working Paper No 22)	*
1974 - Dudley Horner, African Trade Unions (Unpublished, 1974)	1974 - Dudley Horner, African Trade Unions
1973 - Dudley Horner, Registered Trade Unions in South Africa, 1974 (Johannesburg, South African Institute of Race Relations, 1974)	+
TUCSA Annual Conference Report	∅

SOURCES

Open education urges Sonn

By NORMAN WEST

S-TIMES

TOP educationist Mr Franklin Sonn has deplored the Government's rejection of a single ministry of education, but said the teachers' fraternity will continue the battle for an open educational system.

Mr Sonn, president of the Union of Teachers' Associations of South Africa (Utasa), was a member of the De Lange Commission into educational matters.

He was reacting yesterday to the government's rejection of one mixed educational department or multiracial schools in South-Africa.

The matter was again given the thumbs-down this week by the Minister of National Education, Dr Gerrit Viljoen, during the debate on his department.

Then, it was emphasised in the Constitution Bill, in which education was categorised as an "own affair".

Matters dubbed "own affairs", as in the instance of education, be handled by each chamber in the tri-cameral parliament separately.

Mr Sonn says Mr Viljoen's statement and the details on education in the new Bill represent "in a fundamental sense, the rejection of the very soul of the De Lange Report".

He said the underlying theme of the report was free association with a minimising of government interference and a maximising of community choice.

He said it recommended that those who wished to mix be allowed to do so.

Mr Sonn urged those who worked for a peaceful and safe future for South Africa not to be disheartened, but to strive "even harder than in the past for an open educational system in South Africa".

(News by Norman West, Sunday Times, 77 Burg Street, Cape Town)



Mrs Deborah Mabiletsa

By LIZ MACKENZIE

A widely experienced community worker, Mrs Deborah Mabiletsa, has been director of Women's Work in the South African Council of Churches throughout the country; consultant to black women's independent groups; and president of the Black Women's Federation until 1977. As director and consultant for the Urban Foundation she recently attended a conference where 188 developmental projects throughout the world were re-assessed.

DEBORAH MABILETSA, a director of the Urban Foundation, believes the South African education system needs a complete overhaul.

Johannesburg-based, she speaks in Cape Town tonight at the annual meeting of the South African Institute of Race Relations (SAIRR).

"She's obviously a dynamic woman — she's become the director of whatever she's done. Her record speaks for itself. It would be interesting to hear why she feels she has a place in the Urban Foundation, knowing there is a certain group opposed to it," says Hazel Bowen, regional secretary of the Cape Western Region of the SAIRR.

On the telephone, Mrs Mabiletsa's voice is stern at first. It mellows as she moves into her subject.

"Poor education"

"The dynamics of social change lie in education," she says.

"For more than 300 years education has been neither compulsory nor free — for blacks. This means that millions of blacks have suffered with poor or no education. And although the De Lange Report recommended a unitary system of education under one Minister, which was applauded by educationists as a positive step, this was ignored by the Government.

"The State doesn't have a mandate to segregate schools. Expectations have been raised. The blacks, especially the youth, equate segregated education with inferior education. They see the present educational system as based on ideological separation and therefore entrenching discriminatory practice.

"The Institute of Race Relations runs a bursary programme which involves about 5 000 people a year. They process about 12 300 applications a year. This is a significant contribution to the education of blacks."

Tonight Mrs Mabiletsa will speak on the role of the South African Institute of Race Relations in the present reality of South Africa.

She says: "The institute is engaged in a wide variety of projects,

like Operation Hunger, a feeding scheme which is of immense value, particularly in the light of the drought. They are engaged in relief work and development.

"You have to deal with basic needs first. But the question really is: shouldn't the causes of poverty and misery be attended to, because relief is, at best, a temporary measure?"

Her speech, lucid and calm, remains so when asked why certain people boycott the Urban Foundation.

"There are people who feel that the Urban Foundation has come too late upon the scene and that the polarisation between black and white is already so great that what is going to solve our problem is a revolutionary change. They say the Urban Foundation raises standards of living and therefore neutralises the revolution.

"Raise standards"

"But this again is debatable. Some of us believe that if you enhance the quality of life, people will no longer settle for less. And revolutions are run by the middle class. I believe it is important that the standards of people should be raised. So we are asking the private sector to put its money where its mouth is."

The question, then, is: Surely the private sector can only improve the lives of a special few? Is there not a need for laws to be changed?

And she answers: "If the standard is raised for only a special few, you are dividing and ruling, which is not right. But even in socialist countries we see that people can never all be on the same wavelength."

• The institute's AGM is at 8 pm, Room 3B, Robert Leslie Building, UCT.

ASUS
11/5/83

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244

Western-type education causes problems for poor

150 13 MAY 1983

By James Clarke

The entire world is faced with a crisis of direction in education.

The problem in the Third World, although different from that of the industrialised world, is quite as critical. South Africa, possibly unique among nations, has facets of both the problems of the Third World and the advanced world.

In this second part of Network's series on South Africa's educational problems, Andre Spier of the think-tank organisation, Syncom, reveals more of the dilemmas which have to be resolved.

Network is a project jointly organised by The Star's CARE campaign and Syncom. The idea is to collate for readers the relevant facts in various situations (we have already looked at pensions and unemployment) and then invite reader participation in seeking solutions.

The idea of Network is not unique. There are hundreds of "networks" around the world. They are usually informal "think-tank" groups comprising experts and informed laymen who concern themselves

with specific problems and try to solve them by exchanging ideas, irrespective of national borders. Some may be formed principally of engineers interested in, say, Third World water problems; some may be specifically interested in town planning or preserving historical sites.

The Star's Network combines the full brain power of its million readers and is unique in this regard.

Our series on job creation drew suggestions and constructive arguments from several experts and members of the public. The next step was for Andre Spier to analyse those responses (his analysis will be published within the next few days) and then to decide whether it is worth organising a conference to discuss solutions (rather than to discuss the problem all over again).

Thereafter Syncom and CARE will prepare all the data which have been published, and that gleaned from readers and the conference, into book form for the use of all those interested in that field.

Network's address is: Network, The Star, PO 1014, Johannesburg 2000.

By Andre Spier

In our first briefing paper we reached three conclusions:

(1) In general, the present education system is meeting neither the learners' needs nor the requirements of society.

The system is past-oriented, taking little account of the present, and it is blind to future needs. It is a highly competitive and unfriendly system.

(2) Fundamental reform is needed, and it cannot be achieved merely by allocating more funds or re-allocating the financial burden to the private sector.

(3) The South African version of the education dilemma is a mix of those facing the developed and the developing countries.

Before turning to the specifics of the South African situation, we must take a brief look at the problems besetting the rich countries and those confronting the Third World.

Some of the problems in the Western educational system are:

- Expenditure has been rising faster than inflation. Education is extremely labour-intensive and teachers' salaries and "supportive" bureaucracies can account for 80 percent of expenditure.

- Schools and universities are becoming larger and less cost-effective. Staff are spending more time on a variety of non-teaching activities that include keeping discipline.

There is evidence that smaller institutions offer more motivating environments and induce learners to take part in more activities.

- Standards are dropping. A recent US report deals with mean scores for the mathematics portion of the Scholastic Aptitude Test taken by all American university candidates — about a million out of three million high school graduates.

The mean score dropped from 502 in 1966 to 467 in 1982 out of a possible score of 800.

Similar trends are found in respect of functional literacy.

- The shortage of maths and science teachers is increasing because they have better earning opportunities in industry.

- In many countries children spent a lot of time in front of TV. This leads a passive learning attitude.

and there is no demonstrable relationship between educational expenditure and economic growth.

Expansion in spending on education usually follows a boom, it does not precede it.

What about the Third World experience, particularly in Africa?

The independence gained in the 1960s caught most countries in Africa unprepared.

Nations had to maintain reasonably sophisticated infrastructures whose working they did not understand and in whose establishment they had not been involved, other than in supplying basic inputs such as labour.

higher education is usually 20 to 100 times more expensive than primary education and it reaches only one to two percent of the school population.

Many graduates go abroad. The cost of the brain-drain from the Third World is a substantial part of total aid received.

- Most policy-makers are against more practical, non-formal education.

Certificates have replaced learning as the objective of formal education.

Concentration on mental and theoretical exercises, rather than manual and practical experience, has prepared most students for a

There was a hunger for learning. Education was seen to be the passport to prosperity and, above all, power.

What are the results of these high expectations after 20 years?

- The rapid expansion of free schooling has not narrowed the income gap between the rich and the poor as planners had hoped — education is still not meeting their needs.

- In the African context



family nor the responsibilities of citizenship.

- The rapid school expansion in urban areas has been a major cause of migration to the cities with a corresponding drain of skills from the rural areas.

According to a World Bank study the central educational issues facing the Third World can be grouped into three categories:

(1) Inefficiency within the schools and the educational system which can be measured by high dropout rates, illiterate graduates and the lack of equipment and teachers.

(2) Mismatch between what the schools are delivering and what the people need.

(3) Inequities in the distribution of educational opportunities.

Reform plans are foundering on the resistance of the economic and political institutions.

The mood has swung from the almost euphoric conception of education as the "great equaliser" to that of education as the "great sieve" which sorts out and certifies people for their slots in society.

In fact most educational investments in the Third World enhance the power of those who already have social and economic advantages.

Manual work is frowned upon by the "new black society". The yearning is for the white-collar job with power over others.

Lower-income parents object to a dual educational system that streams their children.

We cannot, in this short briefing, explain all the problems which beset education in rich and poor countries but even from the facts set out above one can clearly see how we have both sets of problems.

What makes the South African situation explosive is that the disparity within one country runs along racial lines.

The disparity in provisions in Sandton and Alexandra is visible and immediately comparable. This forces us to find a solution.

The next briefing will deal with the underlying economic and demographic factors which need to be examined before a solution is proposed.

Private sector 'must help' cope with urbanization

CAPE TOWN 14/5/83

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HOUSE OF ASSEMBLY. — The private sector would have to help finance the challenges of a restructured society, another industrial revolution and large-scale increasing urbanisation, the Minister of Finance, Mr Owen Horwood, said yesterday.

He said at the resumption of the debate on the Finance vote that parents, for instance, would have to realize that the days of free schooling for their children would run out.

In the long term, the challenges facing South Africa were those that would accompany structural changes to the country, a third industrial revolution, and the urbanisation of large numbers of people. Possibly 18 to 20 million blacks would become urbanised in the next two decades and 85 percent more coloureds would move to cities.

At the same time the decentralization of economic activities throughout South Africa in the next two decades would have to be taken into account.

"It is out of this process that the economic problems, and I stress, the opportunities will arise," Mr Horwood said he did not think decentralization would reverse the process of urbanisation in the existing metropolitan areas.

"I say it will arrest the present or recent flow of migration to the big metropolitan areas. Chances are that decentralization will slow the process down and will mean more urbanisation in the rural areas, if I can put it that way."

As Minister of Finance he had to take note of what the effect of this would be on the economy.

When people move to big cities or to new cities a whole series of material needs come into effect.

Although South Africa was able to cope with the challenges ahead, it was unreasonable to expect the government to finance it all.

"The private sector has done a great deal to develop this country and is doing so every day," Mr Horwood said.

But I sometimes wonder whether the private sector or parts of it realize first of all the magnitude of the challenges ahead and secondly the necessity for the whole country to finance them."

He believed the private sector was going to have to play an increasingly important part.

"Just one aspect, for example, is education. The days of so-called free education will run out and that means parents and others will have to help the government to finance this extremely important service."

"I think as long as we can all be aware of these magnificent opportunities and realize it requires a national effort to finance them, our future is assured and this country will go from strength to strength," Mr Horwood said.

The balance of payments had improved substantially as a result of the government's fiscal and monetary policies, foreign reserves had been rising steadily and the economy as a whole was stable, he said.

It was true that the inflation rate in the short term was still too high, but its present rate of 13,5 percent was by no means unreasonable.

"I would say looking at the shorter term there is no reason for pessimism. There is no doubt that in the United States, which has an enormous effect on world economy, there are signs of improvement, Mr Horwood said.

"This will spill over and is already doing so in the European economy and we are geared to take advantage of this gradual improvement in the world economy."

"By the end of this year we will see distinct signs of that recovery in South Africa," he said.

— Sapa

Black education 'sliding'

CAPE TOWN 14/5/82 (50)

HOUSE OF ASSEMBLY.
— The government no longer considered black education to be a top priority, Mr Ken Andrew (PFP Gardens) said yesterday.

Because there were no school riots or boycotts things had been allowed to slide, Mr Andrew said during the Education and Training Budget vote debate.

"I believe that in this regard the government is becoming dangerously complacent."

Earlier he said the

whole proposed education structure in terms of the new constitution would aggravate racial polarization.

"If we reject blacks as partners in governing the country that we share, how can we expect them to accept our good faith when we claim that we want them to have the best possible education?"

Taking into account inflation and growth in pupil numbers, one found that real per capita expenditure on

black school education had been reduced this year, he said.

● Earlier the Minister of Education and Training, Mr Danie Steyn, said blacks had expressed great appreciation for the sacrifices whites made in order to educate black children.

He said a black educationist in the Free State had told him people did not always realize the sacrifices whites made to educate children of other races. — Sapa

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Kambule slams Steyn's remark



EDUCATIONIST: Mr T W Kambule.

A STATEMENT by the Minister of Education and Training, Mr Danie Steyn, that blacks greatly appreciated sacrifices whites made in order to educate them (blacks) was described as "bloody shameful".

Prominent black educationist Mr T W Kambule was reacting to Mr Steyn's speech during his (the Minister's) budget vote last Friday. Quoting a "black educationist from the Orange Free State", Mr Steyn said the man had told him that people did not always realise the sacrifices whites made in order to educate children of other races.

Dismissing the Minister's statement as "silly", Mr Kambule said blacks educated themselves out of their own strength. In fact, he said, blacks contributed to the economy of the country "tremendously".

"Nevertheless, it's the Government's duty to provide education for its people. Any state would have done the same. So, to say blacks are very grateful of what whites are doing for them is, I think, bloody shameful.

"Blacks, despite contributing to the economy of this country, are heavily taxed. Every month exorbitant amounts are deducted from our wages. Mr Steyn's statement is uncalled for," Mr Kambule added.

Education a costly business

By Andre Spler

In the two previous briefings, we discussed the general failure of the present education system to come to grips with the demands and needs of individuals, and with the requirements of a changing society.

We then looked at the main problems in education in rich and poor countries and found that South Africa had symptoms of both. We also established that our situation is more threatening than those in other parts of the world because the disparities in our system are so visibly parallel to the racial divisions in this country.

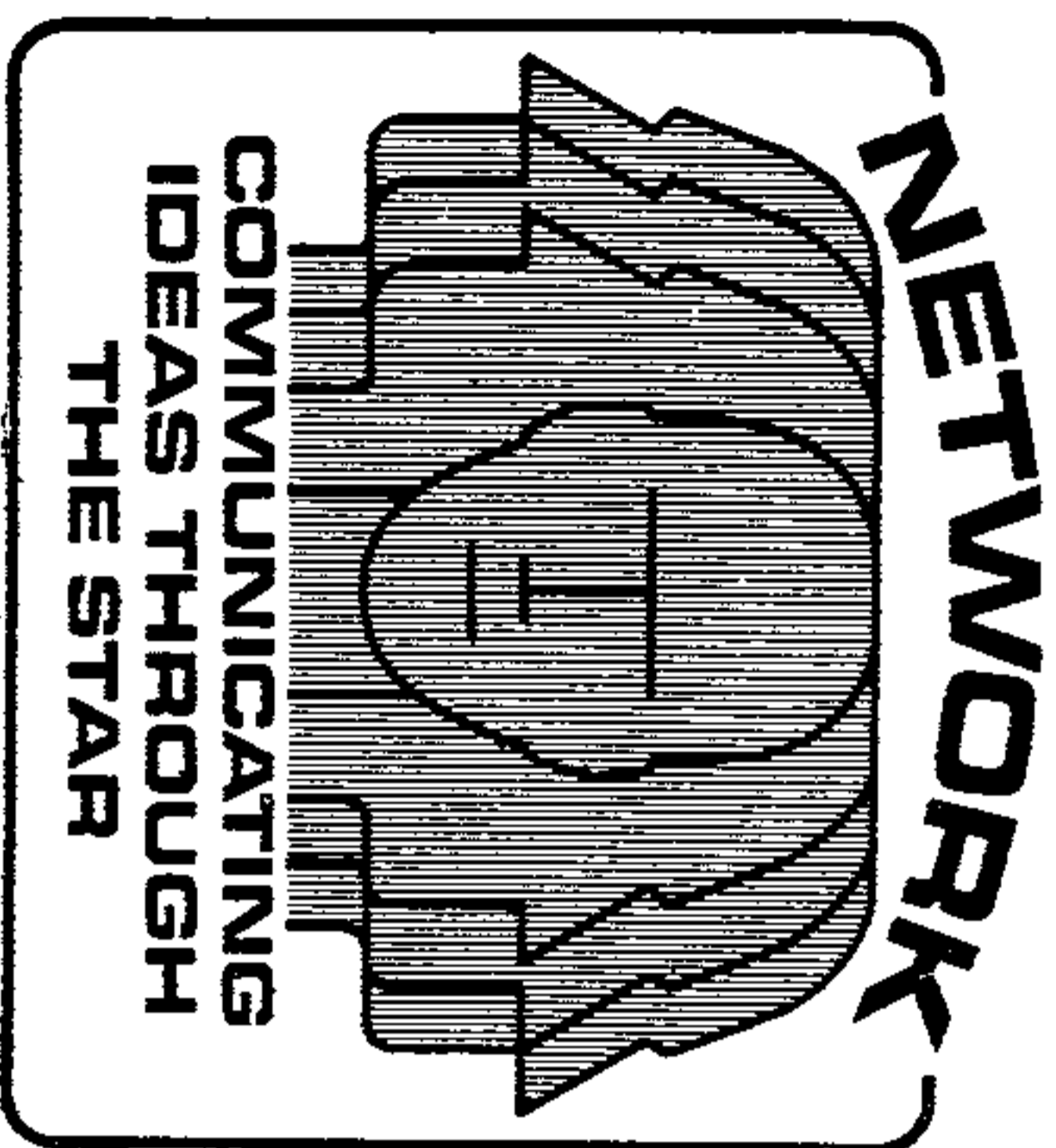
South Africa's economy would grind to a halt if it failed to meet the educational needs of black South Africans.

The work done by the De Lange Commission was a heroic attempt to come to grips with a problem of staggering dimensions. Its major feat was possibly not the report itself, but the fact that it "educated" 500 specialists with widely diverging viewpoints into a common recognition of the true nature of the problem. This remarkable feat is almost entirely to the credit of Professor de Lange.

The De Lange Report did not solve the problem but it opened debate. It is therefore premature to draw conclusions from early and preliminary Government reactions.

What are the demands of the educationally underprivileged? Possibly the best summing up was by J S Mojaelo:

● The provision of free and compulsory education for every child of school-going age up to and including high school.
● Equal education for all races in terms of finance;



equal per capita expenditure for every pupil and student and equal travelling subsidies.

● Equality in the pupil-classroom ratio, prefabricated schools to be replaced by well constructed buildings with adequate

tative educationists drawn from all racial groups; one syllabus for each subject and freedom of choice of subjects to enable pupils to develop their potential.

● Repeal of all laws preventing people from at-

● Will they solve the education dilemma?
The answer to both is:

No.

As to the costs: if we underlook to meet these demands in full, it would raise our annual educational budget from something like R1 000 million to R5 000 million.

We would have to build about 2 500 new schools a year up to Western standards and train about 200 000 highly qualified and competent teachers in the next 20 years. This is not counting the need to upgrade the present teacher corps of 75 000.

The annual black teachers' salary bill in the year 2000 (not adjusted for inflation) would be in the region of R3 300 million or nearly three percent of GNP, assum-

there is no relationship between spending on formal education and economic growth and that such spending would only create jobs for teachers — and went ahead with such a massive programme, a similar demands list would soon be drawn up for housing and health services in which the present provisions are also unequal.

The subsequent tax burden to meet all these demands would simply sink the economy.

As to the second question: a massive spending programme required to bring the entire system up to present white standards would not solve the problem as such, but would leave us with the dilemma now facing the Western countries. The mass production of mis-educated people is undesirable.

Clearly the solution required must take a different direction. It must take the economic realities of Southern Africa into account, it must meet the real needs of the populace (which is not the same as the demands) and it must lay a foundation for substantial and sustained economic growth.

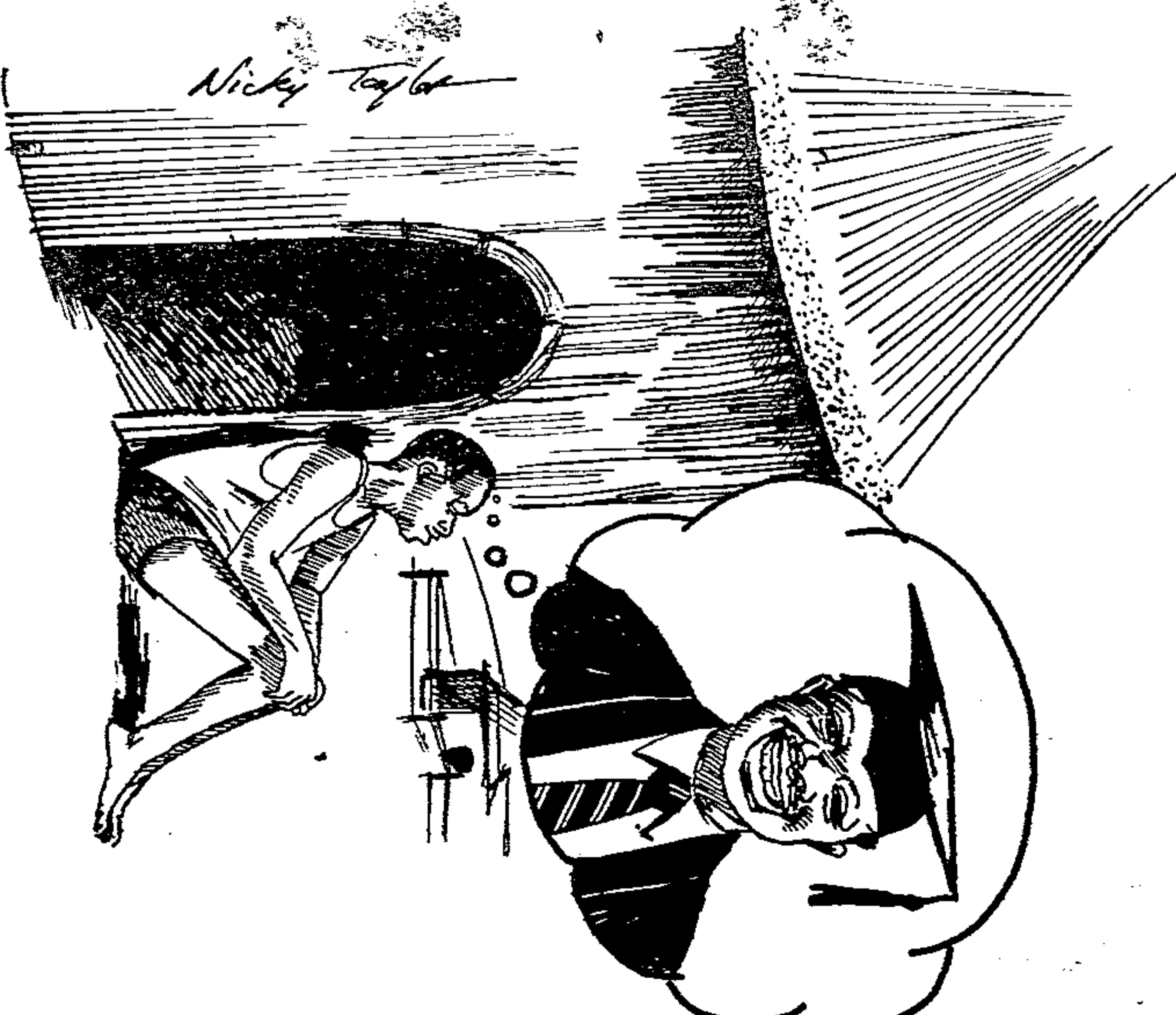
What, then, are the hard, basic facts of the educational situation in South Africa?

● Given compulsory schooling, the number of black children in school would grow from the present 3,5 million to 8 million in 20 years' time.

● To reduce the teacher/pupil ratio from the present 1:48 to a more realistic 1:30 would require the training of some 200 000 new teachers.

● Most black teachers stand in need of upgrading.
The high drop-out rate of black children, which

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defeats any programme of comprehensive formal schooling, can be curbed only by a massive pre-school programme for millions of children (mostly with illiterate parents) for which the infrastructure and the qualified personnel are almost totally lacking.

● The pouring out of multitudes by the hundreds of thousands, without skills of any economic consequence, will create job expectations which cannot be met.

● A profile of black (and white) university education shows an over-emphasis on disciplines with little or no economic value and a lack of doctors, dentists, pharmacists, engineers, technicians, artisans, architects, physical planners,

quantity surveyors, accountants, managers and similar professionals with tangible skills.

There is unfortunately a strong liberal resentment against linking education to "economic value". Yet it is through the application of hard skills that value is added — that an economy expands and that the wealth is created to finance education.

In the non-formal sector the picture is equally, if not more, grim. According to Dr Robyn Lee of the Urban Foundation, 40 percent of the South African population has no education and more than 30 percent of people over 15 are illiterate and therefore trainable only in a very limited way. Sixty-four percent of our adult black labour

force has no — or virtually no — education. It is what Syncom called in its education report "the forgotten generation".

To put this right would require a remedial education and training programme for over four million people. In our thinking this programme is equally urgent, if not more urgent that indiscriminate higher spending on formal education.

It would be through increasing the skill levels of our existing labour force that taxable wealth would be created to fund improvements in schooling for the next generation.

How the two efforts can be linked will become apparent from the final briefing, when we talk about solutions.

Part Three in The Star's Network briefings for readers — on the education crisis — is published on this page. The briefings are written specially for Network by Andre Spler of Syncom, the think-tank organisation. Andre Spler wrote the minority report to the De Lange Commission report. Network is a programme run jointly by The Star's CARE campaign and Syncom. Its objective is to brief readers on the basics of various problem areas and then ask for their reports back to The Star's readers. Syncom, having arrived at an acceptable definition of a specific problem (with the help of readers and various institutions), will then arrange either a conference or workshops to discuss solutions and practical ways of working towards them. Finally Syncom will put together all the relevant material which has been gathered and produce a book for use as a reference work for those engaged in the field. So far Network has examined the problems of pensions (a conference is now being organised) and unemployment. The current series, on education, is closely tied in with unemployment. If you wish to criticise these articles, or add ideas or comments, please write to Network, The Star, PO Box 1014, Johannesburg 2000. NOTE: Andre Spler's analysis of readers' reactions to the unemployment problem will be published shortly.

quate laboratories, libraries, recreational facilities and objectively written textbooks for all pupils.

● Sufficient training colleges to produce an adequate number of better trained and highly qualified teachers, and partly in teachers' salaries.

● One education department with truly represent-

tending schools or institutions of their choice.

● Equal job opportunities to accommodate the output of qualified personnel.

A cool assessment of these seven demands raises two fundamental questions:

● Can we afford to meet these aspirations?
more the evidence — that

member I wish to mention that the school calendar, school holidays and periods of instruction are determined by the Director-General in terms of section 36 of Act 90 of 1979. At present the same school calendar and school holidays apply to all schools in the seven regions into which the Department's activities are organized.

†Mr. H. D. K. VANDER MERWE: Mr. Speaker, arising out of the reply given by the hon. the Minister, I should like to know from him whether the report is correct that the hon. the Minister of Co-operation and Development did in fact give a certain part of the day off to the pupils of a particular Black school in the Northern Transvaal. What is his reply to that? [Interjections.]

†The MINISTER: Mr. Speaker, I am perfectly aware of the fact that the hon. the Minister of Co-operation and Development visited a Black school at Vaalwater by invitation and that the principal, in consultation with the hon. the Minister, adjourned the school an hour earlier than usual. I fully approve of that. If the hon. member has problems with it, it does not create any problems for me. I believe the hon. the Minister acted in the interests of excellent relations with the school concerned and the community there. I therefore have no objection to his having done that. If the hon. member feels unhappy about the fact that this happened, I want to say that the hon. the Minister of Co-operation and Development has my permission to give the pupils certain hours and times off, in consultation with the principal concerned, at every school at which he is invited to appear. [Interjections.]

†Mr. SPEAKER: Order!

†Mr. H. D. K. VANDER MERWE: Mr. Speaker, further arising out of the hon. the Minister's reply, does the hon. the Minister also give other hon. Ministers the right to give Black pupils certain hours off in consultation with Black principals? [Interjections.]

*(SM) Hansard 20/5/83
Schools: holidays
Oct. 1982 - 1983*
†Mr. H. D. K. VANDER MERWE
asked the Minister of Education and Training:

Whether additional holidays have been granted to Black schools in the Transvaal in respect of the 1983 school calendar year; if so, (a) by whom, (b) what are the names of the schools concerned and (c)(i) when were the holidays granted and (ii) on which dates did they fall?

†The MINISTER OF EDUCATION AND TRAINING:

No. For the information of the hon.

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Teaching of autistic children
Q. Col. 1328 - 1329 20/5/53
*4. Mrs. H. SUZMAN asked the Minister
of Internal Affairs:

- (1) Whether there are any facilities in the Transvaal for the teaching of autistic Coloured and Indian children; if so, how many children can be accommodated in these facilities; if not, why not;
- (2) whether it is being planned to provide any such facilities in the Transvaal; if not, why not; if so, what is the nature of these plans;
- (3) whether he will make a statement on the matter?

The MINISTER OF INTERNAL AFFAIRS:

(1) and (2) No, because such a need has not as yet been identified.

1329 FRIDAY, 20

(3) There is a special school for autistic Coloured children at Athlone in Cape Town which is subsidized by the State. Should the need for such a school develop in the Transvaal, financial assistance for that school will also be forthcoming from the State. It is not our policy that the State should establish schools for special education but financial assistance is available to private organizations establishing such schools.

Mrs. H. SUZMAN: Mr. Speaker, arising out of the reply given by the hon. the Minister, could he tell us what the position is in respect of children in the Transvaal—although they are not numerous, there are at least some—who are autistic and require special care? Is the State prepared to subsidize their coming to stay as boarders at the school at Athlone, or will such children be permitted to attend White schools for autistic children?

The MINISTER: Mr. Speaker, my Vote will be coming up for discussion next week. I suggest to the hon. member to raise the matter then. We can then deal with it at length.

More

money

for

Mercury
Indian

26/5/83
schools

Mercury Reporter

THE Teachers' Association of South Africa yesterday welcomed the Government's move to provide more money for Indian education.

But it also warned that sharply increasing per capita expenditure for Indians would be 'artificial' because a significant part of that expenditure served to make up for a backlog in building requirements.

'It will not be surprising, then, to see per capita figures in Indian education running close to those in white education,' Mr Pat Samuels, president of the association, said, commenting on increased education allocations announced by Mr F W de Klerk, Minister of Internal Affairs, in Parliament.

Mr Samuels said: 'When this happens it must be appreciated that white education will still be in a better position because it will not be loaded with a similar backlog in the provision of school equipment.'

He said the per capita expenditure on Indian education was increasing sharply and the graph was expected to maintain a steep upward slope for the next five years.

Costs

'Since building costs have become extremely high, per capita expenditure will be inordinately high, and it may, for all intents and purposes, be considered to be to be an artificial figure,' he said.

However, Mr Samuels said that as many Indian schools would be of more recent origin they would be superior in several aspects to the older schools in white education.

The minister also announced that platoon, or double-session classes for Indian pupils would be phased out completely at the end of the current term, and for coloured children in the next two to three years.

Replying to the debate on his department's vote, the minister said he was not surprised that platoon classes were regarded as worthless by those communities who experienced them.

They were disruptive to pupils, teachers and parents, but they had been necessary because the numbers of coloured and Indian pupils were increasing faster than schools could be built.

of funds. Due to limited funds the Department has high appreciation for contributions by donors. Reference works to the value of plus minus R12 000 were, for example, recently received for 4 secondary schools in the Western Cape by mediation of READ.

Purchase of water

*11 Mr. F. J. LE ROUX asked the Minister of Environment Affairs and Fisheries:

- (1) Whether it is the policy of his Department to grant permission to irrigators under State water schemes in the Republic to purchase additional water when dams overflow; if so, what procedure is followed in this connection;
- (2) whether any exceptions to this procedure are premitted; if so, (a) in respect of which State water schemes do these exceptions apply and (b) who authorized them in each case?

*The MINISTER OF ENVIRONMENT AFFAIRS AND FISHERIES:

- (1) It is the standing policy of the Department of Environment Affairs to grant permission to irrigators under Government Water Schemes in the Republic to purchase additional water when surplus conditions occur in the river system concerned. Applications are submitted to the Department's Head Office where they are considered under powers delegated by the Minister.

(2) Yes.

(a) The Douglas, the Nielele and the Olifants River (Van Rhynsdorp) Government Water Schemes.

(b) The Minister has approved that additional water can be purchased on short notification when the particular dams spill, as the water is then considered to be surplus in the systems con-

Hansard 1/6/83
Schools: libraries

Q. Col. 1439-1440
*10. Mr. K. M. ANDREW asked the Minister of Education and Training:

Whether any Black (a) primary and (b) secondary schools in the Western Cape have libraries; if not, why not; if so, (i) which schools have libraries, (ii) which of these libraries are provided by (aa) his Department and (bb) other specified persons or organizations and (iii) what is the nature of the library facility in each case?

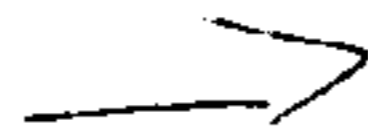
The MINISTER OF EDUCATION AND TRAINING:

(a) and (b) Yes. There are 42 primary schools and 7 secondary schools in Black urban areas in the Western Cape.

Primary schools are being provided with class libraries (book collections) and all secondary schools have separate library rooms.

In primary schools 30 books (fiction) per classroom from substandard 1 up to and including standard 2 are being provided by the Department. These books are in the vernacular and have the object of cultivating a love for reading in young children. The scheme has been launched this year and will be extended from year to year to include the other standards as well.

The library books of secondary schools consist of reading books and reference works. The schools receive books from various donors by the mediation of the organization READ (Read, Educate and Develop) and purchase books out of school funds. The Department also purchases books depending on the availability



Har 2/6/83 (30)

Teaching is out of touch with the real world

A plan for better education

In the previous three briefings on the need for educational reform we concluded that present education is failing at both of its key tasks: character formation and the transmission of essential and relevant skills and knowledge.

The system is out of touch with the requirements of the real world.

It is bureaucratic, authoritarian and unfriendly.

Current methods of teaching are not up to the level of our present understanding of how learning takes place — so they tend to be wasteful and ineffective.

It is a global problem, of course, and there is global agreement that the system is in need of reform.

FUNDAMENTAL

In Network's opinion that reform must be fundamental.

While the recommendations of the De Lange Committee are certainly a step in that direction they are not radical enough to meet the demands of tomorrow's world.

The need for fundamental reform does not imply that the process of improving the present system should be abandoned.

On the contrary, teachers need to be upgraded, facilities need improving, the syllabuses must be expanded and adjusted.

But at the same time there is room for fundamental innovation — new and creative approaches and experimentation.

A reformed education system should meet many criteria which cannot be fully explored here.

It should form the character and basic

learning habits of the child before the age of 12; it should impart basic skills and essential knowledge as early as possible, achieving competence the first time round.

Teaching should make use of all the sense channels, not simply seeing and hearing, to reinforce learning.

Our present methods are far too cerebral.

The syllabus, in addition to the crucial elementary skills in which competence must be achieved, should offer a much wider variety and choice.

The techniques are all there to help achieve variety and to bring out the specific qualities of each child.

At all times a living interaction with the environment and with real situations should be encouraged.

Relevance and applicability are strong motivators for learning.

Primary and secondary education should be completed between the ages of four and 16. Four to six years would be the period of pre-schooling programmes.

There is enormous benefit in starting education earlier than we do. We tend to underestimate the abilities of younger children.

A point worth debating is whether school should be immediately followed by a one-year or two-year community service programme.

Such moves are being discussed in several countries.

In such a service the

skills and the knowledge acquired could be tested in the "real world", in real situations and applied to projects of common social and economic interest.

Essential work which is being neglected because of lack of funds could be attended to.

Such service could also

facilitate career choices and the desire for further learning.

Should education be free?

In the South African situation it is difficult to see how, in the future, the State can guarantee free or subsidised education for all from primary school to university and

other forms of tertiary education.

So we must have a fresh look at education as an economic commodity.

We are used to having to pay for all other goods and services.

Yet the only commodity which provides us with an income, with skills and knowledge, we expect for nothing. It's an anomaly we can no longer take for granted.

Another anomaly is that the provision of education has become a near-monopoly of the State with its attendant bureaucracies.

In the United Kingdom there are as many civil servants in education administration as there are teachers.

Free or near-free education as a State monopoly is largely responsible for the waste, the inflexibility and the lack of relevance in the system.

Network is not suggesting that education should become a commodity like food, furniture or housing.

Thousands of students can afford cars to drive to university — and yet the taxpayer heavily subsidises their education. Some young people, in fact, seem to spend more thought on deciding what model car to buy than on considering what career to pursue.

Consequently thousands drop out, wasting millions of rands. Network poses the question: should all tertiary education be paid for, in full, by students?

Andre Spier of Syncom, who writes the Network series, was the author of the minority report to the De Lange Committee. Here is his fourth and final briefing on education. It is contentious. Network welcomes readers' reactions and will publish them (see box below).

Such a measure would perpetuate the basic inequities already existing in our society.

What we do propose is that basic education from four to 16 years of age be treated separately from continued, career and higher education.

Basic education should remain a community responsibility, with equal and free access ensured for each child. No child should be discriminated against.

Continued or career education should be transformed into a learning industry with lifelong access by everyone — at a price.

Vouchers and systems of deferred payments, reimbursements and tax concessions could guarantee that no person is refused continuing education if he wants it and has the capability.

If a learner is required to make an investment in his own career you can be sure he or she will make a very careful choice.

People will make certain that their talents meet the job and that their investment in time and money is not wasted.

It would free considerable funds for improving basic education.

There is overwhelming evidence that it is more cost-effective to teach a subject well the first time round as early as possible.

Therefore the educational system should devote more resources to early education, to the foundation, rather than try to correct learning deficiencies and poor study habits later.

The role of the State in continued and career education should be limited to subsidising infrastructure and current expenditure against future tax revenue.

Relevant career and skills development raises the income potential and therefore the future tax return.

GROWING ROLE

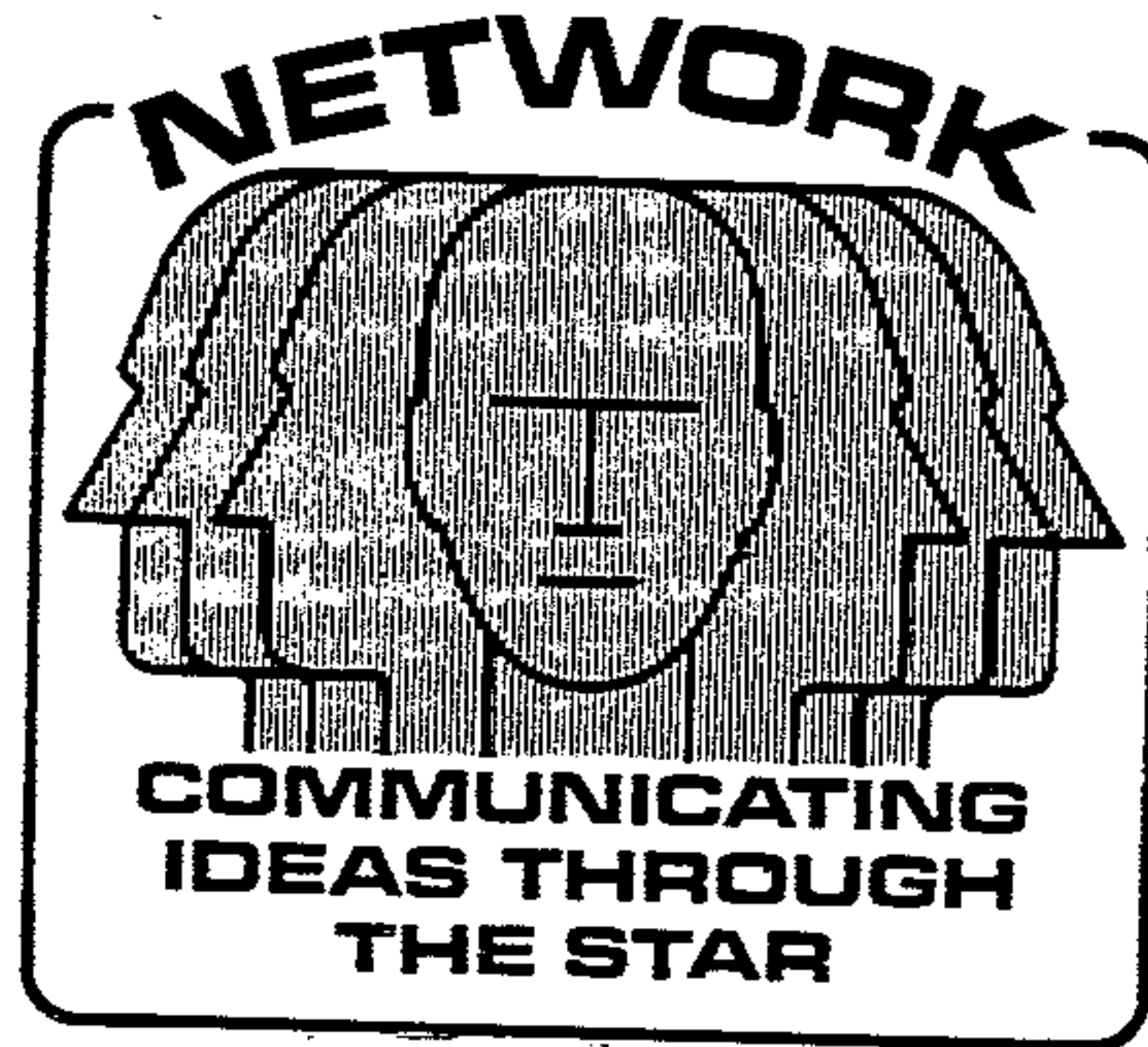
In the fields of adult and continuing education one sees a growing role for private enterprise.

In the United States, business and industry spend about R300 000 million annually on education and training.

Increasingly firms offer accredited courses and even degrees.

The isolation of the education system must be broken.

Learning has to enter the mainstream of what is happening, interact with it and help create a common future, serving the social, economic and spiritual needs of all.



Star 2/6/83 (50)

1984 may launch age of computer in schools

By Carolyn Dempster,
Education Reporter

South African schools will be launched into the computer age in 1984 if the recommendations contained in a top-level report are accepted by the Minister of National Education and by Parliament next month.

The report was completed by a panel of research experts in collaboration with the Human Sciences Research Council this week.

It is to be reviewed by the De Lange main committee on education on Monday before being handed to the Minister and Parliament.

Dr S W H Engelbrecht, chairman of the research committee, said he hoped the report would be released by July so the recommendations could possibly be implemented in 1984.

Although the proposals are confidential, it is known that the committee has called for:

- Strategies to be adopted by education departments regarding computer literacy and computer awareness.
- Guidelines for the purchase of computer hardware.
- Establishment of a clearing-house where computer software can be evaluated and distributed.
- Use of national telecasts and radio broadcasts for educational purposes.
- Use of computers in non-formal education.
- A cut-off point for introduction of computers.

The committee also conduct-

ed a survey to determine the extent to which schools, universities, technikons and other educational and training institutions are using computers for teaching purposes.

As an interim measure to aid individual schools, education authorities and other institutions, the committee released a set of guidelines in January this year setting standards for the purchase of computer hardware and software.

Although much scepticism surrounds the Government's final acceptance of the reformist recommendations contained in the main De Lange report on education, it is likely that the computer recommendations will meet with little resistance.

The Minister of National Education, Dr Gerrit Viljoen, has already given priority status to the introduction of computers into education and in August last year stated that "while some of the De Lange recommendations call for further deliberation and consideration, there are other more straightforward findings that can be given immediate attention."

Dr Viljoen has also emphasised that the integration of computers, television and telecommunications can make a vital contribution to education.

The Department of National Education is already seeking the co-operation of the Department of Posts and Telecommunications and the SABC.

● See Page 11 of the World section.

60 percent on temporary staff

SA 2/6/83 Pretoria Bureau (50)

More than 60 percent of the Transvaal's 19 000 women teachers are employed in a temporary capacity, but 7 400 of their 8 000 male colleagues have permanent positions.

This was revealed in the Transvaal Provincial Council yesterday by the MEC for Education, Mr Fanie Schoeman, in reply to a question from Mrs Irene Menell (PFP, Houghton).

Mr Schoeman said nearly 12 000 women teachers in the province had been accorded only temporary status in spite of the fact that women are bearing close to 70 percent of the teaching workload in Transvaal schools.

Since April 1 this year men and women teachers in the entry and lower grades had received equal salaries.

However, male teachers in post levels one and two — mainly school principals — were still receiving salaries 18,5 percent higher than those of their female colleagues.

In reply to another question the MEC for Works, Mr John Griffiths, said the average cost of primary school classrooms was R15 500.

Secondary school classrooms cost about R17 000.

During question time last week it was revealed that the Transvaal Education Department is using more than 2 600 temporary classrooms.

Another 415 will be erected this financial year at a cost of R12 000 each.

'We will fight SAIC over education' vow Indian doctors

By Nagoor Bisetty

NATAL'S Indian doctors and the South African Indian Council are poised for a showdown on the council's control of Indian education.

Armed with legal advice that their signatures to a Press advertisement did not constitute a breach of the medical code, members of doctors' guilds in Natal decided at meetings yesterday to prepare for war with the council.

Earlier this year 49 doctors signed a full-page advertisement in a Sunday newspaper attacking the SAIC and its take-over of education control, and called on the Government to place education in the hands of professionals, not politicians.

SAIC executive chairman Amichand Rajbansi reported the doctors to the Medical and Dental Council.

The council has written to the 47 doctors asking for comment, before the end of the month, on Mr Rajbansi's allegation that their signatures were tantamount to advertising.

Dr R M Bux, chairman of the South Durban Doctors Guild, said yesterday it had been decided at a meeting that its members who signed the advert would respond to the letters.

'We are of the view that Mr Rajbansi's allegations are nonsensical and calculated to give him political mileage. We suspect he intends to deflect us from opposing his council's take-over of educa-

tion and social welfare.

'We unanimously reiterate our determination to fight the SAIC in every conceivable way,' Dr Bux said.

Support for the 49 doctors also came yesterday from the North Coast Doctors' Guild which said it was amazed at Mr Rajbansi's taking issue with the doctors who protested through the advertisement.

Appreciate

A statement said the guild stood firmly behind the 49 doctors who had been reported, and wanted to make it clear that it stood committed to its opposition to the take-over of education by the Indian Council.

Last night Mr Rajbansi said he was certain the Indian community would 'sooner or later' appreciate what he was trying to achieve for Indian education.

Pupils get to grips with computers

The scene is a classroom. On the walls are complicated diagrams of electronic circuitry and on racks are well-thumbed copies of top computer magazines. The walls are full of computer-related data and there is a notice announcing a class project on "The Role of Computers in Society".

Is it a training class for executives about to computerise their companies? Not at all. It is the Standard 3 class at King David School in Victory Park, and these at work before their computer screens are mostly 10 years old.

They are part of the exciting ORT-Liberty project co-ordinator, claims it is the first project of its kind in the world involving such young children.

His position as general inspector for vocational education in Israel has made him familiar with educational technology in Europe, and he believes the South African experiment is unique.

"We have an obligation to the next generation to make it computer literate because the computerisation of our everyday lives is inevitable. It does not involve only the remote areas of science and business research," says Mr Tsuk.

"Many people already have home computers,

Young Johannesburg schoolchildren are not only being taught how to use computers as a study aid, but also how to write programmes for them. The Israeli co-ordinator of the King David Primary School project believes it could be the first of its kind in the world involving such young children. Report by BARRY RONGE.

Life computer project to teach computer literacy and programming techniques to primary school children so that by the time they reach high school they will not only be using computers as a study aid but will also be writing programmes for them.

The project was initiated this year and has been running for only six months. Mr Uzi Tsuk, the

Banks have now introduced the autobank system and petrol stations will follow. Soon the Pres-Tel communications system will be in operation, enabling people to book seats and do many other things from their own homes via the computer.

"People must feel that they are in control of the system and that they know how to get the best

use out of it."

He stresses that we are all intimidated by technology and the jargon surrounding it because our traditional education gives us no tools to deal with it.

"Education is notoriously conservative," he says, "and the truth is that teachers all tend to teach in the way they were taught. Computer technology expands so rapidly that people who graduated five years ago are already facing a situation with educational technology for which they have to be trained all over again."

The point of beginning the exercise at such an early stage is that the children are far more open to new experiences than adults. Adults confronted with new technology are inhibited, afraid they might break it or that people will think they are stupid if they fail.

"No-one is born with computer skills, but children are not afraid to explore," continues Mr

because many adults feel their jobs are in jeopardy and believe computers in the classroom will overthrow the whole concept of education.

"This is not so," says Mr Tsuk. "Education will change and become more sophisticated but it will never be replaced. Ideally it will make the teacher more effective."

"The average teacher today finds himself facing a class of about 30 students. They are always a mixed bunch, and to accommodate both the best and the weakest pupils in the class he has to work at a medium pace which can be very boring and counter-productive."

"Using a computer," he continues, "a teacher can allow children to work at their own pace. He will have to structure the material in such a way that

the child tests himself and, when the test is passed, goes on to a new phase of the work. But to do that the teachers must learn computer language and know how to use the device to its fullest extent."

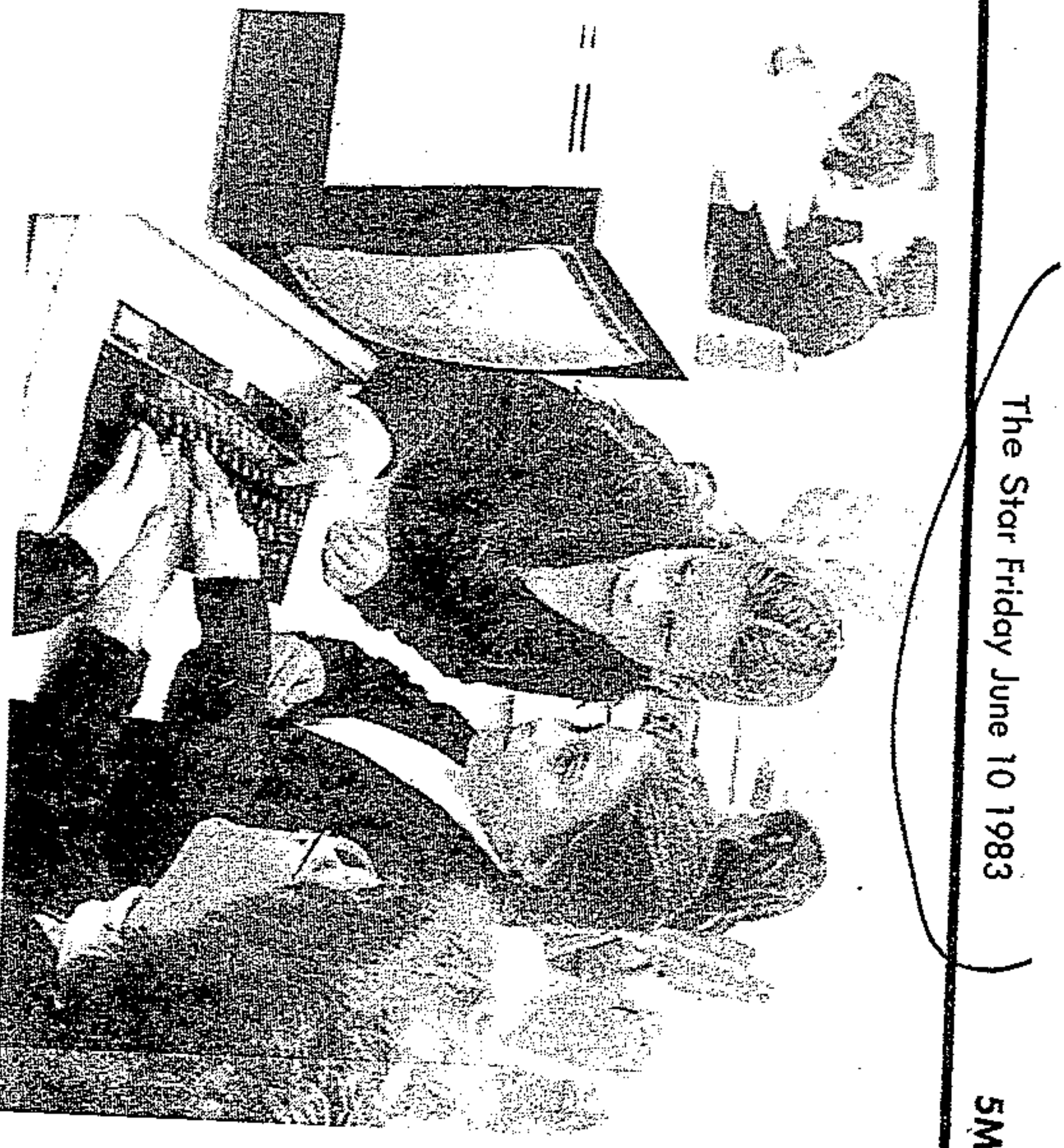
Work of this kind is being done in many countries when a school or even a business becomes computerised. Everyone, whether a trainer, teacher or on the administrative staff, is sent on a course to be trained to understand the system installed.

The same pattern of educating teachers will have to be followed here but the Organisation for Rehabilitation through Training (ORT) believes it is equally important to teach young schoolchildren these skills as part of their schooling.

Tsuk. "In fact, I installed this computer in January this year and decided to give the children the opportunity to play with it because this would help them overcome their fear of it."

"Within weeks of seeing it for the first time they had created graphics and games and had even created voices, which I had not discovered on the computer."

The key to the success of the project is the training of the teachers. This is a more difficult task



COMPUTING THE FUTURE — Franki Kessler (left) Marina Gerschlowitz (centre) and Steven Abrahams pore over a computer problem. ● Photograph by Gisele Wulfsohn.

87

W

TTA 50 'left out on fees

By GERALD REILLY
Pretoria Bureau

The Government and the Province have ignored the organised teaching profession in deciding that parents have to contribute financially to the education of their children, according to the secretary of the Transvaal Teachers' Association, Mr Jack Ballard.

Other education authorities agreed that so drastic and basic a change in the education system should not be introduced before thorough discussions were held with parent-teacher organisations and the profession, he said.

Mr Ballard was reacting yesterday to an announcement in the provincial council this week by the MEC in charge of education, Mr Fanie Schoeman, that the Education Ordinance would be amended next year to provide for obligatory contributions by parents.

Mr Ballard said before the province — and the Transvaal seemed to be in a greater hurry than other provinces to introduce the system — could legislate for compulsory parent payments the National Education Act would have to be amended to remove the word "free".

He said that the De Lange Report indicated that parents of secondary school children should help meet at least some of the costs of their children's education.

It was not suggested, however, that primary school parents should be compelled to contribute to education funds.

"It is remarkable the authorities have virtually now decided on a new policy of compulsory parent involvement in financing education without seeking the views of the organised teaching profession," he said, and asked what would happen to a child whose parents were unable to make the contribution. "Will he be expelled?"

The contribution could be in the form of a tax, in which case it would have to be a differentiated tax as large numbers of parents in the deprived category would be unable to pay on the same scale as more affluent parents. And, Mr Ballard asked, who would control the funds raised by the special task?

Would it be the Defence Bonus Bond situation again, where the money disappeared into the Government's general revenue account, and was not used specifically for education?

"We approve of the principle that parents should help meet some of the costs of education, but it is not an unqualified approval," he said.

"We support the principle because it is obviously impossible for the country to have education on a free for all basis. But we would want firm assurances on some points before we go the whole way with the proposed new system," Mr Ballard said.

In the provincial council Mr Schoeman appealed to the Opposition not to make political football of the issue.

Civic body bid for closer ties with principals

ATTEMPTS to get Mitchells Plain school principals and community organisations to work together have so far failed in spite of both groups indicating that they would like to work together.

Unsuccessful approaches to the Mitchells Plain Principals' Association have been made since the start of this year by the Mitchells Plain Co-ordinating Committee (MPCC), an umbrella body of civic organisations in the area.

"We wrote to the principals' association for the first time in January this year, and eventually they told us to go to the various Government departments and individual school committees to sort out our problems, something we have already done with limited results.

IMPORTANT

"It is important for us to work with the principals to sort out the problems, but it appears they are not interested. This is in spite of the principals stating at their formation last year that they want to work in the interest of the community," a MPCC spokesman said.

Mr M P Samuels, secretary of the principals' association, refused to comment on the MPCC accusations, and referred us to the chairman, Mr V Pitt. Mr Samuels confirmed that a letter had been sent to the MPCC.

A MPCC spokesman said they had sent a proposed agenda for a meeting with the principals.

SUPERVISION

"Some of the points we wanted to discuss were the supervision of children travelling by bus, the attitudes of principals and teachers to children and parents, the transfer of pupils from school to school without their parents being informed, and how we fought for buses and

schools in Tafelsig and Eastridge."

Mr V Pitt, chairman of the principals' association, said that there had been confusion in the communication between the two bodies.

"We were really sure on what we would discuss and we also wanted to find out if there were other civic bodies of a similar nature in the area. We don't want to work with one grouping if there are other groupings also," he said.

Hamper winner

THE winner of this month's Cape Herald-Spar competition is Mrs Wilhemina Hobbs of Woodlands, Mitchells Plain.

Mrs Hobbs will be receiving a R100 grocery voucher from Spar Supermarkets shortly. This voucher will be redeemable at any Spar Supermarket.

Colleague knifed to death

A MAN who killed an off-duty colleague at work, after he was assaulted, was given a five-year suspended jail term in the Cape Supreme Court last week.

Benjamin Mlobeli, 24, of Guguletu, was found guilty of killing his off-duty colleague, Mr Ferdinand Chapaiman, 30, on Saturday, May 2 last year. The incident took place at a fish-refrigeration company in Woodstock.

Mlobeli pleaded not guilty to a charge of murder, but guilty to culpable homicide.

Sentencing Mlobeli, who is his family's sole supporter, Justice Late-

WIFE'S LOVE LETTER BEFORE GRUESOME

"I'M someone who can love once only. Although we will never get together again, I will never be interested in another man. Although you have accused me of several dirty (lelike) things, I will never be unfaithful to you. My body will always belong to you."

By TYRONE SEAL

These were the words of an Oudtshoorn woman in a letter to her ex-husband. The letter was written shortly before he murdered her by stabbing her outside her parents home in Oudtshoorn, on May 7 1982.

The letter was an exhibit in the trial in the Cape Town Supreme Court of 42-year-old Wil-

lem Britz, 42, of Street, Atlas sentenced to imprisonment during his wife's trial. The mother of two young children.

MANAG

Britz a management consultant at a Cape Town supermarket. He was found guilty of murdering his wife by Mr Justice

PENET

At the preliminary hearing before Magistrate Visser, Britz was found guilty to a charge of murder. He was an alternate suspect in the culpable homicide.

"I killed her, but I don't know how to kill her, but I will be beside myself."

A post mortem was performed on Maria Britz.

'No pay⁽⁵⁰⁾ without say, must be parents' stand'^{11/6/83}

By HELENE ZAMPETAKIS
TRANSVAAL parents were unlikely to face a massive school bill when free education came to an end, educationists said this week.

However, parents would expect to have more say in education once they were paying for schooling.

Educationists were reacting to a warning by the MEC in charge of education, Mr Fanie Schoeman, that parents would be required to make financial contributions to schooling.

The Education Act was amended last year to end free education, and next year education ordinances would be adjusted accordingly, Mr Schoeman said.

Mr Laurie Starfield, chairman of the Association of Governing Bodies of Transvaal English Medium High Schools, said the principle had already been accepted by last year's change in the Education Act.

"But what we would like to know is how the department will enforce payments, and what aspects of schooling it would cover," he said.

Until now parents had not been given much say in their children's education, but now

was the right time to adopt a policy of "no pay without say", Mr Starfield said.

Mr Eddie Brown, president of the Transvaal Teachers Association, said the TTA was in favour of parental involvement in secondary schools provided it was not to the detriment of poorer schools.

It was important that the levy load was not so high that poorer parents were unable to contribute towards other facilities, he said.

But the contribution of white parents would allow the Government to divert part of their expenditure on education to eradicate the backlog in black education, he said.

Prof Hennie Maree, president of the Transvaalse Ondervysersvereniging, said the cost of education had risen so dramatically in past years that it was impossible for the State to carry the burden alone.

Parents must accept the end of free education "as a fact and a necessity" and could not escape greater financial involvement in education.

A spokesman for the Transvaal Education De-

partment said the department spent an average of R900 a year on each child, excluding the costs of buildings and annual maintenance.

Updated figures by the Human Sciences Research Council indicated that the TED spent a massive R24-million on books for over 500 000 schoolchildren in the province.

The approximate cost of textbooks ranged from about R17 in Standard 1 to about R90 in matric.

However, the estimates could be considerably less than parents finally paid because extra books, such as bibles, study aids and "scribblers" cost more.

By the time parents were called on to pay for books, prices could have increased substantially.

Dr Frans Auerbach, head of the Independent Teachers' Centre, said parents were already contributing about 10% of the costs of education by paying for "frills and extras" and for certain textbooks. The TED's greatest expenditure was on salaries. "All that has been done is to officially extend the costs of books to parents," he said.

Education 'merely apartheid handmaiden'

AKS US 14/6/63

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Education Reporter

WORCESTER. — The president of the Union of Teachers' Associations of South Africa says the Government must now admit openly that education is nothing more than the handmaiden of apartheid.

Mr Franklin Sonn, who is also president of the Cape Teachers' Professional Association, was speaking at the opening yesterday of the CTPA's annual conference.

He said the CTPA was doubly disappointed by the Government's rejection of the main thrust of the De Lange Commission's recommendations because the association had acted positively by taking part in the investigation.

It did so because change was needed and must occur in an orderly manner.

"The Government will never again be able to maintain that separate education is scientifically justifiable," said Mr Sonn.

The CTPA had no choice but to re-emphasise that apartheid and racism were in conflict with the spirit of education and violated honour and dignity.

The CTPA could not allow itself to be estranged from black colleagues in the joint Council of Teachers' Associations of South Africa.

"If we betray them we will lose our great goal of bringing people together irrespective of race and other irrelevant factors," said Mr Sonn.

The Government was given an opportunity to opt for a decentralised educational system, but decided to adhere to the bureaucratic, centralised system.

CITY/INTERNATIONAL

De Lange education plans 'diluted, ignored'

RRGUS 15/6/83

SD
5/14

Education Reporter

SOUTH AFRICA requires a unitary, non-apartheid system of education, according to Dr James Moulder, personal assistant to the vice-chancellor and principal of the University of Cape Town.



At the top table at the Cape Teachers Professional Association's conference at Worcester are, from left, Dr James Moulder, personal assistant to the vice-chancellor and principal of the University of Cape Town; Mr Franklin Sonn, president of the CTPA; Mr Vernon Pitt, vice president; Professor Owen van den Berg of the University of the Western Cape education department; Mr Randall van den Heever, editor of the CTPA magazine *Educatio*, and Mr George Strauss, a conference representative.

State's definition of 'own' art rejected

By DAVID BREIER
Staff Reporter

THE Western Cape rejection of the SA Association of Arts last night ejected the Government's proposed ethnic classification of art and culture

More than 100 association members supported

The meeting was called to reject the proposal that art be defined in the constitution as an "own" or racially exclusive affair instead of as a matter of general concern.

The association has already interviewed National Education Minister

thinking step backwards," he said, adding that three separate bodies would lead to a bureaucratic mess.

Artist Cecil Skotnes said the Bill meant the exclusion of the largest potential group of artists in the country — the

independent view, suggesting that the meeting smacked of paternalism.

"Where are the coloured and Indian people whose cause we are supposed to espouse? Why are they not on the platform?" she asked.

"To come from Mit-

Addressing the 16th annual conference of the Cape Teachers Professional Association (CTPA) in Worcester yesterday, Dr Moulder said the Government's rejection of the key principles arising from the De Lange inquiry into education had left a trail of disappointment.

"The De Lange commission set principles, whatever their limitations might be, to pave the way towards a unitary, equal and open education system on the basis of educational ability.

Impact

"Unfortunately those key recommendations have not been allowed to have the force and impact they could have had.

"They have been diluted, ignored and there has

Closing

colleges 'sheer lunacy'

Education Reporter

IT was crucial that the Cape Teachers' Professional Association developed its vision to monitor all aspects of education influencing the position of teachers.

This was said at the 16th annual conference of the CTPA in Worcester by Professor Owen van den Berg of the education department of the University of the Western Cape.

If teachers were to be

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ARGUS 15/6/83



Professional Association's conference at
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Artist Cecil Skotnes
said the Bill meant the
exclusion of the largest
potential group of artists
in the country — the
blacks.
Mr Jan Rabie, the Ses-
tiger novelist and chair-
man of the Afrikaanse
Skrywersgilde, said: "We
do not believe in apart-
heid in the arts, now or
in the future.
"Writers are damn in-
dependent," he said, add-
ing that "books do not be-
long in the committee
room".
Journalist Mrs Mad-
eleine van Biljon took an

independent view, sug-
gesting that the meeting
smacked of paternalism.
"Where are the col-
oured and Indian people
whose cause we are sup-
posed to espouse? Why
are they not on the plat-
form?" she asked.
"To come from Mit-
chell's Plain to the Nico
asks for a commitment
to art so profound I seem
to think it is impossible,"
she said.
She said communities
should be asked for their
opinion on what art they
wanted to see.
Mr Melvyn Minnaar,
chairman of the associ-
ation's Western Cape re-
gion, said: "Politicians
should leave art to art-
ists and art lovers."

Education Reporter

SOUTH AFRICA requires a unitary,
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cording to Dr James Moulder, personal
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Closing colleges 'sheer lunacy'

Education Reporter

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This was said at the
16th annual conference of
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tion department of the
University of the West-
ern Cape.

If teachers were to be-
come more competent
and imbued with non-ra-
cialistic and democratic
principles, schools would
become more efficient,
humane and relevant in-
stitutions and so contrib-
ute to positive change in
South Africa, said the
professor

The announcement by
the Cape Provincial Ad-
ministration that two
teacher-training colleges
in the province would be
closed "smacked of luna-
cy", because of the se-
vere shortage of quali-
fied teachers in black
and coloured education.

Impact

"Unfortunately those
key recommendations
have not been allowed to
have the force and im-
pact they could have had.

"They have been dilut-
ed, ignored and there has
been an attempt to put
them aside.

"This can be seen by
the fact that at the time
De Lange was sitting, the
Government was plan-
ning Vista University —
another segregated uni-
versity — in an attempt
to put off the inevitable."

Dr Moulder said fur-
ther examples of the
Government ignoring and
diluting the key recom-
mendations could be seen
in that universities and
other tertiary institutions
were not autonomous and
open.



Cape Times 15/6/83
Viljoen hints at umbrella ministry

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Political Staff

HOUSE OF ASSEMBLY. — The Minister of National Education, Dr Gerrit Viljoen, yesterday hinted that an umbrella ministry of education would formulate and direct an overall education policy for people of all races in South Africa.

Dr Viljoen, however, said the government remained committed to separate education depart-



ments implementing the policies formulated for education in general.

Speaking during the committee stage debate on the Universities Amendment Bill, he said the government accepted that there was a need to co-ordinate education for all races.

The umbrella ministry, he said, could determine policy in terms of financing, employment of staff and general standards in syllabuses.

Dr Viljoen appealed to opposition parties to refrain from charging the government with rejecting key recommendations of the De Lange Commission, particularly as regards a single ministry.

The commission's recommendation was open to two interpretations and the PFP and "other liberal and leftist" educationists believed that the commission supported one ministry of education to implement education policy at all levels.

The other interpretation, endorsed by the government and the chairman of the commission, Professor J P de Lange, was that a central ministry should be responsible for devising a macro-policy for education in general.

The government subscribed to separate ministries of education for the different population groups because it viewed education from primary to tertiary level as a unit which should be maintained in ethnic context.

PE to get
16/07/83
school

for blind

Xhosa (50)

children

E. Post
Post Reporter (initials)

A SCHOOL for blind Xhosa children in Port Elizabeth will open later this year, according to the national director of the South African Council for the Blind, Mr William Rowland.

Speaking at a function to mark the 25th anniversary of Tape Aids for the Blind in Port Elizabeth, Mr Rowland said a teacher was being trained in the methods of teaching the blind at the Transkei School for the Blind.

He said other Eastern Cape and Border branches of Tape Aids for the Blind were sponsoring pupils and the Lions were doing a project for a bus to transport the children to and from school.

The concept of tape aids was that people who could see should read to those who could not, he said. The organisation provided reading material for the blind in the form of audible tapes.

The national chairman of the organisation, Mr Bernard Boule, said in his address that membership had swelled to 3 700 since its inception 25 years ago.

He said the recent changeover from two-track to four-track cassettes had allowed for fewer cassettes, smaller containers for books and fewer libraries.

Also on the drawing-board was the establishment of mobile studios to transport books to the townships. He said it was often difficult for users to come to the studios in town.

7,5m blacks learning by the year 2000

50
E. Post
16/6/83

BY SHARON LI GREEN

BY the year 2000 the black pupil and student population will be about 7,5 million, which would be more than the total white population.

Speaking in Port Elizabeth last night Dr Chris Garbers, president of the Council for Scientific and Industrial Research, said this was a reality and it was essential that the black community become involved to a greater extent in the future of the country.

The council is meeting in Port Elizabeth today.

He asked the question: "Is South Africa equipped from a research point of view for the future, and what does the road ahead look like?"

Dr Garbers said many challenges faced the CSIR in preparing for the future.

South Africa, with its heterogeneous population ranging from First to Third World components, would find the next 10 to 20 years the most demanding.

By the year 2000 the white population would be about seven million, while the black population would be reaching the 40 million mark.

CSIR's greatest challenge was in the manpower and labour force, whose situation reflected much of

the Third World.

South Africa could not avoid the consequences of worldwide technological development "and had to meet the challenge of a developing country by giving everyone who wishes the opportunity the right to humane living conditions by providing clean air, clean water, enough food and proper housing.

"In 198 the black consumer spent about R9 000 million while the white consumers spent about R18 500 million, which is twice as much.

"But it is estimated that black consumer spending will exceed that of the white population group by the year 1992.

"The potential of the black market is mirrored in the fastest growing areas on which blacks spent their money during the period 1970 to 1981.

"That is of communication, pension and insurance, medical and dental services and recreation."

The projected analysis of the South African population showed a dramatic increase in wages earned by the black population group.

"This is a reality and in the search for an acceptable sharing of the future it is essential that the black

community become involved to a greater extent."

Increased mechanisation of farms, the reduction of work opportunities on farms and the platteland and increased urbanisation would all combine to push up the city population from 13 million to 21 million.

Prof Jan Lombaard Swart had estimated the demand for housing would grow from between 15 000 and 20 000 a year in 1970 to between 150 000 and 200 000 in the 1990s.

But if it was noted that in the next decade an investment of R65 000 million would be spent on new and extended projects in a country with a water shortage, terrific demands would be made on scientific and technical abilities, Dr Garbers said.

Some areas were confronted by the creeping desert and Karoo conditions, while fast industrialisation presented challenges for which answers had to be found.

Continuous study and planning was also needed if the natural heritage was to be preserved.

The funding available to statutory science councils for continuation of existing projects was insufficient for continuation at the same level.

Open education needed for 'non-racist' society

Cape Times 16/6/83, 50

By MARTINE BARKER

AN undivided education system was a matter of high priority and was a prerequisite for a non-racist South African society, delegates to the Cape Teachers Professional Association in Worcester were told yesterday.

In a paper presented to the congress, Mr D A Piedt of Oudtshoorn said the fanatical emphasis on ethnicity in South Africa frustrated growth in the country.

The government should realize that teachers could play a vital role in helping to solve some of the fundamental political problems threatening peaceful change.

Only last month the Minister of National Education had indicated to the Urban Foundation that the

principle of free association (among teachers of different races) could not be recognized since it was in conflict with the white electorate to which the government was responsible.

The minister had indicated that he believed education would not benefit from an open education system. Such a system would only lead to confrontation, he had said.

'Against the grain'

The minister's statements went completely against the grain of the aims of the CTPA and had to be rejected.

Turning to the problems facing farm schools, Mr Piedt called for centralization of essential facilities as a means of solving some of them.

Another delegate to the congress, Mr C B Scholtz of Walvis Bay, said country church schools had outlived their purpose and farm schools no longer met required standards.

Mr Scholtz called for drastic changes to the system to enable children who were handicapped in their knowledge as a result of growing up in a poor socio-economic climate to overcome this.

It was time to take immediate steps to rectify the situation, he said.

Mr Scholtz also proposed centralizing such schools as this would bring children to better-equipped schools with properly qualified teachers who would be more inclined to take up country posts if their service conditions were improved.

Undivided education a high priority

ARGUS
16/6/83
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Education Reporter

IMPLEMENTATION of an undivided education system is a high priority and a pre-requisite for a non-racist South African society, the conference of the Cape Teachers Professional Association has been told.

Mr D A Piedt, of Oudtshoorn, told the conference in Worcester yesterday that the "fanatical" emphasis placed on ethnicity in the education system made the task of education incredibly difficult.

"This kind of political approach to an education system leads to endless problems."

The need for building schools in coloured areas would not be as desperate if half-empty white schools could accommodate black and coloured pupils.

As long as the "hated" Group Areas Act was implemented, the serious accommodation problem in black schools would remain unsolved.

NO CHOICE

On May 4, the Minister of National Education told a meeting of the Urban Foundation that the Government did not recognise the principle of free association because it was in conflict with the white electorate.

"Furthermore, the Minister believes an open education system would not solve the problem.

"These statements by politicians in the educational set-up go completely against the grain of all the long-term goals of the CTPA, and leave us with no other choice than to reject it completely."

Mr Piedt said teachers should strongly recommend to the Government that they had a vital role to play in helping to solve some of the fundamental political problems that threatened peaceful change.

"It is a great pity that the Government made the recommendations of the De Lange commission subsidiary to party political goals."

'Better farm schools needed'

Education Reporter

FARM schools are in drastic need of improvement, delegates to the Cape Teachers Professional Association conference in Worcester have been told.

Speakers at the conference suggested yesterday that groups of schools be combined so that teachers, facilities and accommodation could be centralised to improve the standard of education.

Boarding schools should be set up at the centralised schools and pupils should be bussed from nearby farms, Mr C J Scholtz, principal of Walvis Bay Senior Secondary School, said.

HANDICAP

Mr D A Piedt, a member of the Oudtshoorn delegation, said about 90 percent of farm school pupils progressed only to the final standard offered by the farm school.

"As a result of the bad socio-economic circumstances in which the farm school child lives and grows up, it is possible that many of these students have a handicap with regard to their knowledge, language ability and general intellectual development.

"They are possibly not as enthusiastic and motivated as they could be. But that does not mean that the damage that is done to them daily cannot be repaired."

He said the potential of a great number of children was lost through the farm school system.

PFP slams omission of blacks from govt body

HOUSE OF ASSEMBLY.

— The exclusion of black universities and technikons from representation on the body being created to advise the Minister of National Education on tertiary education was an impertinence which would lead to polarization. Mr Horace van Rensburg (PFP Bryanston) said yesterday.

He spoke directly after the Minister, Dr Gerrit Viljoen, had introduced the second reading debate on the Universities and Technikons Advisory Council Bill.

The bill seeks to create a 12-member body to advise the minister and formulate a single overall policy for universities and technikons "according to a central philosophy".

Dr Viljoen said he considered the advisory body would perform a "cushioning" function between the competing claims of the different institutions for government support.

Mr Van Rensburg said the bill was one more anomaly in a society served by racially-separated institutions.

"Blacks, who are in time going to supply the majority of skilled workers in this country, are not represented on this advisory body," he said.

The Committee of University Principals and the Committee of Technikon Principals were each to provide two members to the new body, and both committees excluded black institutions.

Eight more members would be appointed by the minister.

"There is an indication that the government may take steps to include blacks in these bodies, but if the government does not want to see this as being a totally unacceptable measure, it must see to it that black universities and technikons are included.

"To exclude black universities and technikons from a body specifically intended to advise the minister and government on all matters of tertiary education is not only shortsighted, it is stupid," Mr Van Rensburg said.

The body was also being entrusted to advise the Minister of Education and Training on black universities and technikons — "a severely cynical act which can only give offence to black universities and technikons".

"It is impertinent and it is unbelievable that the government can be so insensitive," he said. — Sapa

'Bunking' problem at Mitchells Plain schools

NICRO STUDIES

SCHOOL truancy — much worse in primary schools — is reaching alarming proportions in South Africa and recently Nicro launched a nation-wide programme to combat the problem.

BY SYLVIA VOLLENHOVEN

TRUANCY

The project was initiated after social workers at the National Institute for Crime Prevention and Rehabilitation of Offenders (Nicro) noticed an increasingly high correlation between school drop-outs and criminals.

And in Cape Town the area with the highest truancy rate is Mitchells Plain, according to school authorities.

At one school researched in the Plain

there was an absentee rate of about 10 percent a week.

As a result the organisation has started to tackle truancy in Mitchells Plain with a unique pilot study at two schools in the area.

According to the coordinator of the Mitchells Plain project, UCT sociology honours

student Danny Horwitz, many of the truants are young primary school boys and girls.

"There is growing concern about the fact that primary school children are presenting more and more problems. Much worse than in high schools," she says. The children most likely to be "bunking" school are initially in

● Faults in the school system where academic and physical achievement were stressed but emotional development was neglected completely.

● Inexperienced or unqualified teachers who were not sensitive enough to the needs of their pupils.

● Overcrowded schools, especially in the black areas.

● A punitive atmosphere in the schools and children did not feel comfortable about coming back.

● Family problems in the home.

● Peer group pressure at school and "attractions" from other groups in the broader society.

● Cultural and social deprivation.

Nicro researchers found that not all the "bunkers" are lazing about, in the true truancy tradition, at beaches and bioscopes.

Tough financial problems in an area like Mitchells Plain result in many parents, who are forced to work, keeping pupils at home to care for younger children or sending young teenagers out to work.

When the study at the two schools is completed by the end of the year, guidelines for preventing crime, among other social issues, will be distributed at schools.

Std 3 to 5, and then again in Std 7.

The Mitchells Plain pilot project is concentrating on a primary and lower high school which together cater for Sub A to Std 7.

Intervention

"Nicro's head office looked at the high correlation between school drop-outs and offenders and saw that there was a need for our intervention at school level," she says.

She adds that the Nicro drive to bring the 'bunkers' back to school hopes to prevent crime in the long run.

Recently, in the newer areas of Mitchells Plain, the houses have been completed before the schools were ready.

As a result, children moving in are initially transferred to schools in the older areas of the Plain.

Later when the schools in their new neighbourhoods are completed, the pupils are moved once again.

"The children then feel insecure and unsettled."

Information supplied (unofficially) by the education authorities of the Department of Internal (coloured) Affairs states that most of their truancy cases come from Mitchells Plain.

Highest

The Plain schools with the highest truancy rates were those where pupils were waiting to be transferred to a permanent school.

Only the Internal Affairs Department has truancy officers but their workload is enormous.

One school attendance officer in Wynberg monitors about 150 000 pupils.

Nicro workers say there is far too little parent involvement in children's school progress.

Some parents work hard and are too tired to come to PTA meetings, while others are not interested or unaware of the significance of school.

The Nicro truancy project was devised after a national Nicro meeting earlier this year when they found some of the main causes contributing to the sharp rise in truancy were:

SANWES 19/6/83

(50)

Nicro will be monitoring similar projects elsewhere in South Africa.

In a written comment, the Press Liaison Officer for the Directorate of Coloured Education, Mr N Eales, said the cause of the problem was "ascribable to socio-economic factors and the solution (was) also sought by way of professional social welfare counselling".

He said there was a truant officer at the directorate's 13 regional offices, but that the chief inspector at Wynberg did not think truancy was a matter for "serious concern". Although asked, Mr Eales did not provide any statistics.

Fewer black pupils pass Mercury examinations

20/6/83 Mercury Correspondent

JOHANNESBURG—The number of black pupils will rise to 7 000 000 by 1987 and South Africa will face large-scale unemployment unless the economy can train and absorb them.

These are the findings of the Research Institute for Education Planning, directed by Prof D Vermaak at the University of the Orange Free State.

In a comprehensive study of black education trends in South Africa and the homelands in the past decade, Prof Vermaak disclosed that the percentage of pupils that passed each standard had dropped significantly in recent years.

And illiteracy was running at a rampant 24 percent with a massive 29.18 percent of school-leavers semi-literate and only 27.31 percent of black pupils at high school.

There was a steady decrease in the total number of

pupils in higher standards, and last year's Sub-A pupils represented 19 percent, or more than 690 000, of all black pupils.

However, the institute estimated that almost 7 percent of the total number of 659 247 black pupils matriculated last year, releasing nearly 64 000 young people onto the job market.

Both the education system and the economic system will have to make provision for these numbers in order to prevent large-scale unemployment, the study warned.

According to the 1980 census, more than 30 percent of all blacks, aged 15 years and older, were illiterate.

And in 1981, just over half of matriculants passed their exams, while in 1977 three-quarters of the candidates were successful.

During the past decade a 'phenomenal' increase in the number of black pupils occurred and according to forecasts, it would continue, the report disclosed.

The Government had more than doubled its expenditure on black education over the past five years 'to keep up with the rapid increase in pupil numbers'. In real terms this represented 'a moderate increase'.

The Government spent an average of R126 on each black schoolchild this year compared with R62.37 in 1978.

CAPE TIMES 20/6/83

De Lange ideas on local level

(50) 223

From MARTINE
BARKER

Education Reporter

WORCESTER. — The Cape Teachers Professional Association (CTPA) may formulate a working group to investigate the possibility of implementing on a local level some of the recommendations made by the De Lange Commission on Education which have been rejected by the government.

This possibility was raised at the CTPA congress in Worcester last week by the private assistant to the principal of UCT, Dr James Moulder, who suggested that the CTPA should set up a commission along the lines of the 1981 Buthelezi commission.

The Buthelezi commission included a proposal for a single, non-racial education system — an ideal which the CTPA espouses.

The possibility of the investigation was discussed by congress delegates during workshops but no decision on it was reached.

A major reservation which delegates expressed was that if the

CTPA were to initiate it on their own the investigation would be invalidated by ethnicity.

In an interview, Mr Franklin Sonn, president of the CTPA, said the matter would be looked into by the association's executive committee.

If the idea was approved, other teacher organizations would be approached to join the study group to avoid ethnicity.

- In a motion passed on Friday the congress appealed to teachers not to submit to pressures to buy teaching equipment out of their own pockets as had happened in the past.

- Congress called for the ratio of teachers to students to be brought down to 1:20 and for the community served by a school to have a greater say in its planning and running.

- Concern was expressed at the number of double-shift classes still prevalent in schools and welcomed the government's announcement that it planned to wipe out the system.

Teacher body slams Govt's racial laws

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Soweto
20/6/83

EDUCATIONAL inequality in this country was a product of the Government's racial laws, the Soweto Teachers Action Committee (Tac) said in its annual report.

Casting the spotlight on black education, Tac said that this inequality was "structured deliberately" to maintain socio-economic advantage for whites and "subservience" for blacks.

"In South Africa social and economic class is determined by law on racial grounds. We can, therefore, be justified in drawing a link between the laws of this country and the creation of social and economic classes on racial grounds," the report said.

Tac held the view that educational inequality existing in this country was a "deliberate manipulation" by successive white governments to create a racially-based class structure.

"Tac also believes that the problem is not confined to the creation of the Department of Bantu Education and its successor the Department of Education and Training," the report added.

Commenting on poor matriculation results in black schools, Tac expressed the urgent need for an investigation into factors determining the performance of black schoolchildren in matric exams. Such a probe should be started with an aim of improving the system.

Meetings 'to halt reforms'

Cape Times 21/6/83 (50) ~~206A~~
Political Staff

HOUSE OF ASSEMBLY. — A cabinet clique had decided at "secret meetings" that the government's reform initiative should be halted to counter the right-wing threat, Mr Horace van Rensburg (PFP Bryanston) claimed in Parliament yesterday.

Mr Van Rensburg said members of the cabinet had been involved in discussions before and after the "Battle of the Berge" by-elections at which deep concern about the growing right-wing threat and the growth of the Conservative Party had been expressed.

He claimed that the "revolution" against the reformist initiatives of the Prime Minister, Mr P W Botha, and the Minister of Constitutional Development, Mr Chris Heunis, had taken place behind their backs under the leadership of the Transvaal leader of the NP, Mr F W de Klerk.

He named four other cabinet ministers he claimed had taken part in the meetings — Dr Gerrit Viljoen, Minister of National Education; General Magnus Malan, Minister of Defence; Dr Piet Koornhof, Minister of Co-operation and Development, and Dr Nak van der Merwe, Minister of Health.

'Unaware of anti-reform revolution'

"To this day the Prime Minister knows nothing about these discussions . . . He is unaware of the anti-reform revolution which is taking place."

Mr Van Rensburg made these claims during the third reading debate on the Advanced Technical Education Amendment Bill which proposes a system of racially-determined quotas for the admission of students to various technical institutions.

The Prime Minister, who was present in Parliament during Mr Van Rensburg's speech, did not specifically deny the allegations but made several light-hearted interjections.

Mr Van Rensburg compared the cabinet clique to the "wets" in the cabinet of the British Prime Minister, Mrs Margaret Thatcher, and called on Mr Botha to rid himself of the "wets" in the same way that Mrs Thatcher had done.

He said the racial quota system, as proposed in the bill, was evidence that reform had come to a standstill in South Africa.

He accused Dr Viljoen of "sabotaging" the economy and undermining the stability of the country by introducing measures which sought to limit much-needed contact between whites and blacks at the level of tertiary education.

Immigrants add to strain in English TVI schools

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SAW 22/6/83

By Carolyn Dempster,
Education Reporter

A massive influx of immigrants to South Africa in recent years has severely strained the capacity of English-medium schools and aggravated the shortage of English-speaking teachers in the Transvaal.

This is a finding of the Transvaal Education Department, contained in a report on the overseas recruitment of teachers.

In 1981 there were 39 564 immigrant pupils in provincial schools in the Transvaal, 13 percent of the total school population.

"The immigrants' preference for English as their medium of instruction has resulted in the majority of the children attending English-medium schools," states Mr J D V Terblanche, Deputy Director of Education.

"These immigrants place an additional burden on the local English-speaking population who experience difficulty in supplying sufficient teachers for their own needs. Shortages are met to a great extent by Afrikaans-speaking teachers."

90 pc at some schools

Although the TED records that a considerable proportion of the immigrants come from Britain (19 446 in 1981) many Poles, Portuguese and Greeks also prefer English as their children's medium of instruction.

The Transvaal has been the province hardest hit by the influx with the immigrants clustering around the growth points of Johannesburg, Secunda, Middelburg and Witbank.

In many of the schools the immigrant population amounts to 80 to 90 percent of the pupils.

Because of the already critical shortage of English teachers, many of these children are taught by Afrikaans-speakers.

Mr Peter Mundell, an educationist, comments: "This causes a major language problem.

"The children acquire English second-hand as it were, and absorb all the aberrations perpetrated by their Afrikaans-mother-tongue teachers."

The Director of the TED has acknowledged the immensity of the problem and says the department is doing all it can to meet the needs of the pupils.

However, the secretary of the Transvaal Teachers Association, Mr Jack Ballard, says the TED could at least waive the rigidly enforced regulations which mean that experienced English-speaking married women teachers still lose their jobs in favour of Afrikaans-speaking students fresh from college.

At present the TED is bound to find positions for all the students who are under contract to the department.

And because there are many more Afrikaans-speaking teachers emerging from the colleges, places will often be found for them in English-medium schools over in preference to married women teachers who are English-speaking.

Education cost to double 'in ten years'

THE cost of education will double by 1993, the chairman of the governing body of Sir John Adamson School, Johannesburg, Mr Edgar Salmon, said yesterday.

Speaking at a function organised by the Winchester Hills Rotary Club to present plaques to high school students at four schools for outstanding achievements, Mr Salmon said the Government would be required to part with 30 percent of the national budget unless parents are made to pay.

The Government was presently spending about 16 percent of the national budget on education — the highest after defence — and had no intention of altering

the status quo, Mr Salmon said. And for these reasons the Government has warned parents to expect bigger bills ten years from now.

To curb the rising costs standards would drop at most white schools. Free stationery and other things will be stopped, and the teacher-students ratio will rocket, he said.

However, the Government's expenditure gap between black and white children will be drastically narrowed, he said. Mr Salmon also gave a detailed history of the development of education in the Transvaal since the days of the

gold rush. He spoke of the first black school started in Doornfontein by missionaries which later had to be closed because of the Group Areas Act in 1958.

The schools that were presented with the plaques are St Martins, Mondeor High, Namedi High in Zone Diepkloof and Kliptown Secondary. Mr Tom Price, principal of St Martins, who also taught ANC leader Oliver Tambo, made a vote of thanks on behalf of the principals. In addition to the name of the particular student — being displayed on the plaque, the student will also receive R50 cash.

By ELLIOT TSHINGWALA

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US move to renew grant for SA blacks

By Michael Tissong

The United States Congress has been asked to renew an annual grant of R3,6 million to finance a scholarship programme for black South Africans at American education institutions.

Mr Vusi Zwane of the US Information Service in Johannesburg said that the programme was part of President Ronald Reagan's policy of constructive engagement with South Africa.

The US Agency for International Development (AID) asked that the sum be continued.

"The boosting of education is a meaningful way to bring about political change in the country," Mr Zwane said.

The US Government last year established a programme for South African blacks to study at

American universities and 119 students are doing various courses including chemistry, engineering, physics and law.

An additional 85 students are due to be placed at colleges and universities at graduate and undergraduate level. About 23 candidates have been placed already.

Students who get the scholarship go to America in August for orientation and begin studies in September. Major fields of study will be agriculture, business administration, chemistry, economics, engineering and physics.

The programme is run by the Educational Opportunities Council, Khotso House, De Villiers Street, Johannesburg.

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White teachers rejected by black schools

By CHARMAIN NAIDOO

WHITE teachers are not wanted at black schools. This message came across loud and clear this week as black teachers told their white colleagues to keep off their turf.

They were, they were told, a "thorn in the flesh" of Soweto's teaching fraternity.

But Mr Job Schoeman, chief liaison officer of the Department of Education and Training (DET), says he doesn't know what all the fuss is about.

And at least one Soweto headmaster has put out the welcome mat for white teachers. But it would seem that he is in the minority.

Among the staunch "anti-white" group is Mr T Khambule, former headmaster of Orlando High School and now a lecturer in the mathematics department at the University of the Witwatersrand.

He said: "Black teachers object to the injection of white teachers since the 1976 Soweto riots."

"The Department of Education and Training is under



MR T KHAMBULE
A form of nepotism

the illusion that whites make better teachers than blacks."

He called it "a form of nepotism — creating jobs for their white brothers when there were sufficient black teachers to fill the posts".

White teachers were paid more than their black colleagues even if they had the same qualifications, Mr Khambule said.

'Political'

"What is so unfair is that white teachers get a territorial allowance for the inconvenience they have to suffer teaching in black schools."

The secretary of the Soweto Teachers' Action Committee, Mr Nick Mogatusi, said the presence of whites at black schools was "a thorn in our flesh".

He said when whites were sent into black schools the DET "said they were coming in to help."

"But, they are there for political reasons."

"Seen in the South African context, blacks feel that white teachers are there to monitor and channel young black minds to accepting the status quo."

Mr Schoeman said: "White teachers are employed throughout the country and the selection is done purely on academic qualifications."

"We advertise and if a black person has the relevant qualifications, then he gets the job."

He added that although the number of white teachers was increasing from year to year, the ratio of white to black teachers was decreasing.

Specialised

He explained the department's ideal as wanting to train blacks so that they could fill all school posts.

"Whites in the employ of the DET are usually found in posts of a specialised nature — colleges of education, technical colleges and subjects like science, maths and language."

Mr Schoeman denied that white teachers enjoyed more privileges and said that no additional territorial allowance was given.

This allowance, he said, was only given to public servants employed in the national states.

Black and white salary scales were also the same with parity from category C upwards (matric plus three years).

The black headmaster of a Soweto high school said he was happy to have three white teachers at his school.

"There is a shortage of black manpower and we welcome white teachers who can provide us with their knowledge in specialised fields."

He added that there was no friction between black and white teachers.

Politics in education

Education Reporter

KIMBERLEY. — The government had made politics an issue of education, Mr R Burrows, professional secretary of the Natal Teachers' Society, said in an interview here yesterday.

Mr Burrows addressed the congress of the South African Teachers' Association on Saturday.

All sessions of the congress were closed to the public and press. Delegates debated the questions of taking stands on political issues affecting education and of unity with other teacher organizations in the light of the De Lange Report on Education and the government's constitutional proposals.

Mr Burrows said organizations accepting the De Lange report had to reject the proposed constitution, which negated some of its fundamental principles.

While the government would take a "radical step" if it provided equal financial education resources for all, this would not ensure equal education.

As long as black children entered the education process with the disadvantages of malnourishment, of not having homes, of living without electricity or of having parents without rights, they would not have equal opportunities.

SATA to continue 'struggle' for equality

CAPE TIMES 27/6/83 (50)

From MARTINE BARKER

Educational Reporter

KIMBERLEY. — The South African Teachers' Association (SATA) would continue to struggle for a unitary educational system and equal opportunities for all children, the outgoing SATA president, Mr Dudley Schroeder, said

here at the weekend

The association believed the De Lange Commission recommendations were essential for an equitable and effective education system that would find wide acceptance among South Africans, he said in his opening address to the 96th SATA annual congress.

The proposals held the solutions to many of the urgent educational problems in South Africa and provided a blueprint for a relevant effective and advanced education system

He said it was imperative that, as outlined in the De Lange Report, equal opportunities existed for all children, that a single education ministry existed at central level; that tertiary education institutions had the option of being open, and that there existed a unitary teachers council embracing all teachers.

Just society 'only base for peace'

Education Reporter

KIMBERLEY. — The major threat to a just and peaceful South African society came from within the society, Professor Michael Ashley, Dean of the University of Cape Town's faculty of Education, said here on Saturday.

Delivering the keynote address during the first day of the Sata annual congress, Professor Ashley said teachers had a responsibility to create conditions in which justice could be realized.

There could be no room for differential treatment of people "because of some quality they possess". The fact of their humanity was enough to entitle them to human rights and human treatment.

Educationists should have two major goals. The first, to foster in individuals the recognition that all men are created equal, was the only possible enduring base for peace and security in South Africa.

The second was to create an education system that would give expression to democracy.

Describing what he viewed as the "bottom line" for educationists, Professor Ashley said the school curriculum should develop in pupils the ability to think critically and independently, with a commitment to individual freedom of conscience and a concern and responsibility for the entire South African community.

The establishment of an Education Charter was not necessarily the correct starting point for the goal of teacher unity, Mr Schroeder said. What was needed was a meeting of all teacher associations in honest discussion.

This would require understanding of "deep-seated inherent different viewpoints and philosophies" and "an honest and committed effort".

SATA would continue discussions with other teacher organizations in the hope of a realignment and the ultimate aim of a just society that recognized the rights of every South African child, he said.

Move for
'teacher
unity'

Cape Times *50*
Sata hits
out at

apartheid

8/16/83
KIMBERLEY. — In a bold move towards teacher unity the South African Teachers' Association congress yesterday agreed by an overwhelming majority vote that the continued existence of Sata in its present form was negotiable.

The congress passed a motion saying it did not wish "the association as presently constituted to be an obstacle in the way of teacher unity in South Africa".

In a separate motion delegates voted, also by a large majority, to establish and maintain links with other teacher organizations committed to teacher unity.

The motion made it clear, however, that the association would maintain its links with teacher organizations which did not adhere to this aim.

Introducing the motion, Mr R Hawkins of Cape Town said it had become increasingly necessary for firm moves to be made towards unity.

Professional integrity demanded of teachers that they had a more influential voice. This could only be achieved if the voice was unified.

"Many of our colleagues labour under conditions which we would not tolerate."

He urged Sata to maintain its links with organizations which espoused this view because the aim should be unity among all teacher organizations.

By MARTINE BARKER

KIMBERLEY. — After a dramatic debate here yesterday the annual congress of the South African Teachers' Association slammed apartheid as "detrimental to education" in an overwhelming majority vote.

Introducing the motion, which sparked intense debate, Mr R Hawkins of the Cape Town delegation said the ideology of apartheid was inhibiting education "so severely that the country is heading for a social revolution the likes of which has not been seen in Africa".

Discrimination

Mr Hawkins said to condemn discrimination, which occurred in every society, was not enough. In South Africa apartheid was discrimination deliberately incorporated into the law of the land and made into a praiseworthy act.

It was this that had caused the country to be seen as the "pariah of the world".

The present political dispensation made it impossible for millions of children to advance from ignorance to knowledge.

Even after the De Lange Commission recommendations the gov-

ernment had allocated only R475 000-million to black education while allocating R1,5-billion for whites.

The migrant labour laws meant millions of children were without their fathers for 11 months of the year and without a stable family unit.

Even in the privileged white education system it was widely accepted that children from broken homes often did not perform well or properly at school.

The proposed constitution entrenched the system of three education ministries and made no education provision or guarantee for 16 million people.

Mr John Stonier, the chairman of the Federal Council of Teachers' Associations told the congress he gave the motion his "strongest possible support".

Debate on the motion centred on its wording, particularly on the use of the word "apartheid".

While all speakers said they endorsed the principle of the motion several felt it would be better to talk of "discrimination".

They expressed fears that the motion as it stood would offend some people, that it could divide school staff, that it was like "spitting in people's faces" and that it might not truly reflect all Sata members' views.

Other delegates countered that the use of other words would avoid calling "a spade a spade." It was time people voiced what their consciences dictated.

● Sata would speak out on issues with educational implications even if they were controversial and political in nature, the congress resolved yesterday.

Although supported by a large majority, the motion was passed after lengthy and heated debate.

Teachers condemn apartheid

AKGAS 28/6/83 (50) 222
From MAGGIE ROWLEY
Education Reporter

KIMBERLEY. — In an unprecedented and historic move, an overwhelming majority at the South African Teachers' Association conference has condemned apartheid as detrimental to education.

The association represents about two-thirds of English-speaking teachers in the Cape.

The motion recognised that the "present dispensation presents insuperable obstacles and prevents working towards equal opportunities for all the children in our land".

Many speakers from the floor said that while they endorsed the motion's principles, they objected to its wording. Reasons included that it was too strong; too political; might be offensive; might divide teachers; and might not be a true reflection of the views of the association's entire membership.

"Real issue"

However, the majority felt that for too long the association had skirted the "real issue" involved in education in South Africa — apartheid.

Introducing the motion, Mr Richard Hawkins, of the Cape Town delegation, said apartheid ideology was "inhibiting education so severely that the country was heading towards social revolution".

The present situation made it impossible for black children to be properly equipped by the education system for their adult lives.

Devastating

White teachers were deeply aware of how broken homes detrimentally affected the education of their pupils. "How much more devastating, then, is the effect of the migrant labour system on black children?"

Mr John Stonier, rector of the Cape Town Training College, said he strongly supported the motion, but it could precipitate "radical consequences" for the association because of its involvement with the Federal Council of Teachers and the Joint Council of Teachers, on which it sat with Afrikaans teachers, and the Cape Education Department.

Mr Stonier is also chairman of the Federal Council of Teachers.

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28/6/83

Constitution and the De Lange pointers 'clash'

KIMBERLEY. — The De Lange Commission's recommendations and the Government's new constitution, as it affected education, were a contradiction in terms, the president of the Natal Teachers' Society said in Kimberley at the weekend.

In an interview at the South African Teachers' Association conference, Mr Mike Ellis said acceptance of the De Lange recommendations made it extremely difficult to accept the education systems outlined in the new constitution.

The NTS, he said, had unanimously accepted the main thrust of the De Lange report for an equal education system. Mr Ellis reiterated his call to teachers and opposition politicians to "fight at all levels" for the implementation of the De Lange recommendations.

Apartheid, as it affects education, was a major area of debate at the SATA conference yesterday, and will be important at an NTS conference which begins on Friday.

Speaking at a closed session of the SATA conference, Mr Rodger Burrows, professional secretary of the Natal Teachers' Society, said that equal education opportunities as promised by the Government would not be possible without restructuring South African society

on a correspondingly equal basis.

He said later that the Government's acceptance of the recommendation of the De Lange Commission that there should be equal opportunities in education for all children, would be a radical step, if implemented.

"However, in applying this recommendation, the Government will have to accept that equal opportunity in education is broader than the school system.

"There can be no equal opportunity in education when there is malnutrition, migrant labour, the Group Areas Act and separate education departments, to name but a few inequalities within the present South African society.

"What may have been seen in the past by the organised teaching profession as non-education issues, now comes in the forefront of education," he said.

Mr Burrows urged white teachers to visit black schools and document their findings to help change the attitudes of colleagues and the public towards education and related issues.

He described the Government's deliberate exclusion of blacks from the new constitution as a shortsighted policy, apparently based on party political reasons. — Sapa.

METRO MAIL

The story of the Adopt-A-School Programme is a story of co-operation. The Star's TEACH Fund and the READ organisation are joint sponsors with private companies, the department of Education and Training, teachers, parents and pupils united on a planned and co-ordinated basis to improve the quality of black education.

Adopting a school: not all roses

By Zenaide Vendeiro

In the beginning it was a case of too many cooks in the black educational kitchen — and not enough co-operation.

Knowing that black children were at a tremendous educational disadvantage and realising that the upgrading of their education could not be left solely to the Government, a few companies, organisations and charitable trusts began informally adopting schools.

Many of these adoptions were successful but some resulted in disaster.

A company poured money into a school only to find that it had another sponsor. Schools were given expensive educational aids and books but, because no-one was trained in their use, they lay on shelves gathering dust.

Some companies chose schools where there was no leadership from principals and staff and little community involvement. Gradually they became frustrated with the one-sided relationship.

The Adopt-A-School programme was launched to "harness the collective goodwill and potential of commerce, industry and the private individual to the task of raising the quality of life of the community by improving the level of education".

The path did not run smoothly at first and it is only now, says the director, Mrs Cynthia Hugo, that "a co-ordinated pattern is emerging from the confusion. It is not so much of a hit-and-miss affair now".

Records are kept of adopted schools and their parent companies. It still happens that companies adopt schools without informing the programme or the Department of Education and Training but, fortunately, it does not occur too often.

"Companies who want to adopt a school come to us and are given a list of schools with their priorities and needs. We discuss the extent of their commitment and try to 'marry' them to the right school.

"It must be a mutual commitment. Companies must choose a school where the headmaster, the staff and the parent body are willing to become actively involved.

"After a period of probation the company decides whether or not the relationship is going to work. If not, it should feel free pull out and concentrate its efforts on a more deserving school."

The Adopt-A-School Programme hit upon a five-step plan which was "a synthesis of the experience of many hundreds of companies who had contributed to black education". The five steps involve:

- Formally deciding to participate in the programme, authorising a budget for this purpose and appointing responsible staff.

session to learn the details of the scheme and then selecting a school for adoption, guided by officials of the DET. "The choice of the school is probably the most important decision to be made," says Mrs Hugo. "Headmasters, staff and parents must be willing to play a role."

Wherever possible, companies are encouraged to adopt schools nearest to them. "In this way the adoption becomes a direct expression of the organisation's programme of corporate social responsibility and benefits the community most closely associated with it."

- Forming an adoption committee which includes representatives of the company's management, the school's staff and parents.

- Defining priorities and formulating plans for achieving these involving staff, parents and pupils of the school and officials of the department.

"It is most important that companies liaise with the Department of Education and Training to avoid duplicating work," says Mr Jaap Strydom, the DET's director of planning. "Some firms, for example, have provided the finance for a particular building when the Department of Education and Training has also budgeted for it."

Kodak, which has adopted a school in Soweto and one in Alexandra, has sensible advice to companies adopting schools: "Don't work for them, work with them."

- Implementing the improvement strategy and monitoring its success.

"It's most important that parent companies do not disturb the routine of the school," says Mrs Hugo. White schools, for instance, would never allow children to be taken out of their classes during school hours for presentations. These must be done after school.

"Proper appointments must be made with the headmaster. It is inconsiderate of sponsors to drop in at their schools without telephoning first."

Adopt-A-School is flourishing in Soweto. There is only one school in Alexandra which needs adopting and an Association of Adopted Schools has been formed there.

The programme was recently launched on the East Rand. Mr Dirk Scholtz, regional director of education for the East Rand, and his inspectors are enthusiastic about it. "Our relationship is excellent," says Mrs Hugo. "Their lists are completely up to date and telephone calls have immediate results."

The Adopt-A-School programme is spreading further afield than first envisaged. Many companies have adopted schools in rural areas. AECI, for example, has adopted the Dr M J Madiba school near Pietersburg after receiving a challenging letter from the headmistress, Mrs A Monyamane.

Mrs Monyamane made it clear she did not want charity but pointed out that many of her pupils' parents worked for AECI. She proposed that AECI match rand-for-rand the money the school raised.

"We were impressed. She is a special person," said AECI's group personnel manager, Mr Neil Natrass.

Mrs Hugo also reports that READ representatives in the Cape and Natal have been approached by companies wishing to adopt schools.

If you or your company are interested in adopting a school, telephone Mrs Hugo at (011)788-6833.

TEACH/
READ



ADOPT-A-
SCHOOL

Two years on, whither De Lange?

By Carolyn Dempster,
Education Reporter

50 Star 29/6/83

Will the recommendations contained in the De Lange Report on education ever see the light of day? This is the question most educationists, parents and teachers are asking.

Yes, says Professor J P de Lange, head of the Working Party nursing the recommendations through Parliament. Professor de Lange, the Rector of the Rand Afrikaans University, gave his assurance this week that the Government is likely to produce the first White Paper on the report at the start of the Parliamentary session in August.

"But when did anybody ever accept all the recommendations of any report," he asked a

meeting of educationists, parents and teachers at the Johannesburg College of Education this week.

He then hastened to point out that not all of the recommendations were waiting in abeyance for the Government go-ahead however.

"A lot has actually been done at the 'nitty gritty' level, and 26 out of a total of 197 recommendations are already being implemented."

The use of computers in education, broadcasting and television as media of education and non-formal education were areas that had already been thoroughly researched as a direct result of the report.

"Just because some of the recommendations of a more political nature have not been

dealt with by the Government does not mean that all of the recommendations have not been put into effect."

Professor de Lange's assurances come at a time when confidence in the future of the report is at an all-time low.

Professor Napier Boyce, Rector of the Johannesburg College of Education and a member of the Human Sciences Research Council Main Committee, commented:

"Somehow there was a sense of urgency during the months of the investigation. The crisis was very much with us and a need to resolve the problems facing South Africa. Now we are still sitting here two years later waiting for action. One wonders whether Soweto will wait."

Dr Ken Hartshorne, a prominent educationist and also a member of the HSRC Main Committee, feels that not only has the impetus toward change been lost, but the primary reasons for the investigation have been forgotten.

The disillusionment has even spread to the ranks of parents, who saw in the De Lange report hope of fundamental changes to a disintegrating education system. One English-speaking parent who attended the JCE meeting facetiously asked Professor de Lange: "Do we have any real chance of seeing the recommendations of the HSRC report implemented in our lifetime?" — a question which reflects the views of the majority of English-speaking teachers and educationists.

Women: call for 5 years' grace in class

Own Correspondent

KIMBERLEY — The Suid-Afrikaanse Onderwysersunie has agreed to ask the Department of Education to give school committees and the boards of control at teaching institutions the right to lengthen married women teachers' appointments by five-year periods.

The motion, approved by the unie's congress yesterday, said the department should give school committees and teaching institution boards of control the right — in accordance with the particular teaching requirements of local communities and in cases of particular merit — to extend by periods of five years the appointment of married women whose services would normally be ended (in terms of the present regulations affecting married women teachers).

It was proposed by the executive committee of the SAOU and adopted by a large majority.

Delegates also expressed concern over the shortage of men teachers.

Recipe for co-existence 'should start at school'

Own Correspondent

KIMBERLEY — Schools must help and encourage pupils to learn more about the way of life and aspirations of people of other colours, cultures and places, says Professor B Booysens, of the University of Stellenbosch.

He was addressing the Suid-Afrikaanse Onderwysersunie which is presently holding its 97th annual conference in Kimberley.

"Knowledge of each other is the first step in the direction of better attitudes for co-existence," he said.

"How much do our pupils know about Soweto, the coloured population group, South Africa's Indians, the Jewish and Portuguese communities, the people of South West Africa, the Malays of the Cape, the flat dwellers of Hillbrow?"

"At the same time, the consciousness of an identity of one's own is the point of departure in this direction.

"Although Afrikaner identity has become a false note in certain circles, it remains true that it is misguided to try and learn about other cultures if yours is a closed or forbidden book.

"Knowledge of, appreciation of and protection of one's culture are indispensable for the promotion of good attitudes.

Professor Booysens also said young people were generally exceptionally sensitive about justice and fairness in the community.

"Perhaps the older generation was not sensitive or thoughtful enough in this respect, or perhaps the younger generation is prepared to confront the issues more realistically. Perhaps they are more aware of the social implications of the Gospel.

"I notice a strong impulse among our young people to share privileges and opportunities with others, especially in connection with self-actualisation.

"To give others what you own and enjoy requires self-denial, and this is a Christian attitude which we can encourage in our children."

Professor Booysens said an unavoidable duty to encourage the maximum self-growth of the school-going youth rested on our teachers.

"Where the white population — and especially the number of

pupils — shows a pronounced drop or a levelling out, teachers and parents must see to it that, firstly, children progress as far as they are able, and that secondly, the emphasis is placed on people of quality and excellence.

"Our children must in every case be of benefit to the South African community.

"In this respect we must guard against carefully counting our number of A-students every year, while forgetting the importance of the average and below-average students.

"A sizeable percentage of the leaders in a variety of fields were students who were average or slightly above average.

"It was already made plain in the past that the guarantee of the position and presence of the white child in the future would not be located in his skin colour, background or privileges, but solely in his quality and usefulness as a person and fellow-citizen.

"It has already become more urgent that the teacher go out of his way to develop a new connotation to the idea of work held by our young people."

Union pleas for women teachers

Cape Times 29/6/83

From MARTINE
BARKER

Education Reporter

KIMBERLEY. — The Suid-Afrikaanse Onderwysersunie (SAOU) has called on the Cape Education Department to allow the permanent posts of certain married women teachers to be reviewed at five-year intervals.

A motion passed here yesterday at the SAOU's 79th annual congress requested the department to allow school committees and management boards to do this in cases of particular merit and need.

Currently, married women teachers have to resign their permanent posts immediately if they have taught for five years or more.

Remainder

If they have taught for shorter periods, they may serve out the remainder of their five-year appointments before being forced to become temporary staff.

Earlier, a motion was narrowly rejected by the conference calling on the department to make the appointment of all women teachers on the grounds of merit only. The motion proposed that this be implemented gradually over three years.

Delegates said the outcome of an official investigation into the position of married women being conducted jointly by education departments in the country should be awaited before they took such a stand.

In a third motion the conference called on the department to provide breadwinners allowances for women with dependents.

This motion was passed unanimously.

Addressing the conference, one of the delegates said the SAOU should press for parity of men's and women's

salaries as this was crucial.

Wherever possible, pressure should be put on the department to achieve this.

Technicians

● Urgent steps had to be taken to provide the technical manpower necessary for the country's economic growth, Mr J N H Smit, chairman of the SAOU and head of the Bellville Technical High School, said this week.

Opening the congress, Mr Smit said members of the public had to be re-educated to realize the value and challenge of vocational training.

It had to be realized that technical education complemented university training and the disproportionate ratio of university graduates to skilled technicians should be righted.

Labour market

He said the rapidly growing demands of the labour market required that immediate attention be given to the issue.

It was important to realize that the education structure allowed for a pupil who embarked on a technical course of study to be able to attend a tertiary educational institution if he so wished.

Up to now the South African education system had been largely geared to preparing pupils for university study and it was incorrectly believed that a university degree was the magic formula which guaranteed them a bright future.

Mr Smit said that in 1978 only 2 000 technicians were trained in South Africa. In proportion to the number of technicians required to each engineer who entered the labour market, this figure represented a deficit of 11 671 technicians in that year.

RRGAS 30/6/83

(50)

Teacher body rejects political discussions

From MAGGIE ROWLEY

Education Reporter

KIMBERLEY. — The SA Onderwysersunie was not prepared to discuss educational matters which had political undertones, according to its chairman, Mr Nolte Smit.

Mr Nolte said the union was ready to discuss only purely professional matters with teachers of other race groups.

This disclosure comes at a time when most black, coloured and white English-speaking teachers' organisations have committed themselves to uniting all teachers.

DISCUSSIONS

Neither politics, as it affects education, nor teacher unity appeared on the agenda of the SAOU conference here.

In an interview, Mr Smit said his union had held discussions in the past with black teachers' organisations, but noth-

ing had come of the contacts.

The union was committed to dialogue with teachers' organisations of other race groups on purely professional areas at a federal council level.

At the conference this week the South African Teachers' Association (the white English-speaking teacher body in the Cape) condemned apart-

heid as detrimental to education.

Mr Nolte said this condemnation would not affect his union's close working relationship with the SATA.

The two organisations, which worked closely on a joint council and a federal council over issues of common concern, had agreed to differ over issues such as these.

Call for new look at tech education

KIMBERLEY. — The SA Onderwysersunie has urged the Cape Education Department to investigate the position of teachers in technical schools and to determine why less than 50 percent of their pupils entered technical fields.

The investigations were called for in two motions passed unanimously at the annual conference of the SAOU here yesterday.

The issue arose from recognition of the need for South Africa to "put its skilled manpower to optimal use".

Mr Nolte Smit, chairman of the SAOU, said part of the answer to South Africa's skilled manpower shortage would have to lie with black people.

Why can't the English...?

SB
 27/5/1983
 3/7/83

JUST as there is diversity among blacks, so is there among whites, although all are patriotic South Africans.

Long gone are the days when England was home to the English speaker, but the diversity remains in cultural values, religious beliefs and practices and in attitudes towards church and state, in ideas of personal liberty, veering perhaps now and then to personal licence.

Our forefathers brought with them "the habits of free men".

But as a people we are, in the words of Professor Gardiner, "uncommitted, unsure and uncreative in so far as communal life in SA is concerned".

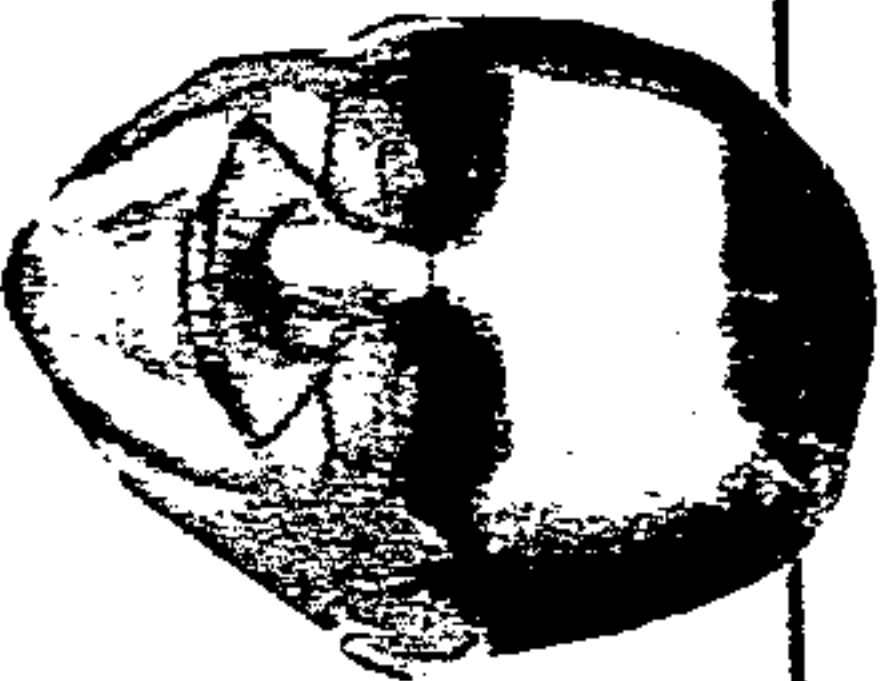
Again, he says, we are "conservative, sceptical and indeed rather sluggish in our thought about social and political questions".

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So we go along with things which we obscurely reject — the belief in the supremacy of the State and with it the growing power of government; the wholesale rejection of the Westminster system of government — whereas it is only aspects of that democratic structure which are unsuitable to African conditions; the imposition of censorship on what we can read and what we can see.

At the outset, I want to pay tribute to the Afrikaners who fill the vacancies in English-medium schools because the English-speaking community does not provide enough teachers.

We owe them our thanks — without them our children wouldn't be taught at all — and this is an exaggeration in part only.



An extract from a speech by Mr Dennis Etheredge at a conference on English education this week. Mr Etheredge is chairman of the Centre for Continuing Education.

Why do insufficient English-speaking boys and girls go into teaching? Only 25 percent of all teachers employed by Transvaal has English as a home language.

It cannot just be salaries and the pull of commerce and industry because there is no shortage of Afrikaans teachers who are subject to the same pull.

The English-speaking community had a very real place in the sun 50 years ago. But we must remember that in the last 50 years that its community has been very much in second place — the period which coincides with the determined push by Afrikaners to assert their rights, establish their place in the sun and capture positions of importance in all spheres of life so that they could build a South Africa which accorded with their beliefs and attitudes.

What they set out to do they have achieved brilliantly.

Let me remind you of the English-speaking contribution to South Africa.

The fact that we can call ourselves a "civilised Christian country" rests on the pioneer work of hosts of English-speaking teachers, clergy and missionaries: Brownlee, Moffat, Shepstone, Lindley, Adams, Stewart, McKidd, Rose-Innes, Brebner, Andrew Murray.

It was mostly English speakers who originally opened up and tamed the Free State and the Transvaal which were later settled by the Afrikaners of the Great Trek.

□ □ □

Those who played a part in developing the structures of government and public order were Ralph Kilpin; Theophilus Shepstone, Charles Brownlee, Pringle, Fairbairn, John X Merriman and Patrick Duncan.

With Duncan at the founding of Union at the National Convention were 15 English speakers and 14 Afrikaners.

English speakers who were outspoken critics of racial intolerance and sectionalism in recent times included Margaret Ballinger, Jean Sinclair, Tom Murray, Alan Paton, Edgar Brookes and Donald Molteno.

English speakers were the men who built the railways and the roads and bridges and harbours which gave us a communications system and which made the opening of the hinterland more effective.

Our SA English literature includes names like Olive Schreiner, Sarah Gertrude Millin, Pauline Smith, Roy Campbell, Nadine Gordimer and Guy Butler. The father of our game reserves and

They've lost

their place in

S African sun

parks in was James Stevenson-Hamilton.

The men who opened up and kept going the diamond and gold mines were English speakers — Rhodes, Barrato, Albu, Phillips and more recently the Oppenheimers, Anderson, Unger, Carleton Jones, Hagar and McLean.

The great figures of commerce and industry and thus of urban life were Jagger, Suttarford, Chappell, North, Henwood, Garlick, Orr, Henderson, Anstey. Many like Jagger and Suttarford played their part in politics too — they were Cabinet Ministers.

Internationally known South African men of science were English speaking: Robert Broom, Raymond Dart, J L B Smith, Andrew Smith, Scholand, Bernard Price, Bleksley.

So were many of our greatest legal men — Solomon, Schreiner, Curlewis, Feetham, Rose-Innes — and leaders in medicine — Spencer Lister, Eustace Cluver and James Gear.

Today English speakers still hold key roles in commerce and industry, mining and professions but they have retreated heavily from politics, government, civil service and teaching.

And in teaching, apart from insufficient teachers to teach our own children, few of those teaching English in Afri-

kaans schools are English speaking and the black universities have overwhelmingly Afrikaans lecturers.

We are a community in retreat, gradually being relegated.

When the Afrikaner felt he did not have a place for himself, his language and beliefs. His determination paid off. Do we not have to do the same?

We should form one or more organisations to encourage more English speakers into teaching, to build up a pride in the contribution and beliefs of the English speaker.

We have to build up the status of and regard for teachers — and inspire them to encourage English-speaking boys and girls into teaching.

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We have to change the attitudes of individual parents so that they encourage their children into teaching and inculcate in all of them an understanding that it is entirely appropriate to hold on to English as a language and "the habits of free men" and still be a loyal, patriotic South African.

In particular, we have to get an understanding in commerce and industry of the need for teachers especially in maths and science.

We must examine the structure of education and if we can see a case for change must press for it.

Some people have suggested that there should be an English-speaking Department of Education alongside an Afrikaans one and a sub-department devoted to English-medium schools.

This is a crisis and I believe we must act.

Prof De Lange brings hope for education

By HELENE ZAMPETAKIS

EDUCATIONISTS' hope Professor J P de Lange's new position as chairman of the Broederbond will augur well for a more enlightened Government education policy.

But they said yesterday they had little hope that Prof De Lange would have much influence over educational trends before the Afrikaner power struggle had been played out.

Prof De Lange, rector of Rand Afrikaans University, headed the recent Human Sciences Research Council investigation into education and is currently chairman of the interim working party which is continuing the commission's work.

His election reflected a shift in the orientation of ruling Afrikanerdom, particularly since he was supported by the verligte Minister of National Education, Dr Gerrit Viljoen, educationists said.

Dr Viljoen was formerly chairman of the Broederbond while rector of Rand Afrikaans University.

Optimists said Prof De Lange's new position would "pull the Broederbond into line", and that this was the start of a political development which would have profound implications for education.

Mr Franklin Sonn, who was a member of the commission, said he believed Prof De Lange would "use his muscle" to influence the Government to implement the report fully.

"I am confused by his election because his report effectively slaughtered one of the holy cows of Afrikanerdom — separate education departments for different races," Mr Sonn said.

Referring to fears expressed by certain educationists that Prof De Lange would compromise on his recommendations "behind the

scenes to gain a position of greater power", Mr Sonn said he did not believe the new Broeder chief would renege on his recommendations because he was a man of "high integrity".

Mr Michael Gardiner, president of the non-racial National Education Union of South Africa, said the move reduced the possibilities of real reform — and educational change would amount to a "variation of apartheid".

Several educationists said they feared Prof De Lange would now be caught between the requirements of the "Afrikaner cause" and his own recommendations.

The Government was likely to wait until the constitutional proposals had been passed and the planned referendum held before implementing educational reforms, they said.

But the Government might not be able to wait that long before deciding on education policy. Prof De Lange had warned the Government several times that it would be "playing with a time bomb" if it failed to implement the commission's recommendations fully. He repeated his warning last month in the United States.

And pressure from the liberal education community had been mounting since the recommendations were released nine months ago.

Last week, English-speaking teachers, represented by the Transvaal Teachers' Association, the South African Teachers' Association and the Natal Teachers' Society, issued a joint statement condemning the Government's failure to implement major recommendations of the De Lange Commission.

The presidents re-affirmed their "absolute support" for the principle of equal education in South Africa, adding that any further delay in its implementation was detrimental to "the essential concept of the education system".

Finance 'lop-sided'

Inequalities 'indictment of S A education' says Prof

Mercury Reporter
PROF Phillip Tobias, head of the Department of Anatomy at the University of the Witwatersrand, said in Durban yesterday that 'gross inequality' in educational provisions for different population groups was a serious indictment of the South African educational system.

Opening the annual congress of the Teachers' Association of South Africa, he said while some improvements seemed to be showing themselves, it would be premature to find in these any cause for rejoicing.

Referring to what he

described as a 'sombre index of racial inequality in education', he said the educational fabric was still marked by a 'lop-sided' per capita allocation of financial resources for the four race groups.

Inequality of standards and facilities were tenacious and this and other things posed the 'gravest concern' for the future of Southern Africa's peoples, he said.

Prof Tobias said recent figures for per capita expenditure on school pupils in a year showed that the amount for whites exceeded the sum of the per capita amounts of the other three popula-

tion groups.

While R913 was spent on a white child at school, a total of R906 was spent for blacks, Indians and coloureds, he said.

Pupil-teacher ratios were also a 'glaring example' of discrepancies in facilities for different population groups, he said, adding that although there was a significant improvement in the ratio (1:39:1 in 1982) for blacks, it was still more than double the ratio (1:18:2) for white pupils.

'Since most of the teachers of Indian pupils are themselves Indians, the figures would tend to

suggest that the Indian community is furnishing a goodly number of teachers and that the Indian pupil-teacher ratio (1:24:3) is closest to that of whites,' he said.

Prof Tobias also urged universities to oppose the Government's planned racial quota system for student admissions to universities and to decline to co-operate in its implementation 'even if this should bring in its wake hardships to the universities'.

(70) C i Herald 9/7/83

Education boost for Plain?

THE University of the Western Cape is giving serious consideration to the establishment in Mitchells Plain of centres for adult education according to the rector, Prof R E van der Ross.

with the establishment of a large number of well motivated citizens, eager to play their part in normal development socially, economically, politically and in civic affairs highlighted the fact that Mitchells Plain had to be seen as one of the most

promising fountains of human potential.

"There is no shortage of good human material, as is shown by the fact that already there are more than 5 000 applicants for the 2 000 housing units to be built here."

"These centres would provide courses at university level, classes for the upgrading of teacher efficiency, outreach courses for high school pupils, business courses for the small businessmen, as well as general courses and workshops for the enrichment of all citizens to enable them to enjoy, improve and enrich their daily lives."

He said that the large number of schools in the general area of Mitchells Plain, with adjoining areas such as Strandfontein Village, together

**Education
shock**

Broeder may run Natal schools

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FROM THE BOOK... Broeder IJ
Marais, in *The Super Afrikaners*

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S. Tribune
10/7/83
English speaking
teachers worried
by reports about
appointment of
Education Director

By STAN MAHER

A BROEDERBONDER may soon be in control of Natal's education.

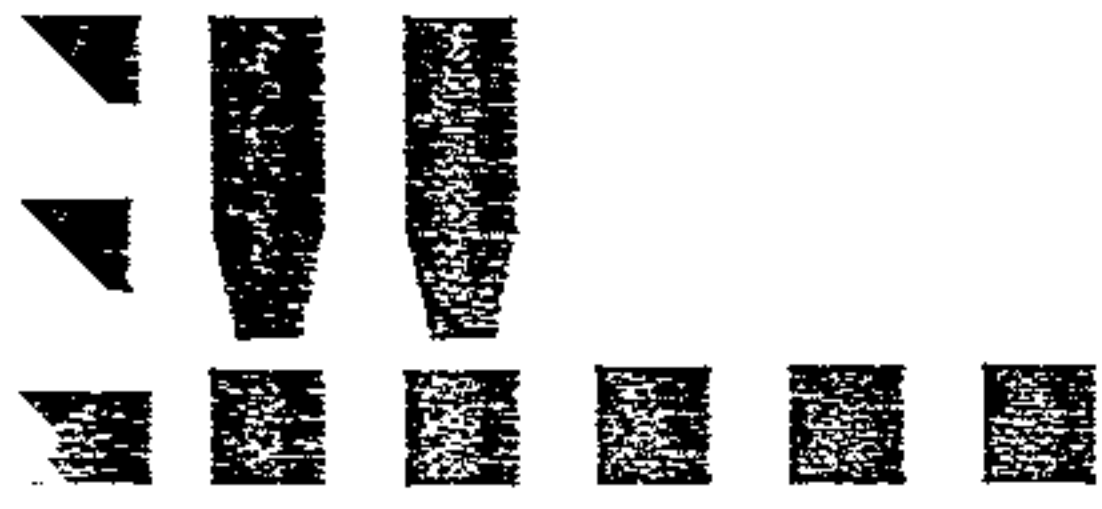
Widely tipped as next Director of Education is Mr Isak Marais, named in the book *The Super Afrikaners* as a Broeder and identified in a 1981 newspaper article as one of four Bond members in top Natal education posts.

But MEC for Education, Mr Ray Haslam, said this week it doesn't matter whether the next Director is a Broeder.

Mr Haslam was reacting to fears expressed by some English-speaking teachers that a senior education official, believed to be a Broederbonder, is one of those in line for the post.

Teachers said concern has been building up among

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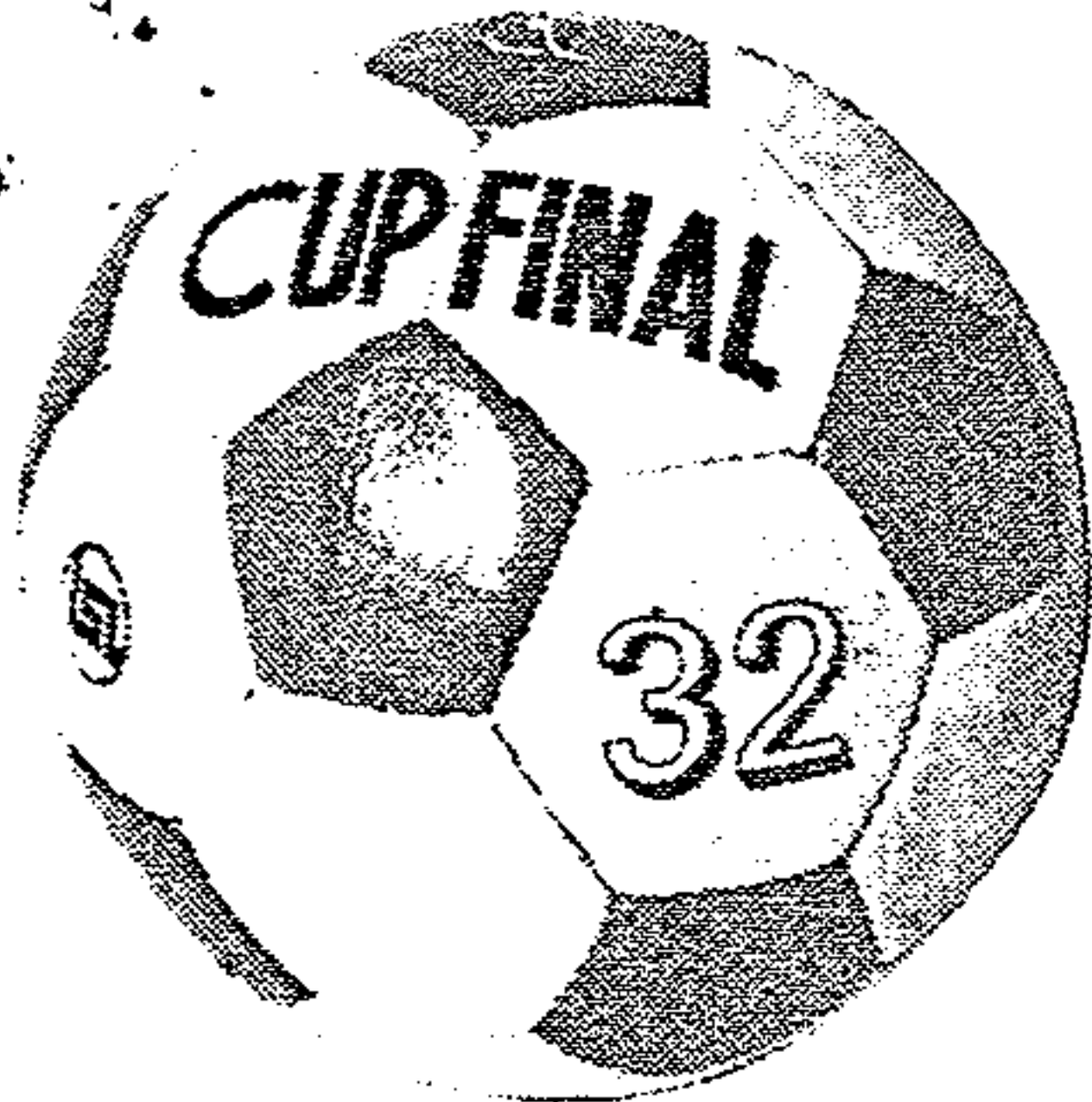


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Mr Haslam was reacting to fears expressed by some English-speaking teachers that a senior education official, believed to be a Broederbonder, is one of those in line for the post.

Teachers said concern has been building up among some senior teachers and principals over the choice of a successor to present director, Solly Levinsohn, who is due to retire by February next year at the latest.

Mr Haslam confirmed that teachers were worried, but said it did not matter if Mr Levinsohn's successor was a Broederbonder.

"When we consider a man for that position, we will not be asking if he is a Broederbonder," he said. "We have had a Broederbonder before as Director of Education and the heavens did not collapse.

"We will be seeking the best man for the job. We will look at professional competence, merit, length of service and present position — but not whether he is a Broederbonder."

The issue is raised in an editorial in the latest issue of *Mentor*, official journal of the Natal Teachers' Society (NTS).

"The NTS is concerned as to whom his successor will be," says the editorial by NTS president, Mr Mike Ellis.

"In Natal we have been fortunate to have had a long line of directors who have been approachable, prepared to listen and to share ideas."

Mr Ellis said teachers hoped this would be borne in mind in choosing a successor.

"What is even more significant, is that the powers that be must ensure the person they choose for this important position is acceptable to both English and Afrikaans-speaking members of the profession and to our society."

The editorial stresses that "Natal is predominantly English-speaking. This must never be forgotten."

The Natalse Onderwysersunie (NOU) is believed to favour the appointment of Mr Isak Marais, the province's chief education planner.

Mr Chris Heese, chairman of the NOU, denies the body had made any representations on the matter.

Mr Marais is a former rector of Durban Teachers' Training College. He has been Natal's Chief Education Planner for several years.

The controversy over the appointment of the next Director follows a series of meetings which began late last year, to win parental support for both English and Afrikaans-speaking teachers' views on education.

At the end of last year the Transvaal Afrikaans Parents' Association for Christian Education and Training, was formed to lay the foundation of Afrikaans parent power in education.

The move followed unease over the anticipated implementation of aspects of the De Lange commission report.

The chairman, Professor Henry Stone of Unisa, said one of its major aims would be to voice the wishes and needs of the Afrikaans parent community in discussions with education authorities.

The immediate reaction of the NTS was to call a series of meetings with parents throughout the province in a bid to protect the interests of English-speakers.

The *Mentor* editorial mentions this and says 196 schools were represented at four meetings called to form a Natal Parents' Association. But the idea of an exclusively English-speaking approach had been dropped.

"We are now aiming at a broader South African approach," Mr Ellis says in an interview. "We have between 300 and 400 members of the NTS who are not English-speaking, but who do a tremendous amount for us and who subscribe fully to the English-speaking philosophy of education.

"We have become aware that there is more to education than this separation of English and Afrikaans speaking sectors. It is a South African nationalism we are looking for

"This group will look at education as non-sectarian and non-authoritarian. It sees education differently from both the Christian National Education and the black nationalist viewpoints."

● See Page 9

**Bank earmarks R850 000
for community projects**

JOHANNESBURG—The Standard Bank Group will commit at least R500 000 to the support of universities, technikons and special community projects through to 1985 and a further R350 000 to national and regional projects in 1983 alone, says Group Public Relations Manager, Mr John Pank. *12/7/83*

'Special donations in 1983 include a contribution to the University of the Western Cape's PLATO matriculation programme for schools, a community centre at Chatsworth, Natal, under the auspices of the University of Durban-Westville, a course of video-tapes to promote learning readiness in primary and pre-primary school-children being made by the institute of Child and Parent Guidance at the Rand Afrikaans University and the compilation of a patient disease profile in the community by the Community Paediatrics Department at Medunsa.' — (Sapa)

Leave ⁵⁰ Bond ²¹ official told ^{15/7/83}

Mail Correspondent

DURBAN. — Chief Educational Planner Mr Isak Marais, who may become Natal's next Director of Education, refuses to comment on claims that he is a member of the Broederbond.

Mr Marais, who was named as a member of the organisation in the book "The Super Afrikaners", is widely tipped as successor to the present director, Mr Solly Levinsohn early next year.

A controversy arose around the issue when PFP education spokesman Mr Horace van Rensburg was recently reported to have said that if Mr Marais was appointed the new Director of Education in Natal, he owed it to the people to resign from the organisation.

Mr Van Rensburg felt it was cause for concern if members of the Broederbond were appointed to any post where the interests of groups of people were involved.

Speaking from his office in Maritzburg yesterday, Mr Marais had no comment on the claims involving him with the organisation and said he felt that some people were 'discriminating against him' because he was an Afrikaner.

"I was born and bred in Natal and my family came to the province in 1838 and not 1939 as reported. I studied in English and later became a teacher at several English schools," he said.

According to Mr Marais, he thought it impossible for him to become the new director because two people more senior in the department were probably in line for the post before him.

He emphasised, however, that if chosen he hoped it would be on merit — and on the basis of his past contributions to education in Natal.

Mr Levinsohn refused to comment, saying he would never discuss the matter with outsiders.

Mother-tongue call for SWA classrooms

17/7/83

S. Express

50 ~~2/1~~

By DAVID PIETERS

WINDHOEK — A stronger emphasis on mother-tongue instruction and centralised co-ordination of education policy by ethnic administrations in Namibia are among the main recommendations of a Human Sciences Research Council report published this week.

The study — published in five volumes only in Afrikaans — was chaired by the HSRC's vice-president Dr P Smit. It was ordered by the territory's Department of National Education.

Some of the main recommendations are to make black schools single-medium, and to introduce Afrikaans or English only at a later stage while promoting teaching in indigenous languages.

Two years ago, the Owambo administration — responsible for over half the country's population — replaced Afrikaans with English as a medium of instruction in all its schools.

Since 1981, Owambo

schools have introduced English in sub A and Afrikaans in standard 3 — the opposite of the practice in most other black schools.

Remarking on the "radical change" in language policy in Owambo, the report said: "These drastic steps, from a pedagogical viewpoint, (can) hardly be justified."

With Afrikaans the traditionally dominant second language lingua franca, "the benefits of English are

placed out of context", according to the report.

"Care should be taken against conferring an exaggerated value to English because only a small part of the population, some 10 000 out of 1 000 000 Namibians, use English.

"English is spoken and heard relatively little and a switch to English will in most cases be forced and unnatural."

Each of Namibia's eight education departments presently introduces English or Afrikaans — it varies — as a second language at different primary school levels, but mainly before standard 1.

However, a greater degree of uniformity must be implemented throughout the country, the report said.

It proposed a choice between English and Afrikaans oral learning in sub B, with reading and writing introduced in standard 1.

The third language should be introduced orally in standard 1 only, with the other components following only in standard 3.

"To provide for programmes of exposure to English or Afrikaans in pre-primary classes would be premature," the report added.

Priority should be to use mother-tongue instruction to the fullest possible extent, especially in the earliest years.

The indigenous languages — there are nine — "should be given a reasonable chance to prove their effectiveness as media of instruction".

And all education departments "should purposefully strive for the conversion of multi-lingual schools into single-medium ones in respect of the indigenous languages".

Should some communities be opposed to ethnically-grouped black schools, all such schools could be declared 'open', but with only one language used for instruction and the choice resting with parents.

Investigations into which cultural and other organisations are receiving State subsidies have found there is no fixed pattern as to who is eligible for Government aid.

Recently it was revealed that the South African Bureau for Racial Affairs was receiving a substantial subsidy from the Department of National Education.

The Afrikaanse Studentebond (ASB) likewise enjoys Government largesse for ad hoc approved projects, receiving money for certain cultural events on the basis of the department matching rand for rand the money raised by the students.

But a survey by The Star found that the English equivalent of the ASB, the National Union of SA Students (Nusas), receives no such benefits.

"Nor do we want any Government money, even if it was available to us," a Nusas spokesman said.

He said Nusas had been declared an affected organisation

State handouts: who gives and who receives

for some years now and had certain difficulties in raising funds. But the Department of National Education had never offered any money, nor had Nusas ever applied for funds.

By far the majority of grants and subsidies appear to be made by the Department of National Education, which oversees not only education in its broader sense but also monuments, museums, libraries, cultural activities and sport.

The Department of National Education does not supply a list of who it dispenses money to but says the information is freely available in its annual report.

However, the latest annual report does not detail who benefits from grants and subsidies, nor does it mention Sabra or the ASB.

Of course this department

By far the majority of grants and subsidies seem to be made by the Department of National Education, a recent survey by The Star has shown. The Afrikaanse Studentebond qualifies while the English equivalent, the National Union of SA students, does not. Nor, it says, does it want any Government funds. DAVID BRAUN reports.

does subsidise a large number of educational institutions, including universities, technicals, State-aided schools for special education and training centres for the mentally retarded. And in 1983 the Minister of National Education is able to dispense R400 000 in bursaries and national study loans.

The four performing arts councils received grants totalling R7.4 million in the 1982/83 financial year while substantial financial assistance — as much as R35 000 each — is given to

No mention of Sabra in list of beneficiaries

R71 000.

Three cultural attaches are kept overseas — in Britain, South America and Austria. In South Africa many libraries and museums are maintained, as are the Bureau of Heraldry and the National Monuments Council.

The department's Directorate of Sport makes numerous grants to many sporting bodies to assist in the financing of events, overseas tours or to help sportsmen visiting South Africa.

Youth organisations such as choirs, orchestras and ballet and folk dancing groups for visits abroad. In the last financial year a Belgian ensemble was given R5 000 of the department's money to tour South Africa. Apart from the normal education services rendered by the department, including paying for books in braille, it also sponsored the South African Institute in Amsterdam to the tune of R10 000 last year, and the chair in Afrikaans at the University of Cologne in West Germany to the extent of

The Africa Institute receives a large annual grant from the department, which is used to pay the salaries of researchers. The institute is autonomous, although its board does comprise representatives of all South African universities, including blacks.

This, it feels, makes it eminently eligible for Government aid as it is an organisation truly representative of all South Africans, and not just in the interests of one section of the population, as is Sabra.

The large cultural organisations receive State aid from a variety of sources.

The 1820 Settlers Foundation, which is dedicated to the preservation and furthering of South African English culture, gets a hefty grant from the De-

partment of Community Development for the maintenance of the 1820 Settlers Monument in Grahamstown. The Department of National Education sponsors a wide range of cultural activities.

The Federasie van Afrikaanse Kultuurverenigings also receives a series of grants from a variety of official sources.

The Afrikaanse Taal- en Kultuurvereniging and the Afrikaanse Taal- en Kultuurbond each receive funds for approved projects on an ad hoc basis.

The SA Vrouefederasie receives a monthly subsidy from the Department of Health and Welfare for its social work projects, and a small annual grant from National Education for a project which deals with help for single parents. Other than that the organisation is privately funded.

English women's organisations receive no State aid, being mainly privately funded.

Friday July 20 1983

Non-formal education 'crucial'

By Jean Hey

Non-formal education in South Africa was not an option but an absolute, compelling necessity, a leading educationist, Dr R H Lee, has warned the Witwatersrand Education Council.

In a talk, Dr Lee defined non-formal education as "planned and organised educational experiences taking place outside the institutions in the formal education sector".

It primarily involved adults, he said, and was a system which gave people education they wanted rather than what others believed they should have. Nearly all South Africa's non-formal education was provided by private initiative and the private sector — this had helped it remain flexible.

Recently, however, non-formal education had become more officially recognised. The De Lange committee on education had concluded that non-formal education was fundamentally important, he said.

In an attempt to follow up the prominence given to non-formal education by the De Lange Committee, the Urban Foundation had investigated the issue since October 1981 — and had discovered two reasons for the demand for non-formal education:

- The inadequacies of the formal education system.
- South Africa's urgent need for skilled manpower.

Dr Lee said in all population groups in South Africa the 0-14 age group would begin to decline as a percentage of the total population between 1983 and the year 2000, while the 15-64 age group would increase proportionately.

RETRAINING

Most of these people would not have an adequate education, and would probably require training — and retraining — as the economy changed.

Preliminary census figures for 1980 indicated that 40 per cent of the total population had no education at all, while a further 34 per cent had left school at Standard 5 or before. Similarly, literacy figures showed that 30 per cent of people over the age of 15 were illiterate.

The Urban Foundation Design Study had found that most people saw formal schooling as important, but not non-formal education, and most people had no access to non-formal education. There was also a great shortage of trained teachers in non-formal education, and this sector was grossly under-financed.

Thursday, July 21, 1983

D. M. S. M. A. T. C. H.

Founded 1962

Protests at supermarket bid

EAST LONDON — Amalinda shopkeepers feel that if the proposed new supermarket complex comes into operation in the suburb, their businesses will be adversely affected.

The East London City Council this week approved the development of a Checkers supermarket, alongside a new garage, at 75 Main Road Amalinda.

"I think Amalinda has enough shopping potential at the moment.

There is no room for this supermarket," said Mr Eddie Wolf, owner of a bakery and confectionery shop in Amalinda.

He added: "I've invested a lot in my business and have kept standards high, contributing to the status of Amalinda. This new supermarket could affect my sales."

Mr John Kritsiotis, the

owner of a supermarket in the area, says he feels "bitter" about the council's decision.

"I would never have bought this supermarket seven months ago if I had known this. I went to the municipality before buying and was not told of these plans."

Supermarket owner Mr Eddie Booth said he suspected

Checkers had chosen to open shop in the area to capitalise "on the traffic passing through here to Mdantsane."

Mr Booth said he would lose customers if the project materialised.

"I would never have bought here if I had known this," he also said.

The proposed complex has the support of the

Amalinda Ratepayers' Association.

The association's chairman, Mr Fanie Strydom, said: "East London is thousands of years behind in opening supermarkets in suburban areas. It's the done thing in Pretoria. People want to be close to the shops and schools."

"How can you turn something like this down? It is a good de-

velopment for Amalinda."

Checkers were not able to supply any details of their proposed development. Checkers public relations officer, Mr Peter Lomborg, said from Johannesburg that he had no details of the project at the moment, but he would supply them later.

The decision to zone the tract of land for business is still subject to the approval of the Administrator. — DDR



Children at 'wrongs' schools: Two sacked

HR645 22/7/83

~~HR645~~

(SC)

Dedicated soccer officials 'not acceptable'

Staff Reporter

TWO sports administrators who "dedicated their lives" to non-racial sport have been officially dismissed from their respective positions with the Eastern Province Soccer Board (EPSB) because their children go to school with whites.

Not wanted

Mr Valentine Brink, manager of the EPSB, the defending champions, which is competing in the South African Soccer

Federation (SASF) inter-provincial tournament, and Mr Boya (Chetty, executive member of the EPSB, were told they were not wanted at the tournament because they each have a child attending a private school — with whites — in Port Elizabeth

The message — which is in line with a policy decision taken by SACOS (the SASF is affiliated to SACOS) in September 1981 — was given to the EP team representatives

at a committee meeting held in Cape Town on Monday after the team had arrived from Port Elizabeth.

The EPSB president, Mr Clinton Pledt, said that delegates from the other provinces voted in favour of a motion on Monday that the two administrators be axed "as they were not acceptable" because their children attend "private schools".

"We stood by our two

administrators and the whole team was ready to leave Cape Town after the meeting, but a compromise was reached."

Officially Mr Pledt is now the manager, but to all intents and purposes Mr Brink will still be guiding the team's fortunes.

"We do not wish to confront the SASF on this matter," Mr Pledt said. "But we are standing by two of our administrators who have been dedi-

cated to soccer in the Eastern Province. We will not be implementing the decision to dismiss either of our officials."

Delinquent

"At the moment the EP contingent is the juvenile delinquent' of the SASF. But the matter will have to come to a head sometime. We have proposed a motion at the next congress for the measure which affected our members to be scrapped," Mr Pledt said.



MR VALENTINE BRINK, left, manager of the EPSE member, who were officially dismissed from the schac

Education: Do YOU care?

MR MICHAEL STOW
(Why whites won't
teach), Sunday Express,
July 10) says that there
are two types of people
who become teachers.

The first group, he says,
are those dedicated to bring-
ing about a cultural/intellec-
tual renaissance amongst
'their' people. The second
group represent those inter-
ested in a relatively secure
State non-career.

Hard words, Mr Stow.
There may well be people
who choose to teach for
these reasons, although they
certainly do not apply to a
great many teachers of Eng-
lish of my acquaintance in
Natal.

Perhaps we are fortunate
in having a more 'English'
heritage. I would say that
the reason why 'whites won't
teach' is that too many of
them share Mr Stow's super-
ior and cynical viewpoint,
of course, they might also
not feel sufficiently altruistic
to study at university for

Natal educationist SHIRLEY BELL
crosses swords with a Sunday Ex-
press reader on the reasons why
most English-speaking students in
South Africa don't take up teaching.

several years in order to
earn a fraction of the in-
comes of similarly educated
individuals in other profes-
sions.

We would certainly like to
feel that we were capable of
bringing about a 'cultural
and intellectual renais-
sance' for all our students
and indeed strive constantly
to do so in the face of over-
whelming odds.

We are proud of our Eng-
lish heritage, deeply con-
cerned at the worldwide
communication crisis, and
battling, despite service con-
ditions that are far from
'professional', to inculcate
pride in the written word

and in a literature that has
no equal.

We, too, Mr Stow, share
your deep concern that too
few of our best young minds
show any interest in the
teaching profession, but

Do you know how many
hours a responsible English
teacher works each week?
Do you know anything of the
marking load that continues
unrelentingly week after
week, month after month?
Do you know how much re-
search and thought goes into
intelligent preparation for
the teaching of each pre-
scribed work?
Little the public cares

NOBODY APPEARS MUCH CONCERNED ABOUT WHO TEACHES WHAT TO WHOM

will do so. Instead of sug-
gesting that there are no
dedicated and worthwhile
people in our profession, why
not help to change the condi-
tions that keep many of our
country's best minds out of
the classroom?

Do you know how many
hours a responsible English
teacher works each week?
Do you know anything of the
marking load that continues
unrelentingly week after
week, month after month?
Do you know how much re-
search and thought goes into
intelligent preparation for
the teaching of each pre-
scribed work?
Little the public cares

about the unrealistic load of
the good English teacher, or
about the salary and paucity
of promotion opportunities
of any teacher.

Yes, there are many poor
teachers, but it is a constant
source of amazement to me
that the average parent
cares so little about what is
going on in the classroom.
Do you know what power
we exert over your chil-
dren's minds? Do you begin
to understand how we can
influence them? Do you
know how vital it is that
each one of them learns to
communicate to the best of
his ability and to be capable
of making intelligent judg-

ments?
Mr Stow is right in imply-
ing that one whose first lan-
guage is not English is under
a handicap when it comes to
teaching the language at
first level. The same applies
to any language.

Surely all of you realise
that only the best minds are
good enough to teach your
children. Where are your
priorities? Where is your
sense of values? Why don't
you care?
Year after year we are
obliged to accept student
teachers, few of whom have
the intellectual ability that
should be an essential en-
trance qualification.

Except for the gifted few
who are born to teach, most
of our students turn to teach-
ing because they are 'not
clever enough' to go into oth-
er highly-paid professions.

And who is to blame? You
are, English-speaking citi-
zens of South Africa. You
want the top brains in the
teaching profession, but you
aren't the least bit interested
in whether teachers are ade-
quately remunerated.

You demand dedication,
but you aren't interested in
the quality of life available
to those who teach your
children. You sit in judg-
ment, but you haven't really
bothered to find out the first
thing about the condition of
education in this country.

It's only one of the most
important aspects of your
children's lives. So why don't
you forget your cynicism
and your cheap comments,
and do something to ensure
that the right people are en-
couraged to train as teach-
ers?

The profession needs to be
put on an entirely new foot-
ing. Remuneration should be
commensurate with quali-
fications and experience. If
teachers received the re-
spect and remuneration giv-
en to other highly qualified
professions, we, the universi-
ties, technikon and training
colleges, could select our
students from among the top
grades.

But nothing will happen,
of course. Mr Stow and
others will continue to
squabble about poor teaching
and to make ridiculous com-
ments like "the vast major-
ity of the pupils put out by
our State English-speaking
schools are nothing but cul-
tural proselytes, English-
speaking nationalists, but
they don't actually care
enough to put appropriate
remedial action where their
months are.

If the public cares enough,
the authorities will have to
do something about the
plight in which the teaching
profession finds itself.

My colleagues have be-
tween five and nine years
each of university study, and
yet they remain in educa-
tion. Perhaps you might say,
Mr Stow, that we care. Do
you? Enough to do some-
thing to better the lot of the
teachers of the future, so
that we can train the best
minds to teach our children
for everybody's future?

● Shirley Bell is the head of the
Natal Technikon's department
of English.

Broeder may get Natal's top post

A ROW has broken out in Natal over the person likely to be
the new Director of Education.

It is certain the new director will be an Afrikaner — but

he also may be a member of the Broederbond.
The present director, Mr Solly Levinson, still has six
months to go before he retires, but speculation is mounting
that he may be succeeded by the education department's
chief educational planner, Mr Isak Marras, who is named in
the book "The Super Afrikaners" as a Broederbond.

BY JO RABFORD

According to local reports, Mr Marras is the top contender
for the job, though both he and Mr Ray Haslam, MEC in
charge of education, have denied the claims.

Mr Haslam, meanwhile, has accused English-speaking
teachers in Natal of not getting themselves into top admin-
istrative positions in the department — whether he is a
member of the Broederbond or not — will be an Afrikaner.

The top five in the department are Afrikaners.
Mr Haslam said 80% of all administrative jobs in the
department were held by Afrikaners.

Before an appointment is decided there are certain
factors to be taken into consideration, namely, merit, ability,
seniority and dedication. And naturally the best man for

the job will be appointed," he added.

The controversy arose after the Progressive Federal
Party spokesman on education, Mr Horace van Rensburg,
reportedly said that if Mr Marras were appointed he owed it
to the people of Natal to resign from the Broederbond.
The man at the centre of the row, Mr Marras, who neither
admitted nor denied the claims of his alleged membership
of the secret society, said "there was something malevo-
lent" in reports published last week.

"It has done me harm, personally and professionally, as
an educationist in the employ of the State."
He said it was virtually impossible for him to be given the

Why the vicious attack on SA's
English people? — See Page 23

position of director of education.

"There are two deputy directors ahead of me — my bosses
— and I am one of five chief educational planners who could
be nominated," he said.

"Anyway, you just don't jump a junior over two senior
post levels.
"Somebody is trying to drum me out of some situation or
sees me as a threat. It is not in my temperament or nature to
offend anyone in any way. I do my job as professionally as I
am capable," Mr Marras said.

Mr Marras joined the Natal Education Department 32
years ago. His forebears moved to Natal in 1838 — "I think

long before most other settlers came to Natal".
Almost 25 years ago Exco members resigned when a
Nationalist, Mr J H Stander, said to belong to the secret
organisation, was nominated deputy-director of education.

ARGUS 25/7/83 (50)

St Joseph's opens arms to little girls of all races

Education Reporter

ST JOSEPH'S College (Marist Brothers) in Rondebosch is to open its doors to girls of all races and religious groups from pre-primary classes up to and including Standard 1 next year.

This was announced today by the principal, Mr Ron Taylor, who said the school would begin pre-primary classes in January.

The opening of the traditional all-male school to girls follows a similar announcement by Christian Brothers' College in Green Point, who will admit girls to all standards next year.

Mr Taylor said the decision to open a pre-primary school for four and five-year-olds was taken after other pre-primary

schools in the area noted the need for another school.

"For similar reasons we decided to open the school to girls until the end of Standard 1. It will also help parents who have boys at the school," Mr Taylor said.

The possibility of opening higher standards to girls would be "considered at a much later date, depending on the needs of the community".

The school has facilities for two pre-primary classes of 20 pupils each and a third class could be created if the number of applications warranted it.

An after-hours care centre for pre-primary pupils was also being considered.

Mr Taylor stressed

that while the school was open to all religious groups, it was a Roman Catholic school and Catholics would get preference.

"Children attending the pre-primary school will not automatically be accepted in the kindergarten classes," he added.

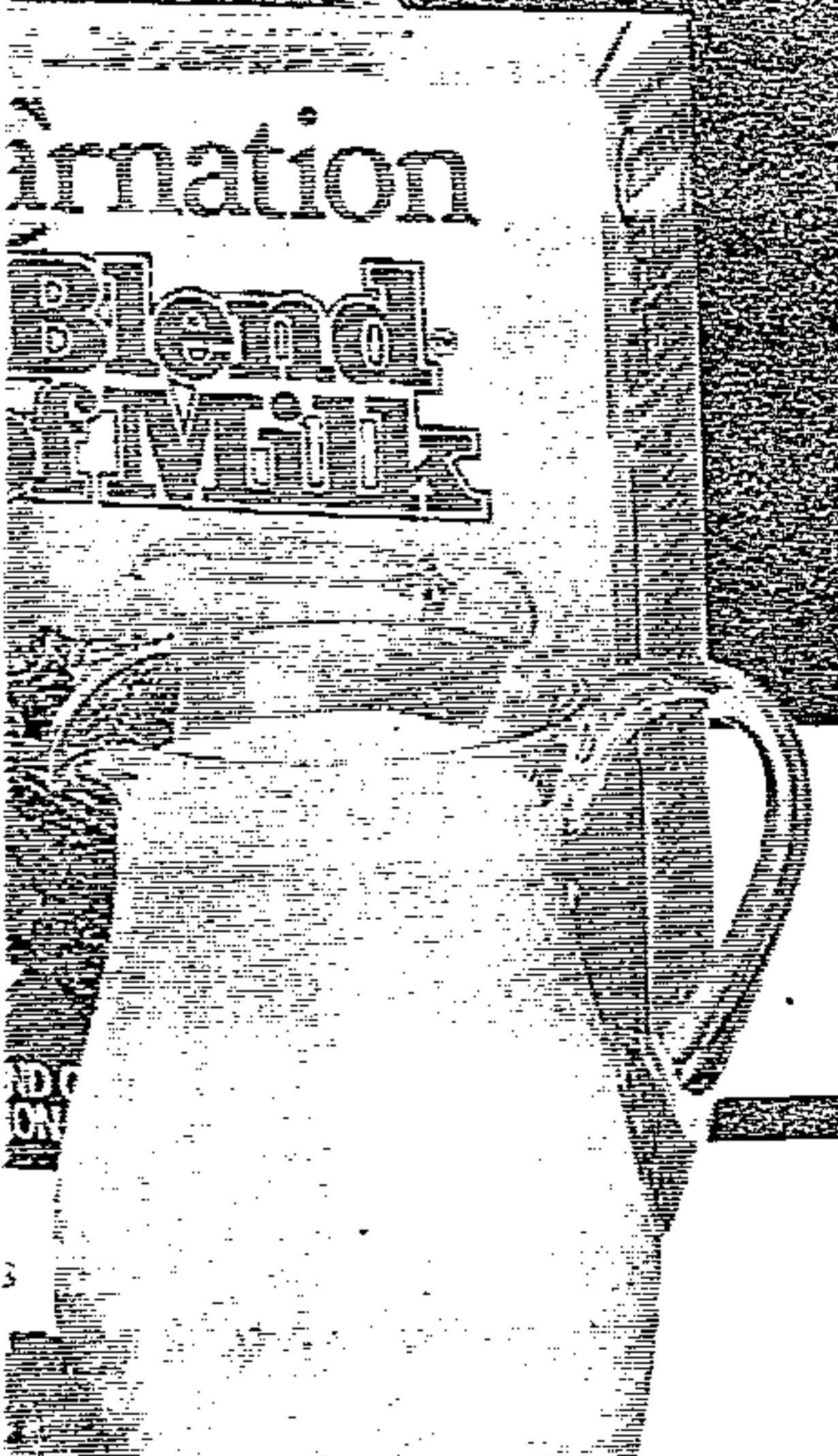
The enrolment at the school, threatened with closure before R500 000 was raised by parents in a national campaign last year, picked up this year.

"However, we're hoping for an even better enrolment next year," said Mr Taylor.

Application forms are available from the school and applications for the pre-primary school should reach the principal before the end of October.

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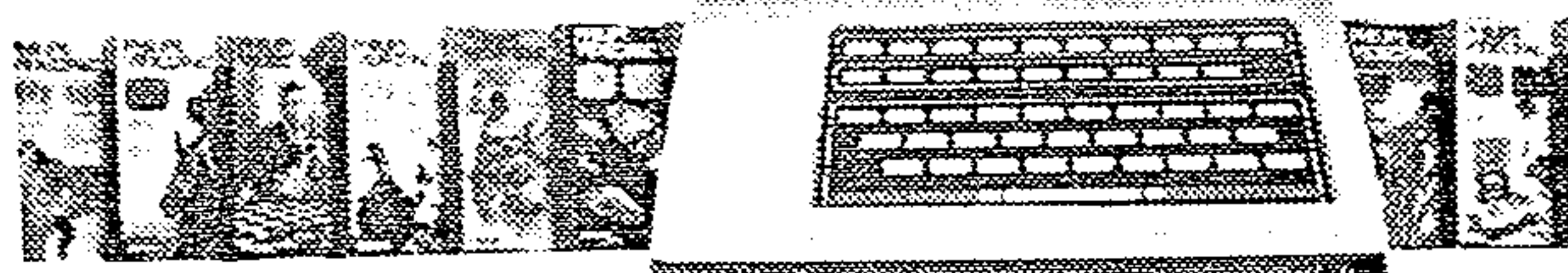
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NIC leaders to lead protest

Mercury Reporter

27/7/83

THE recently unbanned leaders of the Natal Indian Congress will be the main speakers at a meeting in Durban tonight, called to protest against the South African Indian Council's take-over of Indian Education.

The meeting, which will be held in the St Augustine's Hall at 7 30 p m, is being convened jointly by 15 organisations.

Many Indian doctors, mainly members of the Durban South Doctors' Guild of which Dr R M Bux is chairman, have already lodged their pro-

test by supporting a newspaper advertisement condemning the SAIC move. This resulted in Mr Amichand Rajbansi, executive chairman of the SAIC, lodging a complaint against the doctors with the Registrar of the South African Medical and Dental Council.

Mr Rajbansi told the Mercury yesterday that his invitation to Mr Pat Samuels, president of the Teachers Association of South Africa, and Dr Bux for a face-to-face meeting in the presence of the Press on the SAIC and Indian education was still open.

ht gold

(50) Star 28/7/83

Money spent on black education doubled over past five years

By Jean Hey,
Education Reporter

The amount of money spent on black education more than doubled during the last five years as pupil numbers rapidly increased, an education magazine says.

"Education and Manpower Production (Blacks)", published by the Research Institute for Education Planning (RIEP) of the University of the Orange Free State, said black pupils in South Africa and the homelands exceeded five million in 1982 — an increase of more than two million during the past decade.

In an attempt to cope with the massive influx, the 11 departments controlling education had pushed up their combined education budget to R668 million.

The magazine said that did not include any capital expenditure for land and buildings. Nor did it include money spent on tertiary education.

Despite the increase in the number of pupils, the R397 million increase in the combined black education budgets had allowed for more money to be spent on each child.

In 1978/9 about R62 was spent on the education of each black child attending school. Five years later the figure had risen to about R126.

However, most of those pupils were in their first few years of school with only 3,5 percent attending senior secondary school.

The magazine said that situation would change rapidly. The annual growth of secondary school children from 1977 to 1982 was 13 percent, as opposed to a 4,5 percent annual growth in the number of children in primary schools in the same period.

Further, the number of successful black matriculants more than tripled in the five years from 1977 to 1981, rising to a total of almost 30 000.

"This extraordinary growth can be attributed to the increased realisation on the part of pupils that senior secondary qualification is desirable for better job opportunities."

Although the actual number of matriculation passes among blacks had increased, the percentage of passes had decreased. More than 30 percent of all blacks aged 15 and over were illiterate.

ARCUS 28/7/83

Objections at Plain to school visits by SADF

Staff Reporter

THE Mitchell's Plain Coordinating Committee, representing civic bodies in the area, has objected to SA Defence Force visits to schools in the Western Cape.

The visits are to give talks and film shows.

Mrs Theresa Solomon, secretary of the committee, said of a recent visit to a primary school in Lentegeur: "The parents were never approached regarding this visit.

"We are fully aware that this falls in line with the constitutional propos-

als, and the mention of conscription.

"The Defence Force is making itself attractive to our children.

"INDOCTRINATED"

"It is bad enough that children are receiving gutter education. Now they are being subjected to talks and films from the Defence Force.

"In 1976 the children's demands were education for liberation, but now they are being indoctrinated to fight on the border to protect apartheid and capitalism."

The Defence Force declined to comment.

Mr Philip Myburgh, the Progressive Federal Party's defence spokesman, commented that if people were not given exactly the same citizenship rights as those in power, there would be a reluctance to become involved in military affairs.

EQUALITY

Complete equality in pay and other conditions for all races should be introduced in the SADF to attract volunteers.

"A professional volunteer army is in many ways preferable to a conscript army," he said.

Det clarifies leave issue

Rowetan 18/83

THE DEPARTMENT of Education and Training (Det) last week reacted to allegations that black women teachers are not aware of their maternity leave benefits, saying the Teachers' Advice Bureau's investigations were not correct.

A statement from the Director General of Det said: "The conditions of service of teaching personnel in Det are governed by the Education and Training Act, 1979 (Act 90 of 1979), in terms of which the regulations are framed.

Regulation 41 of the regulation stipulates, *inter alia*, that a married woman teacher may elect to take vacation leave with full pay standing to her credit, to cover the whole, or a portion, of the period of absence on maternity leave.

"On appointment all teachers are informed that their appointments are effected in terms of the Act and they are advised to acquaint themselves with the regulation. It is therefore the responsibility of a tea-

cher to make a study of the conditions of service."

Det said further a married woman may apply for vacation leave without pay before going on maternity leave. If such application for leave is submitted at least one month before the commencement of maternity leave, the payment of her salary will normally not be interrupted for the duration of the period of leave with full salary.

In terms of the Unem-

ployment Insurance Act, 1966 (Act 30 of 1966), permanent members of the teaching staff do not contribute to the Unemployment Insurance Fund. This provision applies to all population groups. Temporary teachers do however contribute to the fund, which has the implication that a temporary married woman teacher who goes on maternity leave comes into consideration for the privileges of the UIF if she satisfies all the requirements.



Extensive handwritten notes and signatures covering the bottom two-thirds of the page, including various initials and illegible text.

Cape Times 5/8/83 50

Warnings given of schools unres

By MARTINE BARKER
Education Reporter

A CLIMBING spate of boycotts at black schools, colleges and universities across the country seems to be bearing out the warnings educationists have made that unless steps are taken to improve the quality of black education, there will be dissatisfaction.

There has been no unifying aspect of the boycotts — reasons given for them, while sometimes very specific, have at other times seemed obscure and random — but what is clear is that once again the schools affected are only black and coloured schools.

Press reports of the boycotts which have resulted in demonstrations have all contained the fact that police dispersed crowds with teargas. Violence by pupils has been directed at school staff and school property.

In two instances at Soweto schools in the past month, members of staff have been stabbed during heated moments. In Cape Town, about 400 pupils are still boycotting classes at the Mountview High School over the expulsion of four colleagues, and have demanded that the school principal be transferred.

Earlier this week, police using teargas stopped 1 000 Bophalanga High School pupils marching on the Vryburg police station to demand the release of 31 people arrested after a demonstration last week. At the Turfloop University, students have begun a lecture boycott after more than 400 students were notified by telegram last week that they had been expelled for boycotting exams over alleged irregularities. This week, university authorities demanded

that all who do not qualify for registration leave the campus immediately. The students decided they would ignore the demand and boycott classes until the exam results are nullified or that those who refused to write them in July be given the chance to write them again.

The fate of the Monosuthu Technikon in Umlazi which closed down on Tuesday following a boycott over the expulsion of three students, will be decided at a meeting of the Technikon Council on Monday. The 200 students have been ordered to vacate the campus after they ignored an ultimatum to end their week-long boycott and return to lectures. The three were expelled following an investigation into the Sharpeville commemoration service held on campus on March 21.

Police fired shots into the ground at the Jiyane Secondary School in Soweto 10 days ago after some of the 700 pupils had thrown stones at a patrol van. During the violence, one teacher was stabbed twice by pupils. After police had left the school, pupils smashed windows and attempted to set buildings on fire.

Another Soweto school — the Progress Secondary School — has faced boycotts by about 900 pupils protesting at the dismissal of two black teachers and their replacement by whites. Two weeks ago, 1 250 pupils of the Ibhongo Secondary School in Soweto boycotted classes over the appointment of a white principal they disliked. Demonstrations were broken up by police using teargas.

In June, Soweto schoolchildren from Swelthle secondary school were dispersed with tear gas during a violent demonstration. According to the police, four expelled pupils returned to the school and confronted the principal. In the ensuing violence, the principal was stabbed in the back, school buildings were stoned and windows broken. Eight policemen were slightly injured.

Also in June, a Medical Unit in South Africa saw several weccots over the : of two SRC cers.

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Cape Times 5/8/83

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The

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Also in June, the Medical University of South Africa (Medunsa) saw several weeks of boycotts over the suspension of two SRC office-bearers.

In March 900 protesting schoolchildren from the Georgetown High School in Edendale, Maritzburg, were dispersed by police with sjamboks and teargas during a march through Edendale after boycotting classes. The reason given by pupils for their action was dissatisfaction over the process of registering for 1983 matriculation exams.

(50)

The science block

The extent of the basic education anyone receives sets a limit to how far he can be trained, says Anglo American's Dennis Etheredge. Many companies come face to face with schooling deficiencies when they undertake in-house training.

One of the most pressing problems is the science and maths bottleneck. The vast majority of matriculants (a small enough proportion in the case of black students anyway) don't have science subjects, and the shortage of qualified teachers in these fields is acute.

One of the private organisations battling the backlog is the Science Education Project (Sep). It's an autonomous private organisation with university bases at Wits, Rhodes, Durban, Transkei and UCT, plus regional fieldworkers. Sep manages its own financing and staff, though the universities provide administrative backup.

Its central concern is professional development of science teachers, and its area of operations is primarily (usually under-equipped) black schools at junior secondary level, often in rural areas, though Sep's activities aren't limited to black schooling.

Financial Mail August 5 1983

(50)

FM 5/8/83

Sep has developed a science kit, or package, designed to enable pupils to perform all syllabus experiments, thus getting around the massive and perennial problem of lack of equipment. With the kits come highly structured written guides to lead pupils through the experiments by asking questions and setting the problems. Teachers' manuals are also provided.

The object of these is to replace textbook, "hands off" teaching (which often relies on uncomprehending rote learning), with an inquiry-based approach to science. The parallel aim of the kits is to give often underqualified teachers the confidence to move from chalk-and-talk teaching to an emphasis on practical group work and individual learning needs.

Like many education programmes, Sep began in 1976. Its founders were a group of science educationists involved in teacher-training or university-level science instruction in the eastern Cape.

Sep's first development stage took three

years. Its educationists, some based in Fort Hare, worked on a small pilot project in the Ciskei, developing and testing material and techniques — and themselves learning from experience.

According to Mastin Prinsloo, a Sep spokesman, "Initially project leaders believed that the kids were what the packages were all about. But experience showed that the teachers were the key. The aim then shifted to developing teachers' scientific knowledge and background, and providing an introduction to a whole new teaching approach. So Sep insists on having constant access to teachers."

Sep has been surprisingly successful, according to Prinsloo: "In fact it's one of the few programmes of curriculum innovation and on-the-job teacher training that's achieving its aims. The main reason is the support system for teachers, with constant contact, training and class visits by Sep personnel. Education packages are often well developed, but when they're applied

they get lost or distorted by te problems.

"We find that the kits and mater themselves are relatively ineffe They're resources that serve to give ers confidence. But without further s training for teachers, they won't c rigid classroom techniques and go o scientific experimental methods — are basic to scientific thinking."

Since 1980, having developed its rial, Sep expanded its scope. Progra are currently being run in 35 scho Natal and KwaZulu mainly in the D area, in about 600 Transkei school about 35 in Ciskei. Programmes are being run in the Johannesburg ar Gazankulu, and are getting under w Cape Town and the eastern Cape.

Sep has some 20 workers and a c budget of R300 000 year — though thi has been "tight." The 1985 budget w R900 000, reflecting the programme: of expansion.

Fame brings cold comfort to Karoo

Mail Correspondent
CAPE TOWN — When it's cold in the Karoo town of Sutherland, the hardy inhabitants are the first to complain — but they do it with pride.

Sutherland has sprung to prominence in the past few years because it features on just about every television weather chart when minimum winter temperatures are under discussion.

The weatherman's daily list of dorps, towns and cities where the temperature has dropped through the floor always seems to end: "And in Sutherland..."

However, it is clear the townspeople don't mind being singled out by SATV. In fact, they get rather a kick out of it.

There is something prideful about knowing that if the temperature has you shiver-

ing, it will put the rest of the nation into a state of shock.

Mr P P Olivier, Sutherland's mayor, said "We aren't so proud in the morning when it's dead cold, but of course we're happy to have Sutherland on the weather map."

"Just before you called, we were talking about the fact that a cement dam 20 feet wide would still be iced over late in the afternoon."

A police station commander commented: "They say we're the coldest town in the country I'm not worried — it's quite a compliment."

Mr Piet Geldenhuys, owner of the Sutherland Hotel, said: "You can go where you like. When people hear you're from Sutherland, they say: 'Ah, you come from the coldest place in the country.' It's not something you can be proud of, but it's nothing to be ashamed of either."

Govt (50)
 'No' to single schools
 umbrella

Pretoria Bureau

THE Minister of National Education, Dr Gert Viljoen, has reiterated the Government's intention to maintain different departments of education for the different races in the country, contrary to the recommendation of the De Lange Commission of Inquiry.

Speaking at a teachers' conference for special education at the University of Pretoria on Saturday, Dr Viljoen said he was repeating the Government's standpoint he spelt out during the last parliamentary sitting.

The De Lange Commission, which sat under the wing of the Human Sciences Research Council, recommended that the Government establish one single education department for all races.

Dr Viljoen said it was the policy of the Government to have different education departments for whites, coloureds, Indians and blacks.

He said the new constitutional dispensation made provision for a central ministerial office for the Indians, coloureds and whites to co-ordinate the separate departments.

Dr Viljoen said the new constitution also made provision for education for whites to remain on a provincial level.



Major Dare Newell, OBE, left, chairman of the British Special Air Service Association, and Mr Ted Bates at the Rhodesian SAS rededication ceremony at the Flame Lily MOTH shrine in Malvern on Saturday. Thirty-eight members of the regiment killed in action during the Rhodesian bush war were honoured. Among those present were the association's president, General Peter Walls, and Major-General Ron Reid-Daly, founder of the Selous Scouts.

WHATSITSNAME



Kneeling vet's cry for help

London Bureau

LONDON. — The ancient Channel Islands cry for justice, the "Clameur de haro", was raised in Guernsey's Royal Court Building last week by a 38-year-old vet, Mr Maurice Kirk.

Mr Kirk claims that premises he shared were sold without his knowledge in breach of an agreement.

Falling on his knees, Mr

Haro, a l'aide Mon Prince, on me fait tort" ("Help me, My Prince, wrong is being done to me").

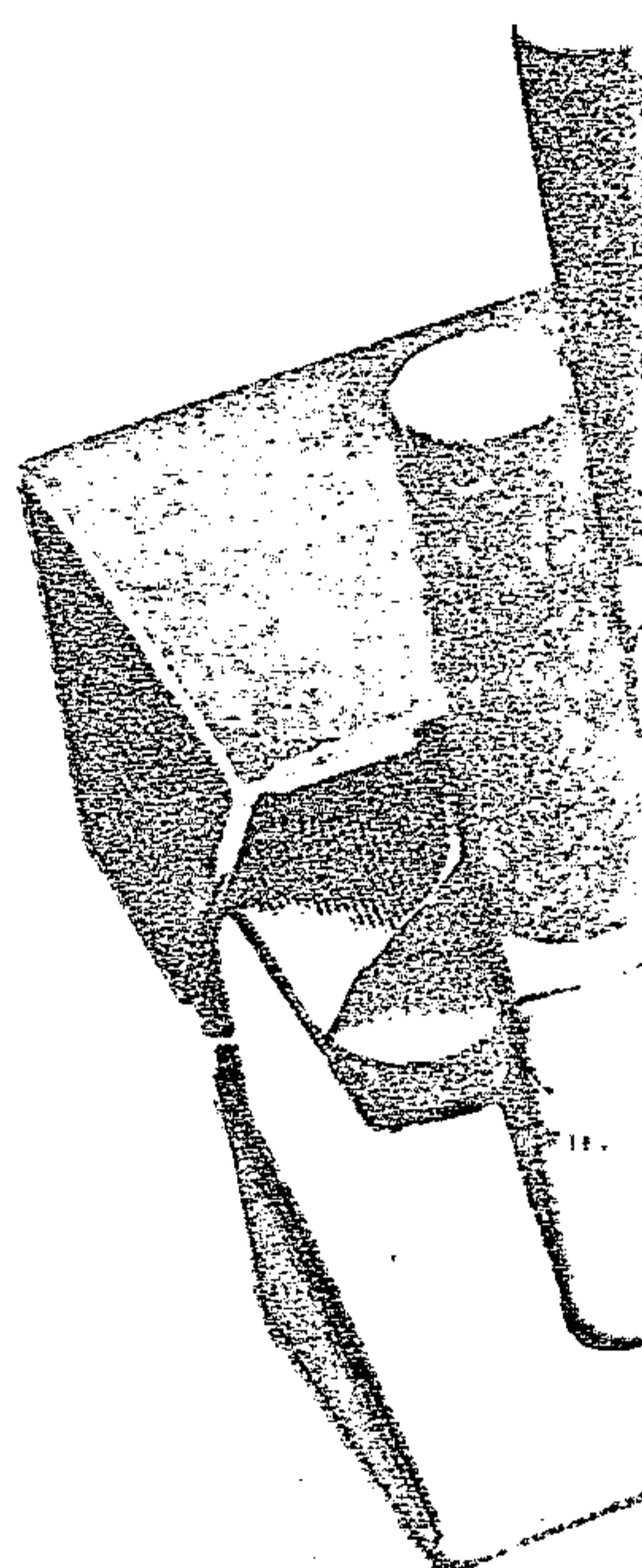
The Clameur de Haro, which pre-dates the Norman Conquest, is still law in the Channel Islands where there is an alleged infringement of property rights.

The offence is supposed to cease at once and the complainant then has a year to bring the matter to court.

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Progress

50 Sowetan 8/8/83

THE joint investigation into the training of apprentices and artisans that will be conducted by the Human Science Research Council and the National Training Board will fall under the HSRC Educational Research Programme, and has to be completed towards the end of next year.

The HSRC's liaison section said the Minister of Manpower, Mr Fanie Botha, already announced the investigation in Parliament on June 2. Mr A Pittendrigh, a former director

of the Natal Technicon, has been appointed the chairman of the investigation and although the composition of the multi-disciplinary research team has not been completed yet, it is known that interested institutions will be involved.

Persons requiring further details can contact the co-ordinator of the investigation at the HSRC, Dr Schalk Engelbrecht, at telephone (012) 21-7181 or write to him at Private Bag X41, Pretoria.

29

Star 10/8/83

Key role for non-formal education⁽⁵⁰⁾ Council told

CAPE TOWN — Non-formal education at grassroots level would play an important role in breaking the vicious circle of environmental deprivation, Professor CH Taylor of Port Elizabeth University told the President's Council yesterday.

Professor Taylor gave evidence for most of the day in the Science Committee's first public hearing on the need to stimulate informal and non-formal education, particularly in less-developed areas.

The reason for the investigation, the committee chairman, Professor EJ Marais said, was that all population groups in South Africa suffered from cultural stress.

This prevented them from achieving full potential, which could be described as "environmental deprivation". Education was possibly the only solution.

Professor Taylor suggested the use of existing school facilities, but not the teachers who were already overburdened.

The committee agreed that one of the most visible areas of deprivation consisted of school dropouts aged about nine or 10 who came from poor homes and roamed the streets.

Professor Taylor said the success of non-formal education depended on grassroots participation and control. Planning and assessment would have to be done at national and regional level. — Sapa.

CAPG TRAILS
11/8/83 (50)

New move may mean school fees

Education Reporter

THE end of free education in South Africa has become a real possibility with the proclamation gazetted last Friday empowering the Minister of National Education to levy tuition fees for white pupils attending state-controlled schools.

The proclamation, which amends the National Education Policy Act of 1967, covers tuition fees for pupils "whose parents are South African or who reside in South Africa", including those attending schools controlled by provincial administrations.

The chief director of National Education, Dr D H Meiring, yesterday said the proclamation affected only white pupils. It was now up to the black, coloured and Indian education departments to decide whether they wanted the law changed in this respect.

He could not give any information regarding the manner in which it

might be implemented, the criteria used for calculating the levy, or the method in which parents would be levied.

The move was aimed at starting discussions, which had been legally hampered up to now, and did not mean the immediate introduction of compulsory school fees, said Dr Meiring.

He emphasized that the Minister, Dr Viljoen, was on record as saying any such move towards compulsory tuition fees would be allowed only if all the educational authorities agreed.

Teacher organizations have responded with caution to the proclamation because of the uncertainty of the manner in which it would be effected.

While believing the onus should be on parents to pay for school tuition, the president of the Natal Teachers' Society, Mr Dave Ryman, said he believed the amounts to be levied should be decided upon by the schools concerned.

End of free education in S A 'possible'

(50) Mercury Correspondent 11/8/88

CAPE TOWN—The end of free education in South Africa has become a real possibility with a proclamation empowering the Minister of National Education to levy tuition fees for all pupils attending State-controlled schools.

The proclamation, which amends the National Education Policy Act of 1967, covers tuition fees for pupils in all population groups whose parents are South African or who reside in South Africa, including those attending schools controlled by provincial administrations.

The Chief Director of National Education, Dr D H Meiring, yesterday confirmed that the proclamation affected all population groups.

He could not give any information regarding the manner in which it might be implemented, the criteria that would be used for calculating the levy, or the method in which parents would be levied.

The move was aimed at starting discussions which had been legally hampered up to now and did not mean the immediate introduction of compulsory school fees, Dr Meiring said.

Caution

He emphasised that the Minister, Dr Gerrit Viljoen, was on record as saying that any such move towards compulsory tuition fees would only be allowed if all the educational authorities agreed.

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Mr Pat Samuels, president of the Teachers' Association of South Africa, said if it was necessary for white, coloured and Indian people to pay a little more for their education in order to ensure a more equitable distribution of the financial resources in education, his organisation would support the move.

The South African Teachers' Association has established a committee to investigate and report on the possible implications of the proclamation.



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Use non-formal education to beat illiteracy — call

Apr 12 1987
50

Own Correspondent

CAPE TOWN — Most South Africans are illiterate or semi-literate. Dr Robin Lee, director of planning and development at the Urban Foundation, disclosed in Cape Town yesterday when proposing a major non-formal education system.

Dr Lee told the science committee of the President's Council that in 1980 4 million people over the age of 19 had no formal education.

A further 3,8 million had seven or fewer years of schooling. This meant about 8 million adults with less than full literacy — about 58 percent of adults over the age of 19.

Dr Lee said that in 1980 40 percent of the population had no formal education while 34 percent had achieved education between Sub A and Std 5.

The immediate objectives of non-formal education would be:

● To aim initially at the adult population, with priority for a major liter-

acy campaign that would include existing agencies, newly established bodies, the media and employers.

● To have a second goal of teaching skills both for employed and unemployed.

● To devote resources to community education programmes where need existed. This could include health, hygiene, nutrition and home ownership and improvement.

This programme could later be widened to include children of school-going age who, for some reason, were not at school, Dr Lee added.

He proposed that one central Ministry control formal and non-formal education.

In few other countries did non-formal education amount to much above five percent of education spending.

"It is clear that South Africa needs to spend much more than this. Indeed, in South Africa non-formal education is not an optional extra, but a compelling necessity," Dr Lee added.

Political Staff

THE ASSEMBLY — The Laws on Co-operation and Development Amendment Bill, which led to clashes about the rights of urban blacks and homeland consolidation, has passed its final stage in the Assembly.

During the third-reading debate yesterday, Mr Nic Olivier (PFP, nominated) called on the Minister of Co-operation and Development, Dr Piet Koornhof, to state clearly the Government's plans on housing for blacks.

It was not good enough for the State to say families of contract workers with residential rights would be allowed into urban areas only if housing was available. Whose fault was it that there was a housing backlog?

On the issue of the proposed excision of the Moutse district from Lebowa for incorporation into kwaNdebele, he said the PFP was not in favour of the creation of independent black states.

And the PFP would not approve the forced removal of people, nor any action to place people under the authority of another government against their will.

There will be no sitting today. Monday's session will be the committee stage of the public of South Africa Constitution Bill.

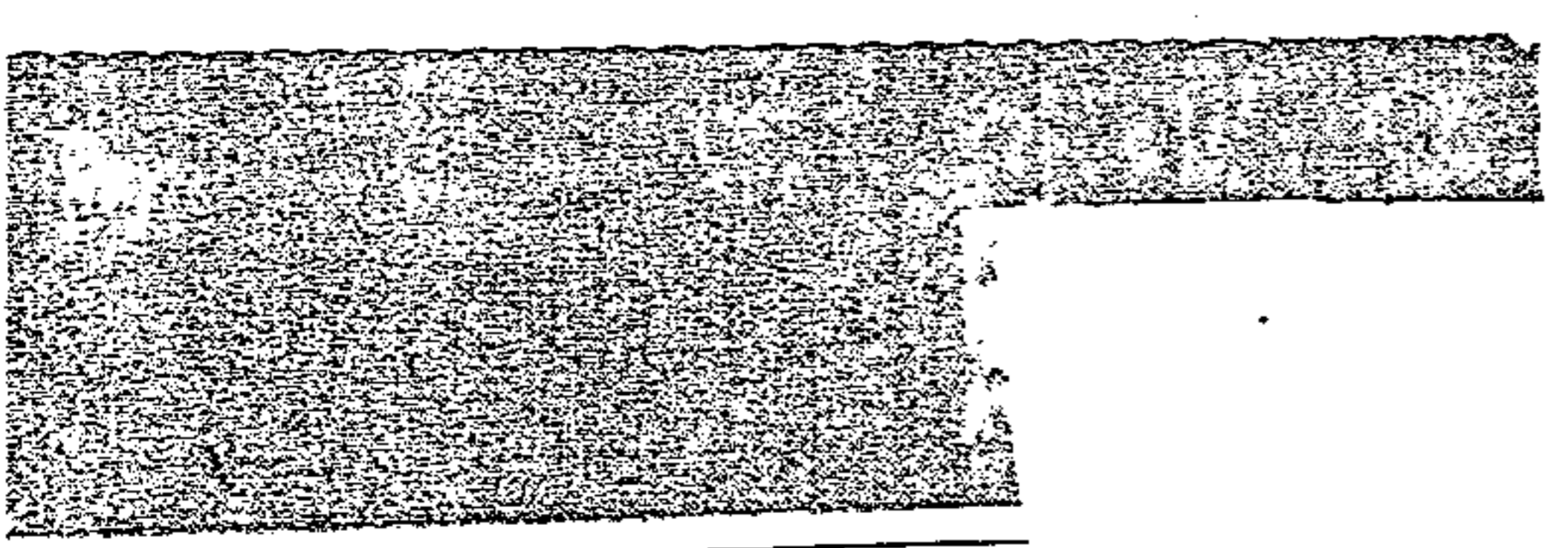


Professor Nic Olivier

Mr Olivier said his expression had been depressed that, in the light of the Ingwavuma case, the Government had represented an attempt to sidestep the Court's judgment.

Dr Koornhof's Opposition accusation that his department's administration had taken officials that was harmful to the country, said thousands of black officials involved in his department's efforts towards peaceful transition to existing problems.

He added that Dr Koornhof had asked for independence.



ded before he died in rather like a racing driver in June last year. Mr Kent on September 1st hopes it will be "the danger of disbanding displays throughout Europe. It must be Ted. Nothing can bring but by carrying on his are keeping his memor- ingered until Danish- occurred to the gen- who died in World War I. Not to mention hono- great bombers in raids

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writes that

27/1/78

Unequal education a problem — unionist

Labour Reporter

The basic defect unions and employers still had to face was inequality in education, the general secretary of the South African Boilermaker's Society told the SA Institution of Mechanical Engineers in Johannesburg today.

Mr A J van der Watt said the inequalities meant individuals, particularly blacks, could not grasp available opportunities.

Although the concept of equality of opportunity was largely accepted in labour legislation, it had not made the same progress in other fields.

RELATIONS

The Wiehann Commission recognised that the future of good labour relations lay in the recognition of individual rights — allowing a person to develop his abilities to the full.

"This does not only mean non-discrimination in employment. The individual must be in a position to make use of the various programmes."

Mr van der Watt said unions and employers should stand firm against moves which did not give equal opportunity.

Restrictive measures incorporated in the Labour Relations Act had to be removed to prevent political exploitation.

Provisions such as registration could be used to keep unions out of industrial councils and out of politics.

"I believe that unions, especially the new black unions, have much to say to the Government which is not being said," he said.

'Resources wasted as politics get in the way'

Govt delay on De Lange frustrates educationists

By Jean Hey,
Education Reporter

Educationists are frustrated, disillusioned and downright fed up at the Government's failure to give a final answer to the De Lange committee's recommendations on education.

This discontent emerged at a panel discussion on the De Lange report held by the International Association of Economics and Commerce Students (AIESEC) at the University of the Witwatersrand on Friday afternoon.

The De Lange committee presented its report two years ago and since then educationists have been anxiously awaiting the Government White Paper.

Even when this eventually appeared it would

not change the basic structure of education in South Africa, said the panel, which included two members of the main De Lange committee, Dr Ken Hartshorne and Professor Napier Boyce.

"The politics of South Africa must change before education does," said Dr Hartshorne, a prominent educationist.

"The first principle of the De Lange report is equal education for all in South Africa.

"The economic implications of this are not the main issue. It is more a question of political will."

Children at five white schools in Durban's central area could fit into three, but the Group Areas Act prevented other races from using the other schools.

"We are wasting re-

sources because politics get in the way," said Dr Hartshorne.

Many black teachers lacked commitment because the system in which they had to work was unacceptable, he said.

"Until education is no longer racially separated we will struggle to make black education equal to white — no matter what money is put into it."

Professor Boyce, former rector of the Johannesburg College of Education, said the quality of education could never rise higher than the quality of teaching.

"We need a massive teacher upgrading of blacks in this country. In-service training of teachers would help," he said.

People should stop being impressed by the

increasing numbers of black matriculants and look at the percentages instead.

The percentage of blacks passing matric had dropped in the past five years from 33 to 10.

"We have become obsessed with quantity. Unless we bring attention back to the quality of matriculants we are lost," he said.

Mr M A Marais, a lecturer in economics at Wits, said education should be privately financed.

"The State subsidises 80 percent of education. Whites — or the wealthy — benefit most because 40 percent of blacks drop out by Standard 2.

"If students had to pay they would question more the worth of their education and study only what was required," he said.

Student aid needs more teachers

By DAPHNE WILSON, Principal, SA Institute of Race Relations' Enrichment Programme

FOR the second year running, African Standard 10 pupils from the four local high schools, Langa, ID Mkize, Sizamile and Fezeka, have been making use of an enrichment programme operating in the St Francis cultural centre in Langa.

This programme is funded by the Evangelische Zentralstelle Entwicklungshilfe (EZE) through the SA Institute of Race Relations. EZE supports other enrichment programmes at secondary and tertiary level elsewhere in the country under the umbrella of the SAIRR.

Our programme here in the Western Cape is run rather differently from the others. It does not limit itself to a small selected number, but is open to all students at the four schools who are taking the academic course that includes physical science and mathematics.

In addition, it provides lectures on English prescribed works for any African Standard 10 pupil for whom these are relevant, irrespective of whether or not such a pupil is taking physical science and mathematics in his Senior Certificate course.

This year the enrichment school has expanded greatly. Every Saturday morning classes are given in the well-equipped classrooms of the St Francis Centre, in physical science, mathematics and English language. On request from our students an additional class in science is now being held by our science teacher, Mrs Gillian Thorburn on Saturday afternoons. This means a long extra school day on Saturdays.

Then after the regular day school, on three afternoons a week, our students turn up again at the enrichment classes for lectures on their English poetry prescribed work on Tuesdays, on biology on Wednesdays and on "Romeo and Juliet" on Thursdays.

Their after-school schedule is thus an extremely busy and exhausting one as, in addition, each of the four schools concerned has a weekly afternoon visit to the Plato system of maths instruction at

UWC, for its senior pupils.

Our attendance register reveals that a large number of students are attending regularly every class that is relevant to their course of study, particularly in physical science and the English networks; we have approximately 230 Standard 10 pupils using the programme.

The enthusiasm that produces such support is obvious and a wonderful spirit of determination pervades the whole enterprise.

Although I have made it clear that money is available to assist students who might be deterred from attending classes through high transport cost, only a negligible number have applied for such assistance. The pupils likewise show independence in preferring to buy any of the books or aids-to-learning which from time to time we collectively (staff and pupils) consider worth using. The EZE fund is used to subsidize the cost of such books.

About 30 of the regular attenders are repeating Standard 10 this year after failing to get Senior Certificates or the desired Matriculation exemptions in 1982. They know that some of their more successful colleagues on the programme last year were able to obtain EZE or other major scholarships last year provided their academic matriculation results were of sufficient merit. The programme hopes to promote the tertiary education of another similar group of successful matriculants in 1984.

Just recently because it was brought to the notice of the SA Institute of Race Relations that Sizamile High School had not had a physical science or mathematics teacher on the regular staff since March of this year we have now opened up physical science classes for the 120 Sizamile Standard Nine pupils on Saturday mornings, in addition to our regu-

lar classes for the Standard 10's.

As a temporary measure, these Standard Nine pupils are given instruction at Sizamile High School in mathematics and physical science after regular school hours each afternoon, from a teacher teaching these subjects at Langa High School during the mornings. The strain on all concerned is obvious.

One sincerely wishes that such enrichment programmes as the one I have described need not be necessary, and that in fact all pupils, irrespective of race, could be receiving the best possible education under a system common to all; however the hard fact remains that for the present life goes on and it is important to respond to the unquenchable thirst of presently deprived stu-

dents for higher standards, and generally wider knowledge.

The present enrichment programme at the St Francis centre, made possible by the enthusiasm and hard work of the students and the programme staff and by the funds through the SA Institute of Race Relations from EZE, could still be greatly expanded to serve all Standard Nine's in the four township schools. Such work would provide the spade work for better performance at Standard 10 level.

However, one major factor limits this expansion. We need more experienced, well qualified teachers in physical science, mathematics, English and biology. It is to catch the attention and support of such potential teachers that this article has been written. Teachers are paid modest salaries for their services and all arrangements can be further discussed if volunteers will write to me c/o SAIRR, 5 Long



Daphne Wilson

Street, Mowbray, giving full particulars of their degree qualifications and teaching experience, and the times they can be available on week-day afternoons or Saturday mornings. Telephone 65 1025 if more information is required.

We need more good experienced teachers to teach in Langa once a week, as soon as possible.

ARGUS
31/8/83

SC


City trust's helping hand for students

Man grabs R2 000

Crime Reporter
A MAN, part of a group of six men, grabbed a cash box containing more than R2 000 from a cashier at a Parow supermarket.

Mrs Veronica de Sousa, 30, a cashier at Nicko's Supermarket in Third

Avenue, Parow, said the six men came into the supermarket yesterday afternoon.

While she was distracted when the telephone rang, one of the men leant over the counter and grabbed a cash box.

The six men fled.

Staff Reporter

SHAHEED Adams could have been hard at work this year at a city upholstery business. Instead he is spending his time drawing.

Shaheed is a first-year graphic design student at the Peninsula Technikon and is drawing towards his ideal of joining an advertising company.

Were it not for the Higher Education Trust (HET) managed by The Board of Executors, Shaheed would still be upholstering chairs.

The trust was born from an anonymous donation of R1-million and this year helped 141 students pursue their studies. Next year HET will make R100 000 available to needy students.

SAVINGS

HET's bursaries and scholarships vary in value according to the need of the student. Shaheed has a bursary of R240 a year. Small perhaps, but with a second bursary and his savings from last year when he worked in an upholstery business, it made all the difference. Without it, he says, he could not have registered at the Technikon this year.

Andre George, on the other hand, has a large scholarship from the HET fund — R2 400 a year. A fifth year UCT medical student, he hopes one day to enter the neuro-science research world.

Two very different students in two very different courses of study. One thing, however, they have in common. As long as

they continue to pass their courses they both know that the HET will continue to supply them with the money necessary to complete their courses.

Dr F C Robb, chairman of the trustees of the HET, notes that there are no fixed bursaries in the fund and the awards are geared to the student's needs. "HET supplies the certainty that if you pass your exams you may have every expectation you will receive continued support," Dr Robb said.

LANGUAGE

HET has two students studying overseas, one a language student, the other a classical guitarist.

Mrs Daphne Wilson, chief of the bursary department of the South African Institute of Race Relations and chairman of the HET bursary sub-committee, has asked people to be aware of the needs of educational trusts.

So far this year the institute has already had 400 applications for the R250 000 assistance (made up of trusts like the HET) it has available for students next year. Tertiary education is becoming very expensive and the institute is considering increasing the size, and therefore having to decrease the number, of bursaries to qualifying students.

"To keep pace with rising costs and inflation one cannot afford to be complacent about adding to the size of the eight trusts administered by the SAIRR," Mrs Wilson said.



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Mall Reporter

IF THE education system is to be seen as legitimate by those who use it, there must be a single Ministry of Education, the Urban Foundation said yesterday.

In its annual review, released at the annual meeting in Johannesburg yesterday, the foundation criticised the lack of progress in educational reform.

"The creation of a single ministry, either in reality or as intention, is of the highest symbolic significance," the review said. "This is the real basis of legitimacy of the entire system in the eyes of the users."

The foundation went on to say that "unless Government action is seen to be taken as soon as possible on at least some of the key policy recommendations of the De Lange report, the impetus of the investigation could well be frustrated, with grave consequences".

It conceded that some changes had been made which would be to the long-term benefit of education. Also, proposed expenditure on education as a whole in 1983/84 for the first time exceeded that of defence.

In reviewing the reform process, the foundation praised the changed State housing policy.

But it warned the Government against using rapidly increasing rentals to force the present occupants of State-owned houses to buy their homes.

"It is absolutely essential that substantial numbers of new houses are built rapidly — the sale of existing stock does not in itself help to eliminate the physical backlog in housing," the foundation said.

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School sports: Viljoen explains

PRETORIA. — The government was not moving towards total integration in school sport but was instead providing procedures whereby integration at school level could take place, the Minister of National Education, Dr Gerrit Viljoen, told foreign sportswriters in Pretoria yesterday.

Dr Viljoen was at his wits' end to justify and explain South African sports policy to the

world's leading rugby writers in question time at the International Rugby Media Congress.

"It would be misleading to say there were moves toward total integration in school sport, but rather that there was more flexibility in the system so that parents can decide whether they wanted their children to integrate," Dr Viljoen said.

However, he later modified his statement

by saying the government did not want to enforce integration in school sport but procedures had been provided to bring about contact between children of different races.

Dr Viljoen told the congress that a special fund was being set up to improve inferior sporting facilities of blacks. He conceded the inequality in facilities between whites and other race groups, but disputed comparative expenditure figures quoted in Parliament earlier this year.

He said R15.57-million had been spent on black community and school facilities during 1981/82, R5.32-million on coloured and Indian communities and schools and R9.87-million on white provincial schools alone.

The minister said he was encouraged by the personal interest of international rugby writers.

He announced that the British Minister of Sport, Mr Neil McFarlane, had been invited to South Africa.

There was disillusionment among the writers when the Minister of Constitutional Development, Mr Chris Heunis, and the Minister of Foreign Affairs and Information, Mr Pik Botha, failed to attend.

— Sapa



PHOTOGRAPH

R5m ⁽⁵⁰⁾
CNC-1111
for 2/9/83

mobile school rooms

Education Reporter

THE Department of Coloured Education has awarded contracts worth R5-million for the construction of 349 mobile classrooms before the end of this financial year in a step toward eliminating the need for double-shift classes.

A further R15-million will be spent over the next two financial years in an effort to supply mobile classrooms to take the load off all of the 1 400 classrooms around the country that at present carry double shifts.

Mr N Eales, press liaison officer for the Directorate of Coloured Education, said yesterday that the initial contract would supply classrooms at 55 schools around the country. It was expected that they would be supplied at a rate of 18 a week.

Temporary

Only three classrooms were required in the Wynberg region (which includes all Cape Flats schools) and 26 were required in the Bellville region, said Mr Eales.

The department's intention was to abolish double shifts "as far as possible".

Mr Eales said the directorate was satisfied the mobile classrooms were "in no way inferior" to permanent ones, but emphasized that the mobile units would be provided on a temporary basis.

Permanent classrooms would be built later.

Education changes by early 1984, says De Lange

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Star
5/9/83

Two developments that will have a radical impact on South African education — the Government's White Paper on the De Lange committee education blueprint and the setting up of a multiracial council of education — are expected by early next year.

The conservative white education establishment has already committed itself to far-reaching changes in education proposed by the De Lange Report.

These are views of Professor JP de Lange, principal of Rand Afrikaans University and chairman of the 1981 Human Sciences Research Council investigation into education (the De Lange Report).

A new era

In an interview, he emphasised the urgency of the Government setting up the multiracial council of education, which would advise on and implement the policies which would usher in a new era in South African education.

"The council is an absolute necessity and I am confident it will be set up early next year," Professor de Lange said. Enabling legislation has to go through Parliament before the council, a statutory body, can be set up.

The Government White Paper was likely to come out even before that, within the next few months, he added.

Professor de Lange refused to be pessimistic about the length of time that has lapsed since his committee produced the report. More than 18 months ago he said the launch of the council was an urgent priority.

"When one realises the mechanics of this thing — the legislation that has to be framed, the various education departments that have to be fully consulted about policy and funding, the fact that when the report came out in October 1981 we were already well into the recession — then the period that has lapsed is not too long.

"Also to be remembered is that the success or failure of recommendations in the report being accepted is dependent upon the degree to which one gets the co-operation and input of the people involved in education."

Although disappointed that the council for education had not yet been established, Professor de Lange believed the multiracial interim working committee was a solid step towards the new council.

"It must be remembered that there was consensus among the educationists in the working committee on all except one point," he said.

"This means the present executives of education have already fully committed themselves to change through this report."

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'Don't write off my education report': Professor de Lange

Feb 13/9/83 (50)

A significant re-orientation of society has been taking place over the last two years, preparing the way for major changes in the country's educational way of life.

This is the assertion of Professor J P de Lange, rector of Rand Afrikaans University and the man who performed a rare feat (as chairman of the investigation) in getting educationists of widely disparate political views to agree on the broad lines of educational reform as laid out in the 1981 Human Sciences Research Council blueprint for future education.

By saying this he rejects the popular view that the Government is set on torpedoing the main thrust of the HSRC report, which commits South Africa to providing equal education for all races and totally restructuring the system of different education ministries and policy bodies.

"The success or failure of any recommendations for educational reform are dependent on the degree to which one gets the co-operation of the people involved in education — teachers and administrators," he said.

"These people have to make inputs and also feel involved in the process, which has been happening.

"On the other hand, the re-orientation of society in general on education has been taking place. In particular I'm speaking about employers and workers. There has been a lot of thinking and decision-making about education going on in the larger firms.

"In other words, the period since the report came out has been one of gestation in which knowledge about

education issues have been growing."

At the same time, the criticism of inaction levelled at the Government, which is still to produce a full White Paper on the report and to appoint a multiracial Council for Education, something Professor de Lange himself labelled the urgent first priority shortly after the report appeared in October 1981, has been consistent.

Two members of the main De Lange committee, Cape teachers' leader, Mr Franklin Sonn, and Transvaal educationist, Dr Ken Hartshorne, both believe impetus has been lost and the people for whom the report holds out the greatest hope — black and coloured people — are fast losing faith that anything worthwhile will ever happen.

This criticism has been reflected in comment he had received from black and coloured leaders and educationists, Professor de Lange said. It was clear they were impatient over the long wait for the Government's White Paper.

"The major thrust of the demand from black and coloured educationists when the report was being drawn up was for provision of education on the basis of equal opportunity and, to a lesser extent, a small demand for integrated education," he said. It was considered that the latter demand would be met by private schools.

"One must distinguish between what is asked for as immediate change and what is asked for in the longer term.

"Obviously, we did not do the exercise (the report) in terms of perceived demand, but also on the basis

South Africa's most far-reaching investigation of education, the De Lange Report, was published two years ago and promised radical changes in education for all. But little appears to have happened since then and prominent educationists believe the impetus for reform has slipped away. Not so, says the man behind the report, Professor J P de Lange, who spoke to Anthony Duign.



Professor de Lange ... major changes are coming.

of the needs of the country. These do not necessarily find expression in the political views of educationists," he added.

A major criticism levelled at the Government by "reform educationists" is the feeling that a cardinal recommendation — a single ministry of education for all races — will be watered down or ignored.

But what did De Lange recommend about a single ministry of education?

"We indicated that a single authority at central Government level should deal with financing of education, teachers' conditions of service,

standards in education and the capital development programme," Professor de Lange said.

But at operational level it was recommended that management units should not be too large — in other words, that there should be regional departments of education to actually administer day-to-day operations, he added.

To ensure the co-ordination and implementation of a single education policy, something which has been totally lacking in the education system to date, there would be co-ordinating bodies at regional level, a committee of education heads at national level and various sub-committees, he said.

In other words, a single ministry but racially separate departments — little consolation for the reformists who believe only a single non-racial department of education will sort out the huge differences that have created so much tension in black and coloured schools over the years.

But while these educationists lay the stress on unity Professor de Lange underlines the need to recognise different conditions and needs. "It is a matter of fact that learning needs on the Witwatersrand are different from those in the rural areas of the Transvaal," he said.

... builds torture in on the

Education grown under SAIC

Star 19/9/83

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In his article on Indian education ("My View," August 15), Marimuthu Subramoney has displayed gross ignorance of the following:

(1) The SAIC has controlled Indian Education from January 2 1976. It is an untruth for him to write that control of Indian education has been transferred to the SAIC 18 years after the Government's takeover of Indian education in 1965.

For the past eight years Indian education has improved and grown tremendously under the SAIC's control, and we have a proud record of handling the ministerial powers entrusted upon us with the greatest measure of discipline and responsibility at our disposal.

All our decisions have been taken without fear or favour and on sound professional advice.

(2) Mr Subramoney talks of "returning control of education to the professional control of the Director."

I have indicated on numerous occasions that professional control of education is always in the hands of the professional section headed by the Director.

This had been the case when there was a white minister and has remained unaltered ever since Indian education came under the political control of the SAIC.

(3) Indian education has always had a political head who always happened to be a White.

Now it has an Indian political head.

Our usage of the SAIC to attain our ideals is a strategy, a change in tactic and not necessarily a change in outlook.

Indian education has advanced tremendously under the control of the SAIC. Now the NIC members have propped up a "Committee of Concern."

Where was the concern when white politicians who were not elected by the Indian people, handled Indian education?

Where was the concern when only whites were appointed to every senior position in Indian education?

Many able and well-qualified Indian educationists became frustrated. Some resigned while others left the country.

Where was the "concern" of Mr Subramoney, the Natal Indian Congress or TASA?

The SAIC has come to the rescue. We have placed Indian educationists on merit in their rightful place.

The SAIC has offered TASA the chance to play a meaningful role in education — which was never offered to them before — as follows:

(1) A place in the proposed Council and Senate at our teacher training colleges at Lauder and Durban as we intend placing our institutions on par with whites; (2) A place on the committee to undertake a scientific investigation into promotion methods; (3) A role in the improvement of the conditions

My view



Amichand Rajbansi

of service of our teachers. TASA has spurned all these and other offers.

TASA, as well as the Congress, adopted a negative attitude to the SAIC's decision to introduce Indian languages in Indian schools with effect from January 1984. We decided to carry out a survey among the parents, whom we considered to be most relevant, and 85 percent voted "yes."

Congress members are distributing pamphlets with the slogan "Our Children's Education in Danger." The truth of the matter is that Indian education has made great strides under the SAIC since January 2 1976. Some of the strides are as follows:

(1) From 1975 to 1982 the percentage of matriculants qualifying for exemptions increased

from 39 percent to 57 percent.

(2) Matric candidates from 1975 to 1982 increased from 4 327 to 6 492.

(3) The "platoon system" eliminated which was much hated.

(4) Pre-primary education being gradually brought on par with whites.

(5) In addition to primary and secondary education a massive boost for special education.

(6) The SAIC has taken the decision to build technical secondary and pre-vocational (career) secondary schools over a five-year period from 1982 to 1987, costing R40 million at Lenasia (with hostel), Pietermaritzburg, Stanger, Phoenix and Chatsworth to train our youths for South Africa's manpower needs. The country needs 23 000 skilled workers and 10 000 technicians to be trained annually.

(7) A modern teacher training college in Cato Manor (Durban) is being planned costing R40 million.

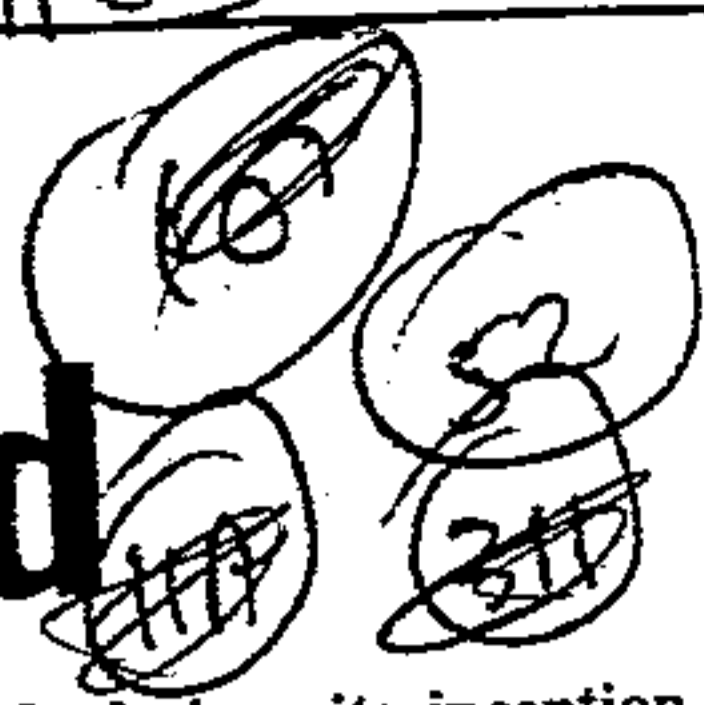
(8) Indian languages to be introduced in our primary schools with effect from January 1984.

Indian education is a fact in South Africa. It is also a law in South Africa (The Indians Education Act No 61 of 1965) and as long as Indian education exists the Indian community must have control. The alternative is a White politician.

● Mr Amichand Rajbansi is chairman of the Executive Committee of the South African Indian Council.

Sowetan 20/9/83

KwaZulu ban gets slammed



THE KwaZulu Department of Education and Culture had since its inception banned all organisations which claimed to represent students in schools under its control, except the Inkatha Youth Brigade wing. Mr D Y Zimu, assistant secretary, said this week.

This emerged after an announcement by the principal of the Dr Nem-bula High School, near Amanzimtoti, that he had given the Congress of South African Students (Cosas) "100 per-cent" recognition to operate in his school.

Mr Z R Nyasula, principal of the school, met his student body a week ago and they were said to have welcomed the move.

"I believe students should belong to some organisation and I always believe in democ-

racy. It's no use pre-tending some things do not exist when they do," said Mr Nyasula.

He said he saw nothing wrong with the organisation.

"I'm prepared to discuss any problem with Cosas members at my school. I think this is a step toward establishing healthier communication with my students," said Mr Nyasula.

Mr Joe Pahla, former president of the Azanian Student Organisation (Azaso) and currently a senior executive of Azaso, slammed the ban on other student organisations in KwaZulu schools and described it as "utter nonsense, horrifying and disgusting."

"This is the kind of dictatorship Inkatha is imposing on all students attending schools under KwaZulu control," he said. "We have hundreds of members in many KwaZulu schools, such as in KwaMashu schools, the Mangosuthu Technikon and many other urban areas in Natal."

24/9/83

Ciskei needs ^{D. Dispatch} ~~the~~ Christian education system — Sebe ^(SD)

ZWELITSHA — Ciskei needed Christian education and no other system. President Lennox Sebe said yesterday.

He was speaking at the Lennox Sebe College of Education Founder's Day here.

"Christian education must be given to the Ciskeian child because it is the only system of education that considers the whole child," he said.

"There are other systems of education such as those in the East where education constitutes development of the mind and the body only. Any type of education ignoring the soul of the child is futile. The product is a clever heathen, a person who cannot control his emotions, a real danger to society."

President Sebe said such persons resembled a time bomb which could explode at any moment. In a moment of blind anger he could cause havoc. Some did not explode but were heartless towards their neighbours. They might achieve great heights in society but were absolutely selfish.

He said he did not suggest that Ciskei should dispense with its traditions and culture. Real education consisted of adults handing down their culture to their children. But all over the world culture must be enlightened. No culture could afford to remain stagnant.

"Our culture, which we love and cherish, and



PRESIDENT SEBE

for which you are prepared to make sacrifices, must grow and adjust to the times. I call upon you to remain true Xhosa men and women at heart, love our language, folklore, songs and traditions, but allow your language to grow because then it is alive and dynamic. Allow the light of God to shine upon our culture making it purer."

Speaking on the De Lange report on equal opportunities he said Ciskei had a long way to go before it could achieve equal opportunities for education, including equal standards.

His government was well aware of the great needs in the educational field. There was great

need for more schools, more facilities and more teachers.

Many millions of rands would be appropriated for education in the next few years to relieve the pressure, and since he was the founder of the college he would strive to have teachers of outstanding quality produced at the college.

President Sebe stressed that Ciskei needed faithful and dedicated teachers. Teachers could be provided with the best training in the world but it would be useless if they were not willing to sacrifice their time and energy for the child.

President Sebe lamented the lack of discipline of today's students.

"It is a fact that right across the world today the youth are getting out of hand. They are running wild and do not need the advice and admonitions of their parents and the authorities. In certain countries teachers are trembling for fear of being attacked."

He said the solution of the whole problem lay in the hands of the educator. Parents should play their part as well.

There should be healthy solid homes where children could belong and feel safe and beloved but where they were also disciplined. — DDR

'Master symbols' raises questions on SA education

Staff Reporter

THE thesis of a master's scholar raised serious questions about South African education at a seminar this week.

Mrs Hanneke du Preez obtained her MA cum laude in communications for a thesis on "master symbols".

A book published on the thesis, "Africana Afrikaner", was the subject of a seminar at the University of Cape Town.

Mrs Du Preez examined English and Afrikaans school text books which were prescribed in 1980 and 1981 in all the four provinces.

The subjects of the books were geography, history, English literature, Afrikaans literature and social studies.

Mrs Du Preez said she had chosen these books because they were concerned with "social merits".

In her work she has identified 12 master symbols appearing in the text books:

- Legitimate authority is not questioned — "Our leaders are chosen by God, and are thus the mediators; to criticize is tantamount to betrayal," Mrs du Preez said.

- White superiority, black inferiority — "Here the 'inherent backwardness of blacks' is stressed, and white superiority emphasized," she said.

- The Afrikaner has a special relationship with God — "He has an Old Testamental picture of his history. Like Israel, God gave a mission to the Afrikaner to establish a Christian nation among the heathen."

Mrs du Preez said the Afrikaner did not regard black "converts" as necessarily Christian.

- South Africa belongs to the Afrikaner — "The country was given to the Afrikaner by God and blacks and whites arrived in the country simultaneously, is the text-book picture here," she said.

- South Africa is an agricultural country — "Although only 10 to 12 percent of the country are farmers, the Afrikaner adheres to the rural

identity, and the 'city' is regarded as a threat," she said. "He is a sojourner in the city until he can go back to the farm."

- South Africa is an afflicted country — "The land is portrayed as harsh country, through drought and the severe climactic differences. The Afrikaner can ease guilt through suffering."

- South Africa and the Afrikaner are isolated — "Physical strength, parochialism and loyalty to own; the Afrikaner is portrayed as a pioneer in the wilderness. This still applies today although the image was developed more than 200 years ago," she said.

- The Afrikaner has military strength and ingenuity — "Here, it's the heroism of the Boer generals and the enemies are the English, blacks and communists," she said. "With the military, though, its positive influences have not been affected by these negative influences."

- The Afrikaner is threatened — Here "barbarians", "corrupt authorities", "immigrants", "rinderpest", "communists", etc, are used during the mental preparedness of the country, she said.

- World opinion of South Africa is important — "Despite the isolation, the Afrikaner is concerned about his image abroad."

- South Africa is a leader in Africa — "This partly because of the superiority of the Afrikaner over blacks."

- The Afrikaner has a God-given task in Africa — "God has given the Afrikaner the task to protect the black person from tribal extensionism and to make his life meaningful."

She said Afrikaans literature in schools was still concerned with the 19th century. "Blacks are still the workers, and *die man, die boer* and *die burger* are still the Afrikaner prototypes," Mrs Du Preez said.

Racial mixing is kept outside the "laager" of the Afrikaner. "He's constantly reliving the Day of the Covenant; there (Blood River) God showed the Afrikaner his task," she said.

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learners' pay 'shameful'

By HELENE ZAMPETAKIS

RVATION wages paid to cleaners have forced schools to supplement illegally.

Transvaal Teachers' Association conference at the weekend. With an average salary of under 10, cleaners are paid less than the monthly household subsistence level (SL).

According to figures released by Institute of Race Relations, the IRL, for a family of six in Johannesburg was R221 this year — and this

figure excluded rents and transport. The TTA disclosed that many teachers received in one month what one cleaner received in a year. And the total monthly wage cheque for a school with four cleaners was usually less than the monthly cheque of a first-year teacher.

A resolution, proposed by Mr D P Robertson from the Central Rand branch of the TTA, called on the Transvaal Education Department to review "as a matter of urgency" these wages.

Outlining the salaries for cleaners, the TTA said many cleaners had wives and children in the "home-lands" and their income was minimal. They had to subsist on a total income of R100 to R200 a month. Male school cleaners start at R103 a month — and the ceiling scale is R208 a month.

A woman cleaner's starting salary is R91 and increased only up to R191 a month. Miss Elizabeth Niemeyer, president of the TTA, said yesterday the "disgraceful" salaries were likely to be increased by 12% when teachers and other civil servants received their increases next year.

Despite TED rulings that schools may not pay their cleaning staff additional wages other than overtime, many schools resorted to this form of

payment to supplement the wages. "It is becoming increasingly difficult to obtain the services of cleaning staff if there is a change of staff. The wages offered are not attractive," the TTA said.

In a response to a TTA memorandum earlier this year, the TED said leave privileges and the creation of promotion posts would be investigated. At present there are no such privileges.

"As a result of the present economic position, the department is unfortunately not in a position to deviate from (the present staffing structure) at this stage," the director, Professor J H Jooste said.

Leadership academies' still up in the air

Mail Reporter

Transvaal Education Department has not yet made any decisions to implement leadership academies, which have been strongly criticised by English school-headers.

Prof J H Jooste, director of D, said yesterday the department had issued questionnaires to measure teaching responses to leadership academies at regional conferences earlier this year.

Asked how plans for the academies stood at present, Jooste said there were

no indications of future developments "at this stage". He did not elaborate on what the department had in mind for the academies.

However, according to briefings to English schools earlier this year, teachers understood that the academies would be designed to encourage qualities of leadership from the Transvaal's more outstanding youth.

The academies would operate like boarding schools, and children between Standards 7 and 8 would leave their normal schools and

their homes to attend them. They would have a similar function to veld schools.

These pupils would then be reintroduced into other schools as leaders for their final two years of high school.

At the weekend, the Transvaal Teachers' Association condemned the principle of establishing such a scheme and called on TED to drop plans for them "as a matter of urgency".

The principle has been strongly condemned as being "open to abuse and therefore dangerous".

Miss Elizabeth Niemeyer, president of TTA, said yesterday English schools would strongly oppose such a programme if TED decided to implement it.

The system would remove the cream of pupils at a time when they could be making a very important contribution to their schools.

The principle also assumed that normal schools were not providing suitable opportunities for the identification, development and training of leaders, Miss Niemeyer said.

It was debatable whether such a system would in fact be in the interests of pupils concerned. For example, these pupils could become the objects of resentment among other pupils.

The resolution unanimously passed at the TTA conference slammed the system as "extremely unhealthy", saying it would give the department the opportunity to mould attitudes and values as it saw fit. It was viewed as an elitist concept which was bound to foster attitudes of exclusiveness.

'Education charter' formulated

By HARRY MASHABELA

A CONFERENCE organised by the National Education Union of South Africa (Neusa) and held in Maritzburg at the weekend, decided to formulate an "education charter" for an alternative to the existing black and white education systems.

Mr Curtis Nkondo, Neusa's president, said yesterday the envisaged education charter

tions, teachers, individual parents and students through seminars and workshops.

The Maritzburg conference was attended by 130 delegates the National Union of South African Students (Nusas), Congress of South African Students (Cosas), Azanian Students Organisation (Azaso), Teachers Action Committee (TAC) and Dia-Konla, a Durban-based

critical of both bantu education and white education in this country and now want to chart out an alternative. All progressive organisations are to be asked to join hands with us to work towards the creation of an equal and democratic education system," said Mr Nkondo.

The idea of an alternative education system was, he added, born out of their

Charter that "the doors of learning shall be opened to all".

Mr Nkondo also said that several resolutions were adopted by the conference, rejecting the President's Council proposals, the three Koorhof Bills, the De Lange Report on education and the conferment of the freedom of Soweto on the 21 Battalion. The National Education Union of South Africa is an

Bid to

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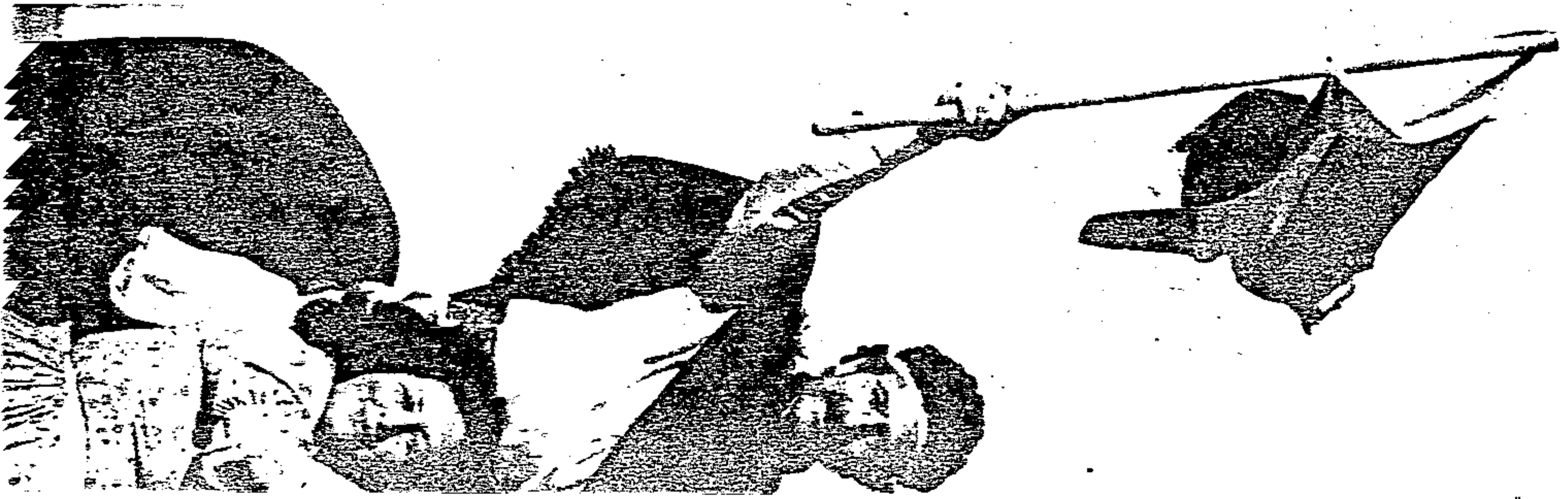
LOS ANGELES. — A ban on Soviet participation in the 1984 Los Angeles Olympics because of the downing of a Korean Air Lines jet is the subject of a million signature petition.

Five Southern California businessmen, including two Korean-American community leaders, launched the 60-day national petition drive on Monday to pressure President Ronald Reagan and Olympic officials to block Soviet participation in the games.

"The actions taken as sanctions against the Soviet Union have not been strong enough, and certainly have not been effective in condemning the Soviet Union for massacring 269 innocent men, women and children," said Mr David Balsiger, an Orange County evangelical author who organised the petition.

Copies of the petition demanding the banning of the Soviet Union from the Games through executive order, congressional legislation or denial of visas will be given to world leaders and Olympic officials.

It also urges state legislatures to pass resolutions asking that the Soviet Union be banned and asks the Los Angeles Internation-





NKONDO: New Neusa president.

Nkondo elected Neusa president

By SAM MABE

MR CURTIS Nkondo, former president of Azapo, was elected as the first national president of the National Education Union of South Africa (Neusa) at a conference held in Pietermaritzburg at the weekend.

A former Soweto school teacher who resigned from the profession in solidarity with students who protested against Bantu Education in 1977, Mr Nkondo said his first task in Neusa would be to work towards the drafting of an Education Charter.

"This country needs an Education Charter as an alternative to the detestable education systems designed separately for blacks on the one hand and whites on the other.

"We have always condemned both systems and now its the time to produce an alternative system which should apply to everyone irrespective of their race," said Mr Nkondo.

In a statement released yesterday, Mr Nkondo also said that Neusa, like all other progressive organisations, had its thrust in the creation of an equal and democratic education system that shall involve the unrestricted participation of students, parents and teachers on equal terms.

Neusa also adopted several resolutions which, among others, rejected the De Lange Report, Koornhof Bills, President's Council proposals and last Friday's conferment of the Freedom of Soweto to the 21 Battalion by the Soweto Council.

The union also condemned the banning of the South African Allied Workers' Union (Saawu) in Ciskei and "the detentions of people and atrocities being perpetrated there every day".

And to add a feather on the wings of the newly formed United Democratic Front (UDF), Neusa also adopted a motion to affiliate to the UDF.

~~20~~ (20) (50) ~~20~~
2004 29/9/83
**'Too early' to talk
about cleaners' pay**

By HELENE ZAMPETAKIS

IT IS "too early" for the Transvaal Education Department to say what they will do about school cleaners' wages.

Referring to a motion passed unanimously at the Transvaal Teachers' Association annual conference over the weekend, a spokesman for TED said yesterday it would have to process the demand for cleaners' salaries to be increased.

The spokesman said motions from associations' conferences were submitted to the department in written form.

It took "a while" for the department to process the motion before any decisions were taken, he said.

The TTA had called on TED to increase "as a matter of urgency" the salaries of janitors, who were earning between R91 and R208 a month.

Their salaries were well below the Institute of Race Relations' household subsistence level, which was R277 for a family of six in urban areas.

Many schools were supplementing their cleaning staffs' salaries, even though it went against department rulings.

Certain schools had employed the same cleaners and members of their families for generations. Miss Elizabeth Niemeyer, president of the TTA, said this week.

The loyalty of the cleaners had induced them to increase their salaries.

'Apartheid in education is evil' (50)

Neusa presidency for the 'teacher in limbo'

87es 6/10/83

By Jean Hey
Education Reporter

Mr Curtis Nkondo, the ex-school principal who believes above all else that politics and education are indivisible, is wearing another cap.

Earlier this year he was elected vice-president of the United Democratic Front.

Now this controversial figure — who was suspended from his post as headmaster in 1977 after supporting the students of the Soweto riots and who was later detained and banned — has been elected the new president of the National Education Union of South Africa (Neusa).

The new cap, he says with gusto, fits perfectly.

Mr Nkondo is not one to mince his words or to prostitute his beliefs for the sake of expediency.

He says in no uncertain terms that apartheid — in education as in all spheres — is an evil system that causes enmity and stunts progress.

And Neusa, he believes, echoes his stand.

"It is the only non-racial teachers' organisation working for a democratic and free society. Its future is dynamic; it has great potential.

"We must bring teachers together and mobilise them towards change in South Africa."

Free, compulsory and democratic education is what Mr Nkondo advocates with passionate intensity.

True to the Freedom Charter, to which this

Mr Curtis Nkondo, the former school principal, has been an outspoken critic of apartheid in education for years. He is the new president of the National Educational Union of South Africa and sees his new post as an ideal vehicle for change.



Mr Curtis Nkondo . . . new president of Neusa.

middle-aged man says he strictly adheres, Mr Nkondo believes the doors of learning should be open to all.

It was for this vision that he sacrificed his position as school principal of Lamula Secondary School in 1977.

Once described as "a teacher in limbo", Mr Nkondo is adamant he will not return to formal teaching until there is an end to separate education.

"How can I return to a system riddled with contradictions and conflicts?"

"Our present education system indoctrinates whites to believe they are superior, while blacks are educated for subservience — and neither system allows for criticism from pupils or teachers."

Suddenly Mr Nkondo stops himself, laughs and apologises for talking in clichés.

"The problem is many political clichés happen

to be true," he says with a shrug.

Mr Nkondo believes the present South African system of education has inhibited teachers, domesticated them and made them slaves to regulations.

It is a hard conclusion for a man who comes from a family of eight teachers and whose teacher father was his strong inspiration.

"He made us believe all other professions were second best," he says simply.

Lest one wonders whether he has lost that conviction, Mr Nkondo quickly assures he still believes in the importance of teaching.

"A teacher should be a leader who creates dialogue between people. He must not only impart knowledge but also make children aware in a broader sense."

Already, says Mr Nkondo, black students have been awakened to harsh political realities.

"School boycotts will continue and worsen and children will become more militant until separate education ends.

"You never used to hear of black students assaulting teachers. Now it is becoming common. Children are politicised and their frustration is higher than ever before."

Through his new role as Neusa president, Mr Nkondo hopes he will be able to participate more strongly in bringing about the non-racial, democratic educational system of his dreams.

Referendum and politics

Viljoen: SA *Cont. Times 6/10/83* 'must train *(50)* ~~77~~ more blacks'

JOHANNESBURG. — The Republic's national economic growth would grind to a halt for lack of trained manpower unless there was a dramatic increase in educational opportunities for blacks, the Minister of National Education, Dr Gerrit Viljoen, said yesterday.

By the end of this century, too few whites would be leaving the education system than would be necessary to take over the skilled jobs presently held by trained whites, he told the annual general meeting of the Transvaal Chamber of Industries in Johannesburg.

This did not take into account those who would be needed to fill the new and additional skilled jobs annually added to South Africa's manpower requirements as a result of economic growth and development.

Dramatic increase

"Unless we have a dramatic increase in educational opportunities for those sections of the population whose education systems are not yet fully developed, the engines of our national economic growth and development will grind to a halt for lack of trained manpower to drive them."

One of the Republic's major causes of inflation was an insufficient supply of skilled manpower and the consequent spiralling of wages and salaries could only be checked by educating and training more people.

Low productivity was also largely the result of an insufficiently educated and trained workforce.

Dr Viljoen said it had long been clear that more and better education and training meant this should apply to all population groups.

Challenge

On the one hand, there was the tremendous challenge of the almost threefold increase in the projected total number of black school pupils between 1980 and 2000, and the demands this demographic fact would place on the State's resources.

"On the other hand stands the perhaps even starker reality of the anticipated decrease in the total number of white pupils from about 960 000 in 1980, to only 740 000 at the end of the century in 2000."

Growth

"This means a drop in the total number of white school pupils of more than 200 000 in less than 20 years."

It was thus in the interests of South Africa's economic growth that education opportunities for other sections of the population be dramatically increased.

Turning to progress in black schooling, Dr Viljoen said the percentage of black children of school-going age who actually attended school rose from 36,7 percent in 1955 to 80 percent in 1982.

The total number of black secondary school pupils had increased from 147 000 in 1974 to over 600 000 in 1981, and from 1977 to 1982, the total number of full time candidates writing matric had leapt from 11 000 to 70 000. — Sapa

(Report by M Van der Velden, Barclays Bank Building, Church Street, Pretoria.)

South Africa is on the threshold of an era of dramatic change. Are our teachers adequately prepared to help our youngsters adapt or does teacher training need an overhaul? Professor Edward Huw Davies, rector of the Pretoria College of Education (PCE), says the training of teachers will have to become more flexible to cope with future demands in the field of education.

Giving his inaugural lecture at Unisa after taking up a chair in the university's education faculty, Professor Davies said there was a need to give pressing attention to research into teacher education. Professor Davies, who holds a masters degree in education from the University of the Witwatersrand, was appointed rector of PCE at the beginning of last year.

'Education must prepare to meet challenges of future'

50 Jan 7/10/83

By Sheryl Raine,
Pretoria Bureau

The rapidly changing world of the late 20th century will have a significant impact on education, children's needs and teacher training, says Professor EH Davies, rector of the Pretoria College of Education.

He said South Africa's teachers would have to be prepared to meet the challenge of accelerated change.

Discernible trends in South African society indicated that the family unit, once the pivot on which the world of the growing child turned, may not provide its traditional support in future.

"Between 1978 and 1982 the divorce rate rose from 11,5 divorces for every 1 000 marriages to 16,8. The number of minor children involved increased by 49 percent," said Professor Davies.

If families ceased to be the child's centre of caring concern, schools and teacher education programmes would have to make up the deficit.

Increasing exposure to various forms of institutional care would have implications for children which needed to be researched.

By the year 2000, 95 percent of South Africa's white population would be urbanised.

The effects of urbanisation

on schools and schooling had been studied closely in the United States and Britain, the professor said.

These studies seemed to indicate that the rise of inner-city schools, urban decay and the accompanying problems of behaviour had negative effects on certain aspects of schooling.

Population projections indicated that the total population of South Africa would increase by 73,4 percent from 1980 to 2000, putting pressure on land and other resources.

The technological revolution with the birth of the computer and the reduction of the need for unskilled and semi-skilled workers would lead to an in-

creased need for highly skilled, technologically literate workers.

On the political front, South Africa was on the brink of developments whose consequences could not yet be imagined, Professor Davies said.

Changes were also occurring in the religious and moral patterns of life, which had implications for education.

Planning for the future should assume that more than one kind of future was possible.

"Teachers' education has a very real responsibility to ensure that it is geared to meet the demands which society may impose," said Professor Davies.

An increasing distinction had to be drawn between "maintenance learning" and "innovative learning".

In most societies there was a tendency for education to be conservative and to lean towards maintenance learning.

What was needed was innovative learning to help individuals adapt rather than act in a reactionary manner when confronted with change.

Professor Davies urged research into ways of improving teacher education. Such research should consider the following:

- The present rigid structure of teacher education courses with their heavy emphasis on compartmentalised academic content; subjects to help student teachers develop flexible thinking and help others to do the same were lacking.

- Ways in which innovative learning could be included in student teachers' curricula.

- The effective use of technology such as computers and television to help students develop and refine their skills.

Protest over SAIC education move

THE Teachers Association of South Africa has launched a petition to protest against the Government's handing over of Indian education to the South African Indian Council (SAIC).

Tasa's Cape Peninsula branch chairman, Mr Kashief Ernest, said the teachers' body would hand the petition to the Minister of Internal Affairs towards the end of this month.

The decision to petition the Minister was made at Tasa's annual congress in July this year after they were informed that they would no longer be able to deal directly with the Director of Indian Education, and they would have to work through the SAIC.

Tasa president Mr Pat Samuels is quoted on the petition as saying they were "not prepared to give credibility to an organisation which is not recognised by the people".

"Tasa has a meaningful role to play in the liberation struggle and we will not allow the SAIC to use education for their own narrow political ends," Mr Samuels said.

The petition states that

- "politicians are meddling in the day to day matters of Indian education;

- "the SAIC has cut off direct links between Tasa and the education department;

- "no other education department is subjected to this treatment;

- "this interference could lead to a breakdown in discipline at all levels;

- "the interference is detrimental to our children's education".

Tasa called on people to protect their children's education by signing the petition and lodging objections with school principals.

They said that education should be left to professionals.

The campaign against the SAIC has been fought mostly in Durban up to now where Tasa is the strongest. Tasa has 34 branches throughout the country.

Several community organisations in Durban have given their support for the Tasa campaign in Durban.

SAIC man backs teachers' appeal

Mercury Mercury Reporter (50) (28) 12/10/23

A MEMBER of the South African Indian Council, Mr Yanus Moolla, has signed a petition circulated by the Teachers' Association of South Africa calling on the Government to strip the SAIC's executive of its powers on education.

Mr Moolla, of Stanger, said yesterday control of education should be in the hands of professionals and not politicians, and urged the Minister of Internal Affairs, Mr F W de Klerk, to take back the powers he delegated to the executive under Mr Amichand Rajbansi, executive chairman.

'Many teachers have asked me where I stood on the question of education control and I have made my feelings known to them by readily signing their petition,' he said.

Teachers said Mr Moolla's signature had added a 'lot of weight' to the petition and at least three other SAIC members were considering signing, they said.

More than 30 000 had signed the petition so far, teachers said.

No way

Meanwhile, Tasa president Pat Samuels said at the annual meeting of the Merebank Ratepayers' Association at the weekend that the community should take a closer look at the roles of education committees, revamp interest in them and use them to negotiate better educational deals for itself as a part solution.

Mr Samuels said there was no way the Government would allow anyone but whites to play a meaningful role in local and national affairs.

These 'politically deprived persons' would be able to do 'freely' what they were allowed to do and not necessarily what they wanted to do.

The proposed tri-cameral parliament system which might allow for education to be an 'own affairs thing', would not, as long as whites had overall control, make community education a reality, he said.

(Report by N Bissetty, 12 Devonshire Place, Durban).

SKILLS PROBLEM STAYS

A great deal was said during the past boom about the need to upgrade skills. However, as H du P Wilmot said in his presidential address at Assocom's national congress this week, not much has been achieved.

He pointed out that despite a high rate of unemployment, SA still faces a skills shortage. And this, he warned, would again act as a brake on growth during the next upturn in the economy.

Government, through the provision of tax incentives and training centres, is playing its role, he said. Yet businessmen still displayed a reluctance to train people. There were many reasons for this, but one of the main factors lay in the field of education.

"Until our schools, particularly the black schools, produce properly educated young men and women who have the basics in order to be given further education and training to enable them to be of value to the community, we will never overcome our chronic shortage of skills and abilities."

Wilmot said white parents will have to accept that they will have to make a personal contribution towards the education of their children. He said spending on education had risen rapidly in recent years and for this year it is budgeted to be about R871m for blacks and R1 776m for whites.

"If all other expenditure on education, including that for coloureds and Indians

50 Fm 21/10/83
is taken into account, then it is pleasing to note that perhaps for the first time in SA, the budget for education exceeds that for defence."

Wilmot said it was imperative that the education system should be improved. Businessmen had to persuade government to accept and implement the basic recommendations of the De Lange report. He pointed out that the new constitutional dispensation, if accepted, will require additional skills to man the new political structures, particularly at the local levels.

"In the last resort the problem of poverty is only superficially an economic one. In a deeper sense it is an educational one."

205 schools

have 'died'

50 E. Post
22/10/83

By GARTH KING
NEARLY 20 white schools in the Cape cease to exist every year, most of them in the platteland.

Statistics from the Provincial Administration's Education Department show that 205 schools in the province have closed since 1971 and 44 have been amalgamated — mostly because of a lack of support.

In addition, many schools have lost their status as full high schools because they have been unable to enrol sufficient pupils.

There appears to be a continuing shift of the province's 230 000 white pupils from the platteland to the cities and bigger towns.

The Director of Education for the Cape, Mr H A Lamprecht, said this week that this trend had continued for 25 years and was symptomatic of the depopulation of the platteland.

"We are trying to halt the obliteration of schools. For some small town schools the enrolment situation is critical and they are just hanging on," he said.

The platteland schools least affected tended to be those close to cities like Port Elizabeth.

Nevertheless, the secretary of the Port Elizabeth School Board, Mr S F D Grobbelaar, said that platteland schools in his area were still battling despite reductions in hostel fees at schools with vacancy rates of 20% or more.

"We apply a means test to parents and some pupils even get free boarding," he

Alarm over drain from dorps

said.

The vice-president of the Human Sciences Research Council, Dr P Smit, said he had pointed out that since 1970 more than 400 country towns had experienced a substantial "drain" of whites.

"This is even more significant when one realises there are only 631 towns or cities in South Africa," he said.

"This, of course, affects school populations. It means that schools eventually lose their official status, and for example, they can no longer go to matric."

The process became a vicious circle which eventually also affected the economic well-being of small towns.

The Director of the Port Elizabeth Technikon, Professor Danie Veldsman, said he believed a reason for parents sending their children to schools in the bigger centres was "the bright lights of the big city" syndrome.



Prof D VELDSMAN
... lure of city lights

"They somehow feel their children do better at schools in the city," he said.

He urged parents to send their children to their local schools and "become part of the community".

He believed that in one important respect platteland schools were even preferable to city schools — country teachers were in a better position to offer personal attention.

Some small town schools had matriculation classes of only about 10 pupils, while teachers in some city schools sometimes had to cope with more than 40.

Prof Veldsman said that some schools, like the Hoërskool Theron in Britstown (near De Aar) and Alexandria High School, were buying buses in an effort to attract support by solving the pupils' transport problems.

"I know some platteland schools which have beautiful hostels and magnificent facilities and sports fields. Parents should not think

city schools are necessarily superior," he said.

Mr Pieter du Plessis, principal of a typical platteland school — the 130-strong Templeton High School which includes both primary and high school sections — said his high school section had only 45 pupils.

It has 12 pupils in Standard 6, 14 in Standard 7, eight in Standard 9 and four in Standard 10. The school has 15 teachers.

"Only 20 years ago we had more than 200 pupils in high school alone," he said.

"I hope we can pull through the years ahead and influence the parents to keep their children in their own towns.

"Children benefit immensely from platteland surroundings. They get more personal attention in academic and sporting activities."

Mr Du Plessis attributed a slight upsurge at present in attendance at some platteland schools to the financial effects of the drought and the deductions available at some platteland school hostels.

Like any other school, Templeton offered rugby, cricket, tennis, athletics, netball.

Subjects available at the school were English, Afrikaans, mathematics, history, biology, accountancy, woodwork, physical science and typing, but not a third language.

"For high school status, a school should have a minimum of 50 pupils. It's a big worry but we just manage to scrape through year after year," he said.

There's nothing free about education... the hidden costs of teaching equipment, books and school fees soar higher every year

HIGHER school fees, or worse schools — that's the choice facing white parents.

And it has jolted them into a new awareness that they must shoulder more responsibility for the running — and the funding — of their children's schools.

Among the signs of change are talks about the amalgamation of the two organisations representing English school governing bodies in the Transvaal.

It has been suggested the amalgamated group could lead to the creation of a national parents' organisation.

Involved in the talks are the Association of Governing Bodies of English-speaking Schools and the Transvaal Association of School Committees. However, neither group has official status at present.

In another development a call has been made by one enterprising school principal on parents to increase their voluntary contribution to school funds to R600 each year for each pupil — more than four times the present annual donation of R140.

The principal of a leading Johannesburg boys' high school believes the time will come when parents will bear all school costs except teachers' salaries and new school buildings.

And he wants to be prepared. "A high school with good facilities needs at least R150 000 a year for maintenance. My medium-term priorities are R400 000 a year. Long-term plans for hostels and staff housing require millions of rands.

Too much

"I do not believe that R50 a month is too much for parents to pay for high school when they are prepared to spend R50 or R100 a month for a private crèche," he said.

"It is quite clear that the state will have to channel money into black education.

"If whites want standards kept up they will have to pay," he said.

Several school principals described the increase as "staggering", or "jumping the gun".

The headmaster of another high school in a less affluent area said: "We ask

A MAXIMUM of R25 is spent by the Transvaal Education Department on basic costs for each pupil per year.

Cleaning costs, stationery, textbooks, library books and special equipment are included in these expenses.

A 540-pupil high school receives a maximum of R5,80 per pupil (standard 10) to cover cleaning and stationery, and a maximum of R15,60 a pupil for text books.

There is an additional grant of R2,60 a

parents for R20 a year. Then we just cut our coat to suit the cloth. But it depends what facilities parents demand.

"If they are prepared to pay for them well and good."

Miss Elizabeth Niemeyer,

pupil for extra equipment for special subjects such as geography and a further grant of 75c a pupil for library books.

"This is simply not enough to run a school," said Miss Elizabeth Niemeyer, president of the Transvaal Teachers' Association.

"I simply tell pupils they must provide their own exercise books, then the stationery grant can be used to supplement buying textbooks and library books."

recently elected president of the Transvaal Teachers' Association, backed the principal who forecast parents would have to prepare for higher fees.

"Parents are getting the message and getting them-

selves organised. They see in the preparation for compulsory school fees the threat that if they don't pay up white education will deteriorate.

"Neglected schools in depressed areas may benefit

when compulsory school fees are introduced and the money goes to a central fund," Miss Niemeyer said.

"We expect that to be in force by 1985."

The thorny questions about school funding were originally sparked by the recommendations of the De Lange commission of inquiry in 1981.

The commission's findings were that education up to a certain level, yet to be decided, should be compulsory and that some financial commitment was required by the individual and the community to supplement the cost to the state.

The word 'free' before the word 'education' was removed last year in the provincial ordinances, opening the way for the provincial

departments to impose compulsory fees.

The proposal that white parents be forced to pay R100 a year towards a central fund to relieve the burden on the state was first made earlier this year at meetings held by the Transvaal Education Department in the province's six different regions.

Supported

According to a TED source, teachers unanimously supported a suggestion by the department's director, Dr J H Jooste, that parents pay more towards schooling.

Dr Jooste raised the question of what parents would be prepared to pay and asked whether a reasonable fee would not be 10% of the

present R913 per capita amount spent by the state on white education.

"What it actually means is that by paying 10% or R100 to a central fund parents will be relieving the state of 10% of its budget for white children, and that 10% can then be channelled into the needs of black education," the source said.

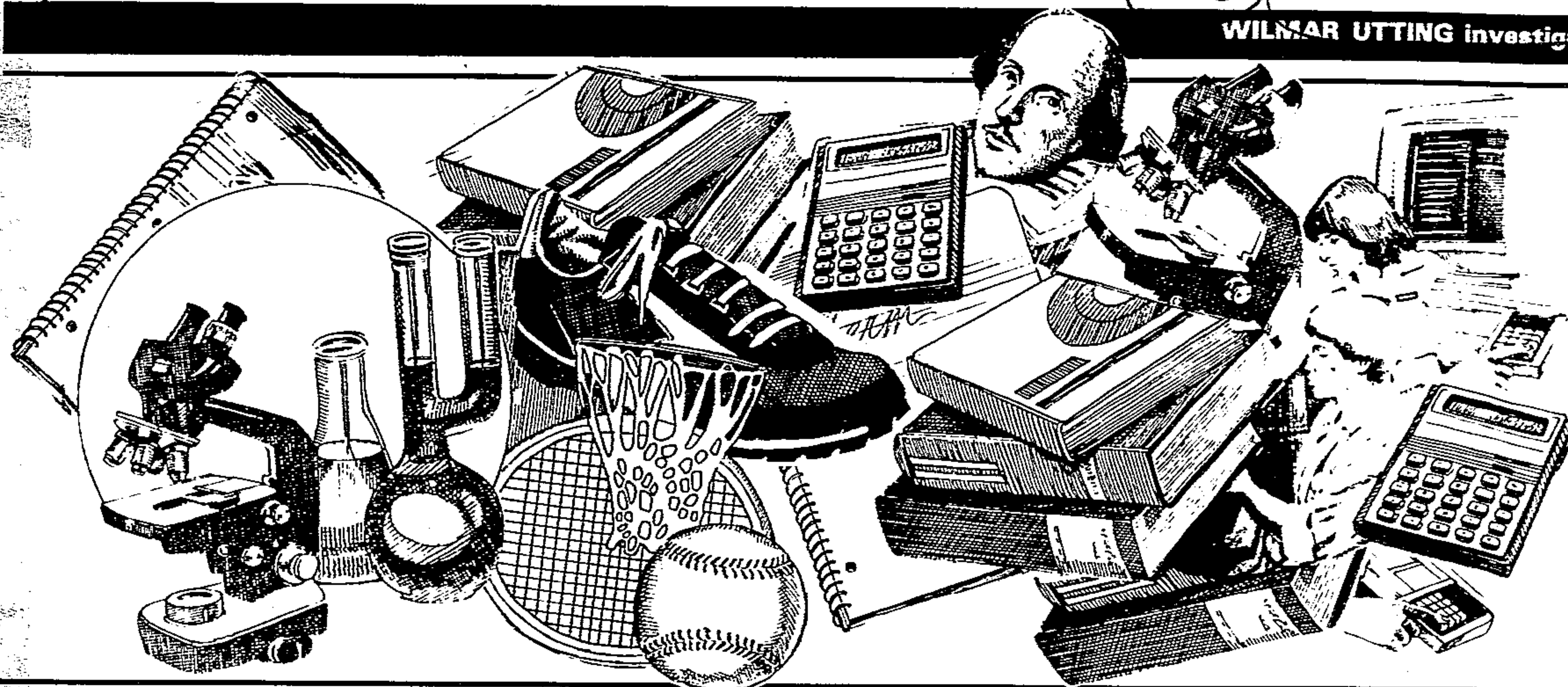
"But nothing will be decided without consulting teachers' and parents' groups. Everybody must agree. There is a great deal of work to be done if fees are made compulsory. Ordinances must be changed, not only about the compulsory fees, but to empower whoever will be responsible for collecting them," he said.

Parents would then be entitled to a far greater say

Pay more or learn less



WILMAR UTTING investigates classroom costs



R50 a month is
not too much
for parents to
pay for high
school when
some spend
R100 a month
on creches

and greater rights and could decide on:

- Meaningful fund-raising.
- Deciding what facilities they wanted and where, without being subject to the permission of provincial departments, such as the Department of Works. (It is a protracted and frustrating process);
- How to best use school buildings — possibly as out-of-hours community centres as in England and the United States.

Although no decision is expected next year on compulsory fees, educationists already have doubts about whether the suggested plan would work.

They point to the following problems:

- At least 20% of parents presently refuse to pay anything to school funds.

Expulsion

- Children of parents who will continue to refuse paying cannot be penalised by threats of expulsion because their parents are legally compelled to make sure they attend school.

- The question of collecting and administering monies.

Mr John Lambson, president of the Transvaal Educators' Society, said one way to collect fees would be to impose an extra 1c on sales tax, excluding food.

Mr Jack Ballard, secretary of the Transvaal Teachers' Association, advocated a system practised in the US — that parents of school-going children pay extra provincial tax.

"We are anxious that our teaching staff is not burdened with collecting compulsory fees from parents," Mr Ballard said. "Possibly school governing bodies may be empowered to do this."

SIDETRACKED BY RED TAPE

RED tape could be slashed and money saved if parents were allowed to decide for themselves how to spend the money they raised for their children's schools, says Mrs Irene Menell, Progressive Federal Party MPC for Houghton.

She was asked to assist a primary school in her constituency which had struggled for two years to get provincial permission to build a tennis court last year.

"The parents had raised R2 000 to pay for it. But the siting needed approval by the Department of Works and Planning.

"The parents were told they were installing a court where they should be laying a running track. But they did not want a track and this led to delays.

"When I raised the matter with the TED it turned out the files had been lost. The school eventually got its tennis court, but by then the cost had almost doubled," Mrs Menell said.

Mr Laurie Starfield, president of the Association of Governing Bodies of English-speaking schools, said his concern was how forcing parents to pay annual fees of, say, R100, would affect the statutory rights of governing bodies to seek voluntary contributions.

Will parents be expected to pay first taxation, then a compulsory fee and on top of that contribute directly to their child's school?

"At this stage we do not know," Mr Starfield said.

Growing involvement of parents

PARENTS' involvement in schools has grown steadily since the Thirties when children were asked to bring along a half-crown (25c) each term to help buy library books, special equipment or for an occasional school outing.

In the Forties, as parents started to collect money by means of cake sales and fêtes for more ambitious projects, the TED introduced the "pound for pound" system — the department provided 50% of the cost and the parents raised the other 50%.

This scheme was abolished early in the Seventies when the education budget became tighter and parents had to raise money on their own.

This gave rise to the organising of voluntary funding by parents, the present 'school funds', which were required more and more as the TED's annual grant to schools failed to meet the rate of rising inflation.

In 1972, the state allowed provincial departments R290,7-million for the education (including building of new schools) of 860 833 pupils, or R387 per pupil.

By 1982 the total grant was R1064,831-million for 914,155 pupils, a per capita amount of R913.

To keep pace with inflation during the 10-year period the amount should have been R1 242.

Some forward-looking schools replaced the demand for 'school funds' with the more substantial 'pledge' system, whereby parents were asked to commit themselves to a certain amount monthly or annually.

There is the Parent Teachers' Association, which asks for voluntary contributions for immediate and medium term priorities. Amounts vary from R12 a year at an unsophisticated primary school to R150 at a progressive high school in an affluent area. The amount is less for a second and third child at the same school.

More sophisticated, more complicated and more deli-

cate is the building up of trust funds by a school governing body.

The trust funds are usually linked with 'old pupils' associations and are built up by means of donations, bequests and parent contributions.

Substantial amounts can also be used to attract highly qualified staff by offering perks, such as subsidised housing (the property of the

school) or transport (the vehicle being the property of the school) or even in some cases a generous supplement to a teacher's salary.

Transvaal Teachers' Association president Miss Elizabeth Niemeyer believes such "bribes" degrade the teacher. "We would far rather they were given a decent salary in the first place and had freedom of choice about where they teach."

And Mr Laurie Starfield, president of the Association of Governing Bodies of English-speaking schools, also condemned the system.

"Teachers are not allowed to accept extra pay or extra work, except for a few lessons. But it happens and that is why substantially-funded schools are discreet about what they do with their money."

Most schools to be handed to Dept of Internal Affairs

Religion Reporter

THE Anglican Church in the Western Cape has decided to end its century-old policy of providing schools for coloured pupils.

Most Anglican schools are to be handed over to the Coloured Affairs section of the Department of Internal Affairs, although six parishes have elected to retain their schools.

"For over 100 years we have contributed to the education of our children through our schools," Archdeacon R V Llewellyn told the Cape Town diocesan synod of the Anglican church at the weekend.

"FEEL STRONGLY"

"But we now feel strongly that we are no longer in a position to maintain our schools properly and to provide adequate premises and facilities for the education of our children."

The church schools which will now become Coloured Affairs schools are St Paul's in Bree Street, Cape Town; St Mark's in Athlone; Good Shepherd in Grassy Park; All Saints in Lansdowne; Good Shepherd in Kensington; The Valley and Klipheuvel in Durbanville; the school at Faure; Myddleton, Papiessvlei and Uilkraal in Caledon; and Ouplaas, Waenhuis and Klipdale in Bredasdorp.

The synod was told that the Anglican Board for State-Aided Schools, a multiracial body of which Archdeacon Llewellyn is vice-chairman, had unanimously decided that "secular education is the function of the State and all our

schools should eventually be handed over to them."

The synod adopted a motion to abolish this board. The few remaining coloured Anglican schools will now fall under the control of the Diocesan Board of Trustees, which handles church property.

INADEQUATE

Archdeacon Llewellyn said all were State-aided schools. But State aid was totally inadequate. Rent and cleaning grants from Coloured Affairs were of little financial help, in spite of repeated requests for increases.

For example, Mr F W de Klerk, Minister of Internal Affairs, had recently increased the grant for cleaning a school of 500 children from R9,24 a quarter to R9,24 a month.

In addition, the Government had in 1981 closed St Phillip's school in District Six with only four days' notice. If the Government had signed leases, it might avoid closing schools without adequate notice or consultation.

PATERNOSTER

Apart from those schools which were being handed over to Coloured Affairs, those which had decided to remain state-aided church schools were Paternoster; Houw Hoek in Bot River parish; St Mary's in Woodstock; Steenberg's Cove; Stompneus; and schools in the Malmesbury parish.

Yesterday's synod decision does not affect the private church schools, which are run by independent bodies, such as Bishops or SACS.

Call to re-define school system

ARGUS
25/10/83

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Staff Reporter

THE science committee of the President's Council was told in Cape Town today that South Africa's school system must be "re-defined" for the real needs of the country.

Giving this evidence was Professor F van der Stoep, dean of the faculty of education at the University of Pretoria.

Professor van der Stoep, who has studied non-formal education systems throughout the world, called for both formal and non-formal education to be slotted into a South African national strategy.

He said non-formal education outside the formal school system had failed throughout the world because of lack of co-ordination.

He called for a central policy to provide finance, facilities and registration of all non-formal education. Certificates should be given to students who received non-formal training.

Bureaucracy

But he warned against "formalising non-formal education" in a web of stifling bureaucracy.

Non-formal education must make use of facilities at schools, colleges, universities and community centres, he said.

Referring to South Africa's school system, he said: "I have seen schools which are factories and I have seen farms which are schools."

South Africa should have the courage to redevelop its school structure.

Whites demanded a certain form of traditional schooling which was called "an education", but this was irrelevant to the needs of the country, he said.

According to the United Nations, most African countries had a 20 per cent primary educational level.

In South Africa about 50 percent of economically active blacks were regarded as illiterate. Non-formal education could be used to compensate for this, the professor added.

Taking the ill out of illiterate

ARGUS 27/10/83
ILLITERACY or poor education among blacks is one of the biggest problems we have to face in this country.

Several eminent people have pointed out lately that it holds them back from learning skills which would raise their living standards and help our economy, and that unless it is overcome we shall have rising unemployment combined with a shortage of qualified people.

So it was interesting to learn this week that illiteracy is a growing problem in England now — to such an extent that adult reading centres with volunteer teachers have been opened in major cities.

Mr Humphrey Walters, chairman of the international Mast (Management and Skills Training) organisation, who teaches at one of the centres, said this week that at least 3-million people in England were known to be completely or almost illiterate.

He said there were two main groups of illiterates. A large one, of people in their late 40s and early 50s, were evacuated from London and other cities as children during World War 2.

This disrupted their schooling and they later

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started work in their early teens with no further education.

Now there is a younger group which went to overcrowded schools where teachers concentrated on their brighter pupils, allowing the others to drift through the education system without learning much.

"With the high rate of unemployment we have in Britain, they know there is little prospect of a job when they leave so they have not been motivated to learn."

In South Africa on the other hand, Mr Walters believes that many black people are highly motivated to learn to improve their earnings and status.

He has been involved in a training programme by a soft drink company to upgrade its staff and has been encouraged by the results.

Mr Walters said Mast had produced a course to teach adults to read in this way and when they had completed it most of them could recognise about 700 words in common use, which was enough for them to read the sports page of a newspaper "and to recognise necessary signs, such as exit or gents".

NATIONAL/INTERNATIONAL

ARCUS
27/10/83
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Need for 'technical literacy' — De Lange

Staff Reporter

PROFESSOR J P de Lange, head of the Human Sciences Research Council (HSRC) education project, today proposed that all primary school pupils should receive a basic technical education.

Addressing the science committee of the President's Council in Cape Town, he said the HSRC had yesterday completed its report on television and radio as a means of education. The report would be handed to the Cabinet "within the next week or two".

He said the contents of the report might soon be released by the Minister of National Education, Dr Gerrit Viljoen.

Professor de Lange, who is also principal of the Rand Afrikaans University, told the committee that research for the latest HSRC report showed the need for "technical literacy".

Aptitude

"In their first six years at school every child should be exposed to technical education to give them technical literacy," he said.

After this basic technical education, pupils who showed aptitude should receive further technical education.

Professor de Lange said that during World War 1 South Africa created industrial schools to which badly behaved children were sent.

"This stigmatised technical education which

has never really recovered," he said.

The media, especially television, could play a major role in technical education.

As South Africa was generally a "technically illiterate society", technical programmes on TV would have to begin at a low level, he said.

"There is only one way — to disguise them as entertainment," he said.

For TV education to be relevant there had to be computerised evaluation of public response to programmes.

Professor de Lange said that school teachers should be given evaluation sheets and should give guidance to pupils to back up TV programmes.

(50) 8725 11/11/83

Black education national priority

The necessity of improving the quality of black education is as vital as job creation and housing, the acting rector of the Medical University of South Africa, Professor T H J Dunston, said recently. This is an abridged version of his speech.

Everywhere in Africa the education of the masses was not considered financially feasible or even necessary, and where undertaken was usually too little and too late.

In South Africa, things which started in the same familiar pattern have developed differently recently.

It has become clear to blacks in the liberated areas of Africa and whites that indigenous cultures and customs by themselves cannot fit those cultures to survive in the modern world, which is scientifically orientated, and blacks resent the fact that they were not prepared for their freedom. Their cultures that served them in their early isolation cannot ensure them survival in the modern world.

It is not even self-evident that a completely Western approach to education in Africa will ensure their survival now. Western education is directed towards industrial development and there is a saturation point for industry beyond which the world will have neither the raw materials nor the consumer demand for products.

Nor can they return to their own cultures. Western cultures has led to overpopulation throughout Africa and this would be incompatible with a return to an indigenous culture.

Had there been time it would have been prudent for the South African Government to have concentrated on pre-school, primary and secondary education for blacks first — followed by tertiary education. In fact, it might yet be wiser to concentrate upon these first instead of supplying universities and technikons exclusively for blacks.

Had this been done there might have been no need for black universities. Because of the urgency of the need for professional blacks it was decided that black universities and technikons should be created. Academically, this was necessary as any black student with an inferior primary and secondary school education could not compete in an open university with students who had good primary and secondary schooling.

At best, only isolated excellent students who had succeeded, in spite of the quality of black education, could possibly hope to gain admission to an open university, unless reverse discrimination was applied or unless the courses selected by blacks were not attracting enough white students. This is why black universities and technikons were built. It is the prime duty of those academics that run these facilities



Professor Dunston

to ensure that standards are maintained.

As far as doctors are concerned there are at present enough registered white doctors in South Africa to handle the health problems of all the people in the country. The distribution is wrong so that privileged urban dwellers are over-doctored and underprivileged country areas are neglected. Most of the neglected are black.

By the end of the century, when the population of South Africa will probably have increased to 50-plus million, the present numbers of doctors would be inadequate. But the increase in population will affect mainly the black people, and by that time, if the health care of the people of South Africa is to improve, we must have solved at least partially the problem of distribution of doctors.

It would appear to me that it is now time that there should be a tapering off in production of white doctors, particularly, as by the turn of the century, the number of whites will not have increased significantly and all that will be required is replacement of those who go out of practice. At the same time perhaps one or more of the white medical schools could become more concerned with the training of black doctors.

There is no doubt that, in spite of the handicap of poor quality primary and secondary education, black medical students have the potential to become good doctors.

One of the most essential undertakings of the next 10 years is to improve pre-school, primary and secondary education of blacks.

This to me is a national emergency as important to us as housing and unemployment. A solution to this problem will enable increased numbers of blacks to become academically acceptable to white universities and remove the need for black universities.

Education worth more than gold, says Anglo chief

Star 1/11/83
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By Jean Hey

An inadequate and unjust education system for blacks had caused more anger, unrest and suffering than almost any other social or economic issue, the chairman of the Anglo American Corporation, Mr Gavin Relly, said last night.

At a dinner to honour the private sector's involvement in Read — an organisation which puts libraries in black schools in an effort to upgrade black education — Mr Relly said: "It is education, far more than the bullion market, which is the foundation of our economic future."

He urged private companies to get more deeply involved in supporting educational improvement programmes by becoming corporate members of the Read Educational Trust.

"If people are being given an inadequate or irrelevant education it is up to business as much as government to use its economic resources and its social influence to rectify the situation," he said.

Mr Relly said that contributing to educational programmes such as Read was not just a philanthropic act. "It can be justified in terms of enlightened self-interest."

It would cost about R50 million to put a library into every black school in South Africa and to train the staff to use the facilities, he said.

The business community could meet this by contributing R10 million a year over five years. If this were shared among the top 800 companies they would each have to contribute about R1 000 a month — "less than the salary of a senior secretary".

This was a small price to pay to ensure that industry's future employees could read and write.

In the four years of its existence, more than 200 companies had supported Read.

It had raised more than R2 million with which more than 250 libraries had been established in primary and secondary schools, mainly on the Witwatersrand.

"Read's philosophy is that a library is the centre of a dynamic educational system preparing a child not only to pass academic examinations but also to be able to cope with the many choices and challenges that will face him in our complex society," said Mr Relly.



Mr Gavin Relly . . . a plea to provide a sound education for blacks.

Computers set for the classroom

Pretoria Bureau

South African schoolchildren could be using computers as early as Standard Two if the Government decides to implement the Human Sciences Research Council's recommendations.

A council report on the computer in education said that by matric, students could brushing up on their biology, physics, economics and English using computers.

The five-part report has been submitted to the Minister of Education and Training, Dr Gerrit Viljoen, and he has referred it to the Committee of Heads of Education for comment.

CHANGES IN SOCIETY

It said changes in society had made it essential to introduce youngsters of eight and nine to the computer.

At that early age, they should become familiar with the keyboard and be able to "overcome problems related to the interaction of man and machine".

Standards Six and Seven should be devoted to

learning the language of computers while computer studies should be an optional subject in standards Eight to 10.

Computers clubs would give children more exposure to the workings of the machines.

The report said that computerised video systems could be used to bring the computer alive for young users.

All primary school teachers should receive training in computer awareness and literacy, while post-graduate education diplomas should include a compulsory practical course in computer literacy.

The report said a National Advisory Council for Computers in Education and Training should be established to advise the Government. A national computer centre should be set up to co-ordinate activities.

PRIVATE SCHOOL

(50) C. Herald 3/11/83

TIMEBOMB!

THE SACOS RESOLUTION

"ANY pupil from the unenfranchised who attends a private white school is not part of the sports struggle and cannot, therefore, be a member of any of our affiliates. Furthermore, that the parents of such children can similarly not be part of our struggle not members of any of our affiliates."

'I won't send my boy to a private school'

"I DON'T want my child to become a temporary white for a few hours of the day," says Mr Trevor Welby-Solomon of Athlone, who decided against sending his child to a private school.

Mr Welby-Solomon has a six-year-old son, Simon, at a primary school in Athlone.

"Obviously, at the back of my mind, I consider whether I am doing the right thing by not sending my son to a private school when I can afford to do so. Am I not depriving him of a better education?"

"But there are too many imbalances in our society and he would still have to face the community."

"I think his young mind would be totally confused if he had to go to a white school. How do I explain these imbalances to him? How do I explain to him when he goes to school on June 16 why other black pupils are boycotting?"

FACILITIES

"I agree that at a private or a white school, he would probably have better facilities or a better education."

"I have seen at university that the white students come much better prepared."

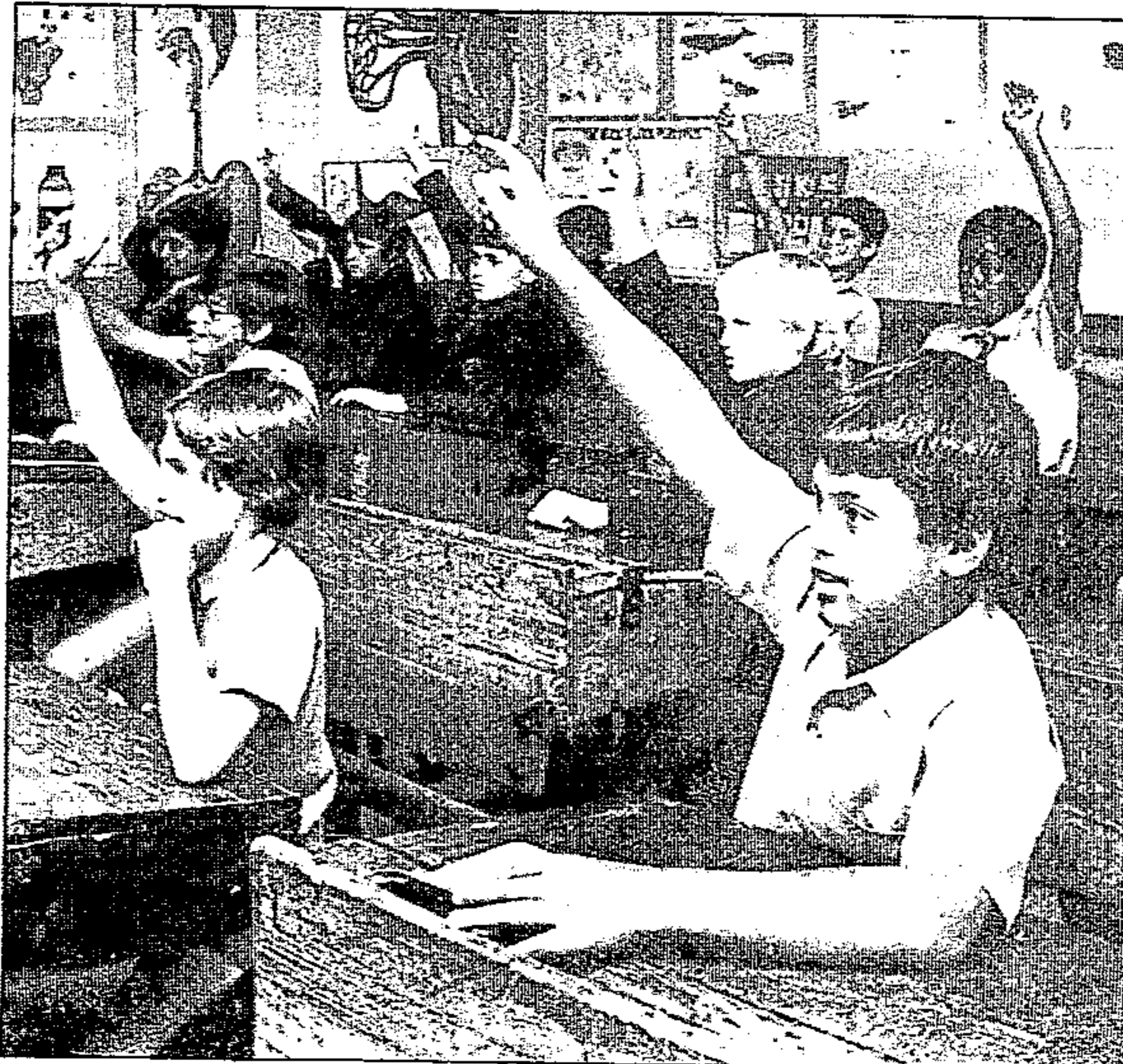
Mr Welby-Solomon studied at the University of Cape Town for six years.

"If we had a normal society, I would have considered sending my child to a private school rather than a government school, but that decision would have been based on what was best for my child."

"At the moment, I feel that if my child is at a private school, he would feel comfortable and would forget that he comes from a community that is struggling."

"When people become like that, they become subservient."

"I don't want my child to aspire to be white. He must aspire to be a better person. Being a better person does not necessarily mean being white," he said.



Sharp differences among parents

THERE are definite differences of opinion throughout the country when it comes to the issue of black pupils at white private schools.

Opponents argue, among other things, that sending a child to a white private school is an "elitist option" which has the danger of encouraging the growth of a black middle-class which is less likely to pose a threat to the present system.

Supporters say that, given time, these schools are preparing South Africa for a non-racial, free and fair society.

They also say that with the state of black education are in ruin — with overcrowded, under-staffed and ill-furnished schools and unqualified teachers — they have a right to choose what they feel is the right education for their children as long as they can afford it.

● The head of the department of education at the University of Zululand, Professor A J Thembela, says he is neither for nor against sending children to white private schools. But adds that it

would be reasonable for black parents to send their children to these schools only if it was true that they were preparing South Africa for a non-racial and free society.

MALADJUSTMENT

"Since there is no indication that we are moving towards that direction I believe sending children to these schools under our present political arrangements is educating them out of context and is likely to cause maladjustment to black pupils", he says.

● The idea receives a definite "yes" from the chairman of the Soweto Committee of Ten, Dr Nthatho Motlana, who says given half a chance he would send his children to any school in South Africa.

"Being a South African I do not regard the existence of black, coloured or white schools. To me all schools are there for the benefit of all South Africans because they are built by the wealth of the country and every damn

BLACK children attending white private schools are causing problems in local sports circles, and could even cause certain clubs to break off age-old affiliations with their parent bodies.

The latest such incident surrounds a Heathfield youngster who attends a private school but who plays soccer for Yorkshire in the Cape District Union. The union belongs to the Western Province Soccer Board which approves the Sacos "double standards" resolution, and which wants Cape District to take action against the youngster. The action expected is to expel the boy.

His club has said that it stands by the boy, and the union, while apparently disapproving of his membership, believes that it cannot act against

him without changing its constitution.

The deadlock could drag on into the next soccer season.

Earlier in the year, the Eastern Province Soccer team at the interprovincial tournament in Cape Town had to make do without its manager when it was discovered that he had a child at a white private school.

AXE

Subsequently, the entire union fell under the axe wielded by its mother body (the South African Soccer Federation).

The matter of black children attending private schools has long been a controversial issue.

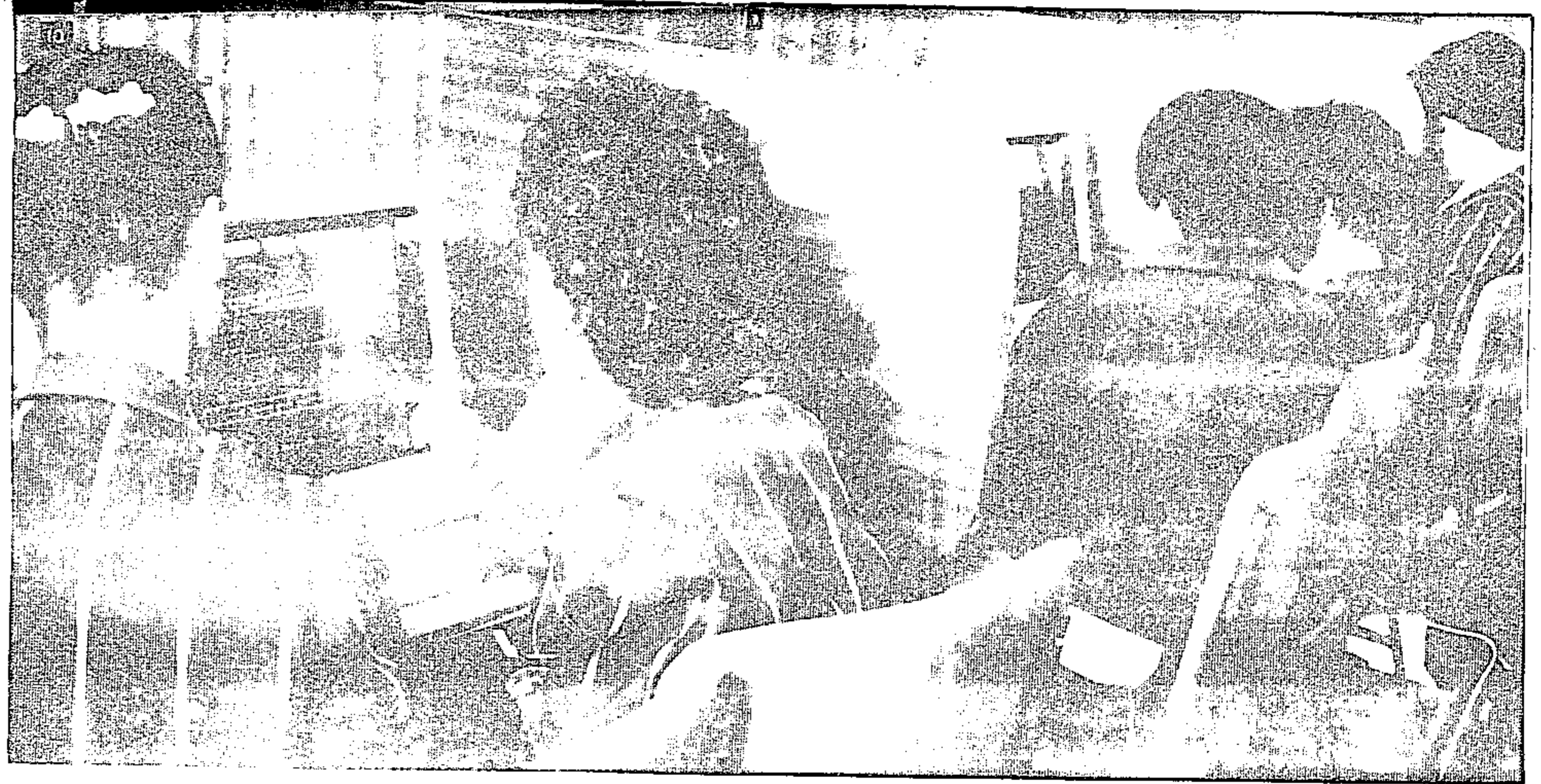
The South African Council on Sport (Sacos) adopted a resolution forbidding its members from attending private schools.

And, as with other Sacos resolutions, anyone flouting it runs the risk of being banned from playing for its affiliates.

RESIGN

Some top sport officials have had to resign from administrative positions because their children attend private schools.

Officials who have been pressurised to cut their links with non-racial sport include Mr George Freddy, a soccer administrator, baseballers Mr Eddie Hendricks and Mr Terry Wentzel and community leader Mr Chris Stevens.



● **ELSWOOD High School pupils busy at work with a physics problem at computer terminals at the University of the Western Cape.**

Bridging the education chasm with computers

(50) C. Herald 3/11/83

AN ambitious computer-based teaching programme, aimed at narrowing the gap between black and coloured schools and universities has been launched at the University of the Western Cape.

The "outreach programme" as it is known, provides high school pupils with compensatory instruction in science and mathematics, two subjects in critical need of qualified teachers.

Since the beginning of the year nearly 600 matric pupils from four black schools in Elswood, Kasselsvlei, Elsie's River and Somerset West have been bussed to the university campus on a regular basis — one afternoon a school every week plus Saturday mornings.

During these four-hour sessions as many as 94 pupils per school, accompanied by their subject teacher, work in groups of two and three at the computer terminals. The lesson material was developed by control data the suppliers of the Plato Educational Computing System. The material, known as South African Secondary School Curricula (SASSC), was developed by South African teachers in accordance with the officially prescribed syllabuses, stretching from standards 6 — 10 and covering mathematics and the natural sciences. The SASSC curricula are soon to be expanded to other subjects in which there is a lack of qualified teachers, such as English, biology and accountancy.

universities, Technikons, technical institutions and teacher training colleges," he said.

As a start to the programme a pilot outreach programme was launched in the second semester of last year. During the three months preceding the final matric examinations 130 black matric pupils and 120 coloured matric pupils were bussed to the university campus to work through a specially compiled revision curriculum in mathematics and natural science.

On the strength of the pilot project the second phase was tackled — the establishment of a computer-based outreach learning centre on the campus of the university.

Every aspect of the outreach programme was planned in close consultation with the principals and teachers of the schools concerned.

INTERGRATED

Describing how computer-based teaching was integrated with the classroom work, Professor Sinclair explained that the teacher dealt with a particular topic first, after the same topic was presented to the pupils through the computer.

"Because of the computer's individualising and interactive capabilities, every pupil's progress is assured," he said.

"Initial results show a remarkable improvement on past achievement."

According to Prof Sinclair this can mainly be ascribed to the way the computer manages the learning situation:

"It tests the pupil first, and depending on the outcome, either allows him to proceed to a next unit, or refers him to learning resources before he is tested again."

"This process is repeated till the pupil reaches the required standard. In the meantime all possible data is collected about the performance of every pupil, so that the teacher can readily identify the kinds of problem a pupil experiences, and take the necessary remedial action.

UPGRADED

"It is also expected of the teachers concerned to work through the computerised lesson material, so that they can sensibly integrate it with their classwork the result is that the teachers's expertise is upgraded in subjects in which he is frequently under-qualified."

Professor Sinclair said that a winter vacation outreach programme has also been successfully completed.

He said that 200 pupils, selected from 11 local schools, had attended daily four-hour sessions to work through an intensified computerised, revision curriculum in mathematics and natural sciences.

"During the present semester a further 500 coloured matric pupils will be joining the projects as

more of the university's terminals become available towards the end of the year when students enter into their final examinations," Professor Sinclair said.

The next phase of this outreach programme involves the preparation of a mobile unit with 24 terminals to reach into the heart of the community. In this way an additional 2 400 pupils, possibly from Standard 6 upwards, will be involved in the project

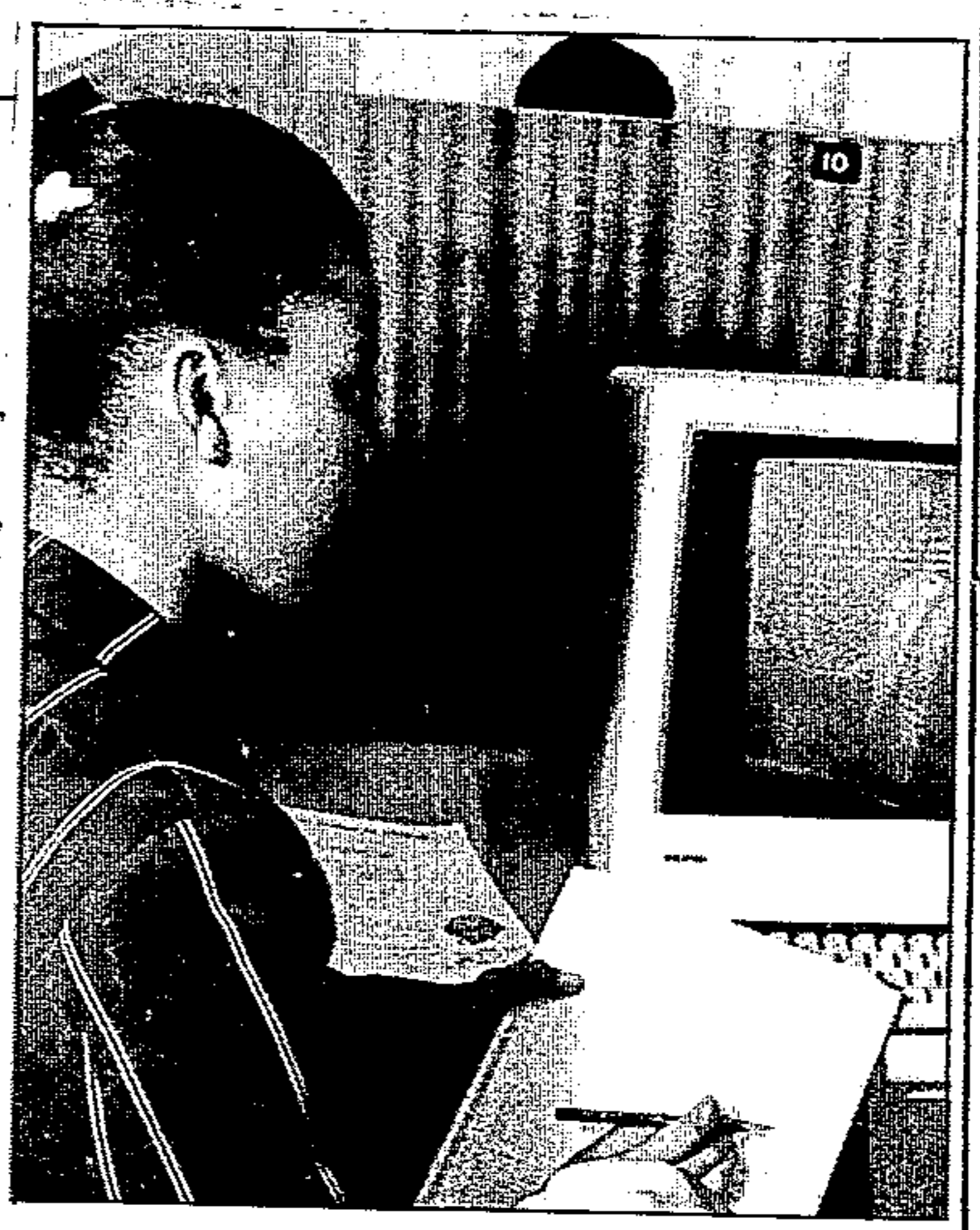
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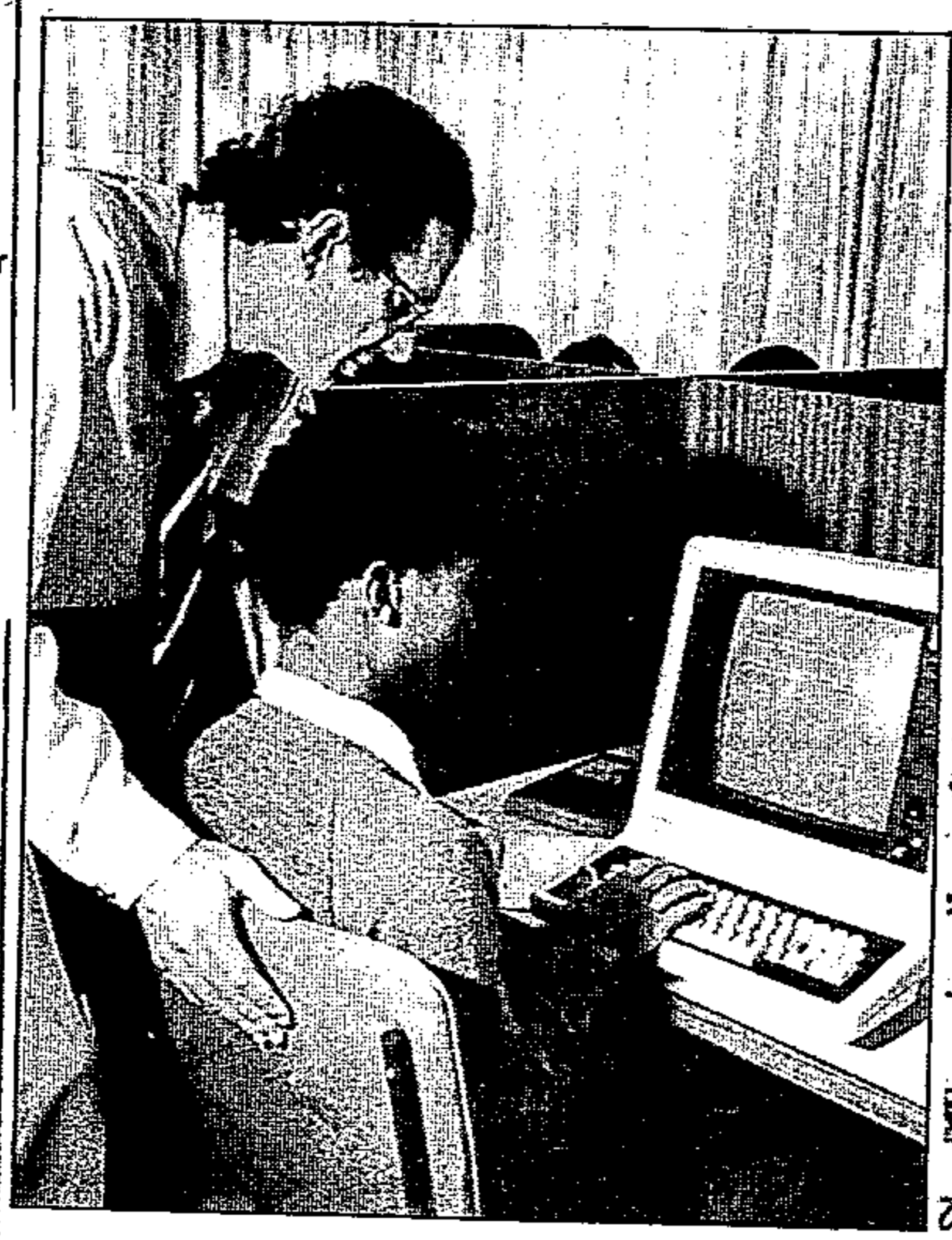
OBJECTIVE

Professor Dries Sinclair, director of the teaching centre at UWC, said the objective of the programme was twofold, firstly to upgrade the quality of teaching in the schools, and secondly to bridge the gap between the deprived school environment and tertiary studies.

"In this way we hope to get more pupils into



● A SENIOR secondary school pupil getting to know the workings of a computer terminal at the University of the Western Cape's Outreach programme.



● PROFESSOR Dries Sinclair, director of the Outreach programme checks on the work being done by a student from Fezeka Senior Secondary School during one of the classes.

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New ideas are charted to help black schools

By Olga Horowitz

Black schools in South Africa are being helped by large national companies to the tune of R200 000 worth of maps and similar educational aids because a former teacher from Zimbabwe discovered that the Department of Education and Training was cutting back its requirements for such material.

"In my work I had toured a number of black schools and saw how pitiful, in many cases, was their equipment," said Miss Rose Brettell, who now manages the educational division of a cartographic firm in Sandton.

"It was obvious that they needed more and more visual aids in their lessons."

She discovered from the Department of Education and Training, which is responsible for black schooling, that the shortage of these aids was due to the fact that the money earmarked for them was being allocated to the upgrading of black teachers' salaries and to improving other school facilities.

WORRIED

"These reforms were obviously much needed, but I was still worried by the fact that some black children had not even one map or chart on their walls," said Miss Brettell.

"Such aids not only brighten their surroundings but stimulate their minds."

She pondered the problem and came up with a solution in which philanthropy could be wedded to a little self-interest. She asked the department if it would agree to accept sponsored aids which would carry discreet advertising. The contribution of her firm would be maps and charts at cost.

She was given the go-ahead to approach likely sponsors.

And that is why today, in many schools, children are poring over maps which carry a tiny logo or inscription.

It is not a new venture for commercial firms to help education, said Miss Brettell.

"Some have put computers in black schools. I hope many more will now contribute teaching aids. I am sure that most companies will realise the value to this country of promoting education."

Schools could be vastly helped with world globes, laboratory equipment, overhead projection screens, even the most basic needs such as desks and chairs. Schools which did not have electricity would greatly benefit from gifts of small generators so that they could use electrical equipment.



By PATRICIA CHENEY
Washington

AMERICAN companies which have spearheaded drives to desegregate their South African branches and provide equal pay for equal work want to improve black education and teacher-training in South Africa.

The proposal marks a new era in US corporate effort to boost the lot of South African blacks.

"While we can't educate the four-million blacks who need educating, we can improve the quality of teaching," said Mr Daniel Purnell, executive director of the International Council for Equality of Opportunity Principles Incorporated (ICEOP Inc).

The decision to concentrate on education was made at a meeting of representatives from 103 American companies in New York last week.

Under the leadership of Mr K P O'Malley, a South African who works for Mobil, the corporations plan to send teachers to South Africa and to run teacher-training workshops.

Principles

In all, 116 American companies, including the Ford Motor Company, General Motors, Union Carbide, Mobil, IBM, Exxon and General Electric, have adopted a code of employment principles featuring the following:

- Non-segregation of races in all eating, comfort and work facilities.
- Equal employment practices for all employees.
- Equal pay for equal work.
- Initiation of, and development of, training pro-

U.S. firms to boost black teaching in SA

grammes that will prepare substantial numbers of people of colour for supervisory, administrative, clerical and technical jobs.

● Increasing the number of blacks, coloureds and Indians in management and supervisory positions.

● Improving the quality of employees' lives in areas such as housing, transport, schooling, recreation and health.

In the six years since the principles were instituted by the ICEOP, the signatories maintain they have successfully carried out the first three principles.

"We've come to a kind of crossroads," Mr James Rawlings, chairman of Union Carbide South Africa told the New York Times.

"The easy issues, like desegregation in the workplace and equal pay for equal work, are pretty much behind us. It's time to refocus our efforts, and figure out how we can be most effective on the harder issues, like education, community development and black entrepreneurship."

The meeting at the New York headquarters of Exxon, was also attended by a group of South Africans involved in instituting the principles.

They made up task forces on subjects such as equal pay

for equal work, education, management development, health care, housing, black business and entrepreneurship.

To boost black business, signatory companies may be asked to deal only with South African suppliers sympathetic to the principles.

This would have the effect of extending the concept to a broad swathe of South African companies.

The New York meeting also discussed increasing the number of blacks holding supervisory and managerial positions, a delicate subject because it could mean blacks supervising whites.

"Tremendous efforts are already being made to bring about attitude changes, including sensitivity training and human relations courses," said Mr Purnell.

Over the past year the number of signatories has dropped from 145 to 116, mainly because some companies were unwilling to pay fees providing funds for the auditing of the signatories.

Dropouts

Most of the dropouts were apparently also unwilling to make the necessary commitment to instituting the principles, which become more stringent all the time and include the requirement that companies recognise black trade unions.

Auditing requirements, and a rule that companies discuss progress on the principles with their workers, have been recently added to the list.

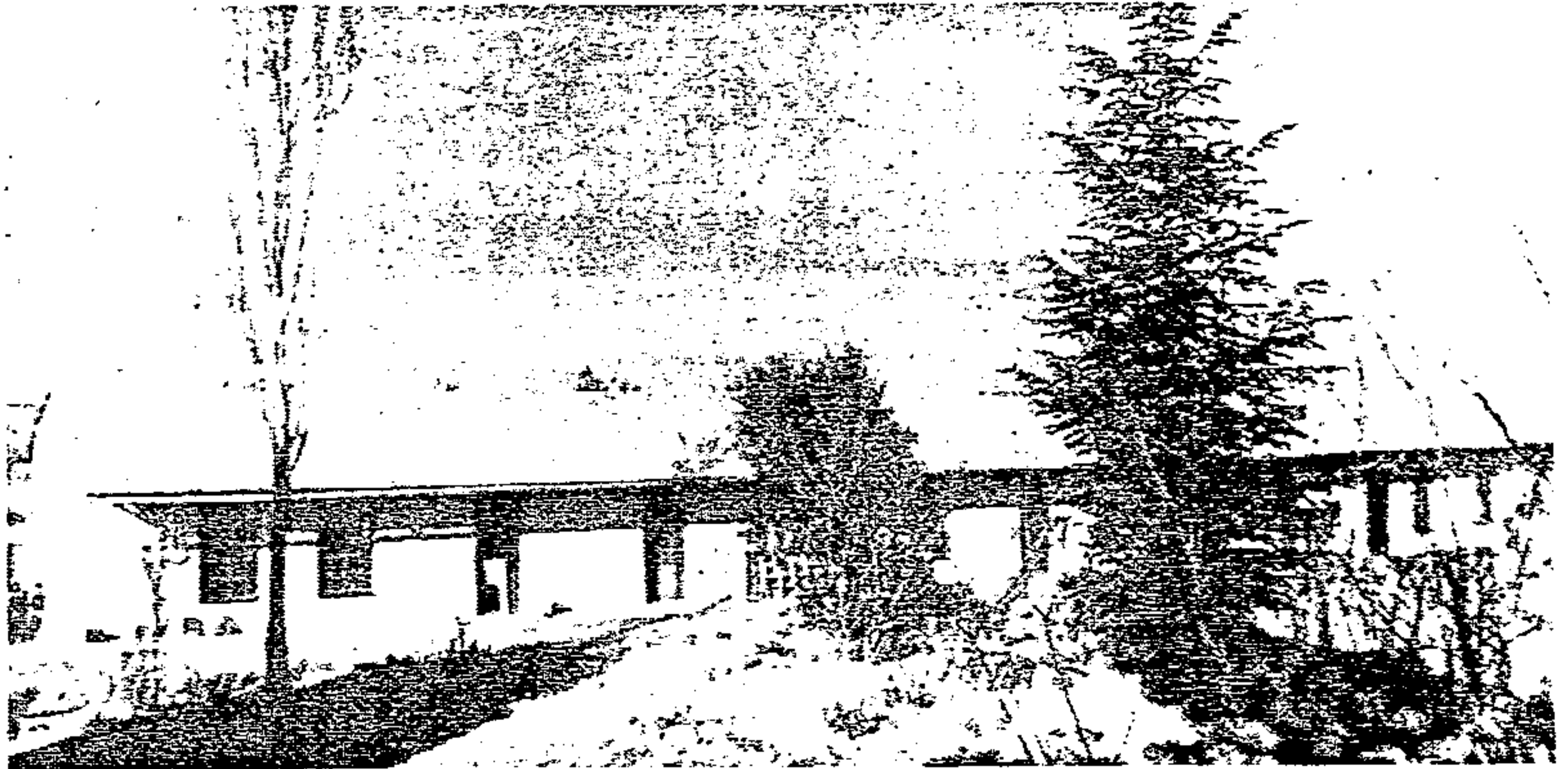
Legislation recently passed the US House of Representatives to make the principles mandatory for all US companies in the Republic. If approved by the Senate, about 350 companies in South Africa will be involved.

Not all news is bad news. Not all issues are black and white and exclusively about apartheid. Many good things are happening in this country, and it is time we started recording some of them. Let's count our blessings occasionally instead of counting on a steady litany of woes to improve our lifestyles.

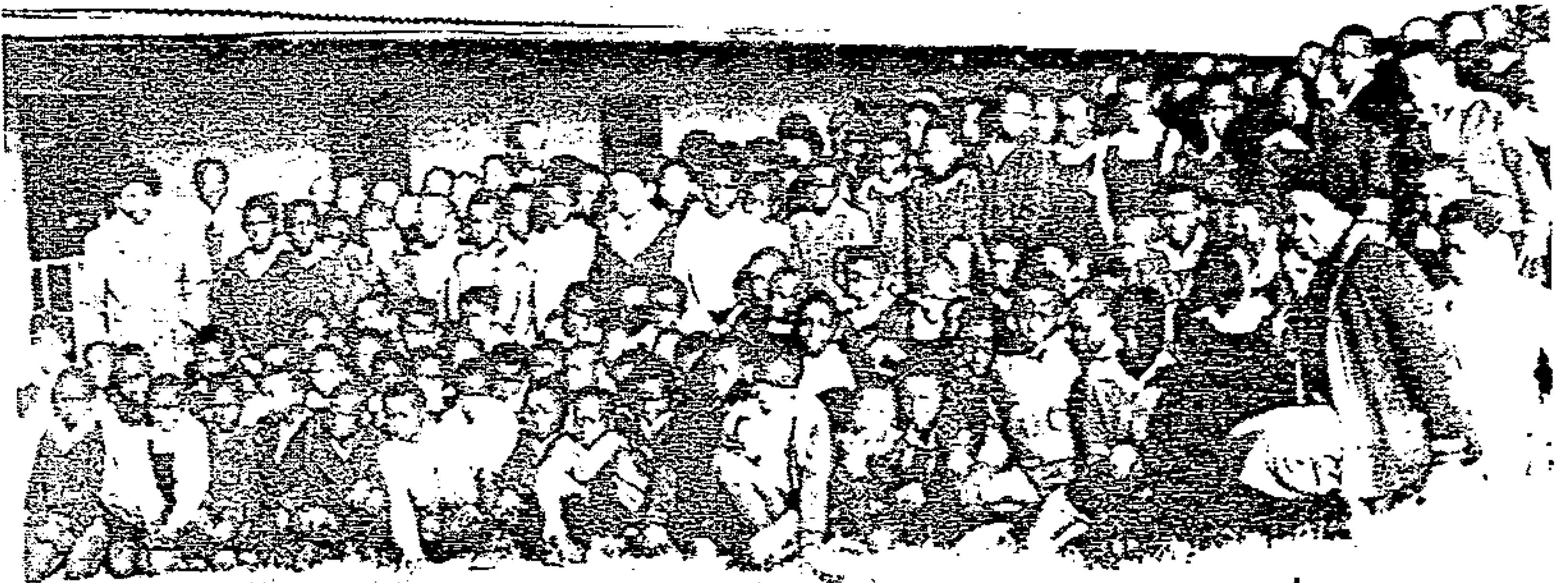
This country has a richer variety of people than most in the world. It has material riches and spiritual riches. It has compassion as well as aggression.

Here is a report about one man who found something good. Can you match his story?

Have you anything to tell us about the 'SUNNY SIDE' of life in this country? Please write to SUNNY SIDE UP, c/o The Editor, The Star, Box 1014, Johannesburg. Or phone 633-2487.



But an' Ben ... It may only have been a room and kitchen originally, but it has brought happiness to hundreds of children.



Bathabile today boasts 300 pupils. It was they who gave the school its Sotho name which means: They are happy ...

Pupils come from far and wide because

Happiness is the school that Len built

By Olga Horowitz
There is a farm on the Hartbeespoort road called But an' Ben which is Scottish for room and a kitchen.

"The education authorities have been most helpful in providing teachers and desks."

COSTLY

Mr Pollock is the man...



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14/11/83

Bathabile today boasts 300 pupils. It was they who gave the school its Sotho name which means: They are happy . . .

Pupils come from far and wide because Happiness is the school that Len built

30
14/11/83



Mr Len Pollock, who has spent R40 000 to create a school for the children of farm labourers from far and wide, is very happy with the results achieved.

By Olga Horowitz

There is a farm on the Hartbeespoort road called But an' Ben which is Scottish for room and a kitchen.

And on the farm is a school for 300 children called Bathabile, a North Sotho word for "They are happy."

This, in a few words, is the story of the life of Mr Len Pollock (75), South African born, who has farmed But an' Ben for about 30 years and in the process has spent about R40 000 on creating a school for the children of farm labourers from far and wide.

Mr Pollock's credo is simply expressed: "You can't work for years with people without realising their limitations and aspirations."

He alone provided most of the buildings, starting with two classrooms in 1969 followed by another two in 1973.

HALL

Then in 1979 the Linden parish of the Nederduits Gereformeerde Kerk added two classrooms with an interleading sliding door so that they could be opened up into a hall. This year Mr Pollock added another two classrooms, making seven in all.

During those years the farmer-cum-businessman built the headmaster's house and three cottages for teachers, donated about 9½ ha to the school, laid out football and netball fields and put down a borehole.

"For the last two classrooms I had help from the Stella and Paul Loewenstein Education Trust," he says gratefully, "and also a grant of R9 100 from the Department of Education.

"The education authorities have been most helpful in providing teachers and desks."

COSTLY

Mr Pollock is the manager of the school, which teaches up to Standard 6. He keeps the books — and charges the families 50c a term for a child so that he can buy extra books and stationery, which are becoming increasingly costly.

"Some of the families have had as many as 14 children and grandchildren at the school," he says. "I am delighted to say that on the whole the school results have been very good."

Mr Pollock has bequeathed the school buildings and the land to black education.

Some of the children come by bus, some walk up to 10 km daily to and from school. To all of them and their parents this opportunity of schooling in a rural area is a precious thing.

It is becoming a bit of a strain now to expand the school. Building costs are very high, says Mr Pollock.

He would dearly love help in the form of sporting equipment and also agricultural aids such as wheelbarrows, picks and shovels for the children who have lessons in agriculture.

Mr Pollock went to school at Marist Brothers, Johannesburg, and was the founder and managing director of a trust company which is now amalgamated with Metboard, a financial institution of which he is a consultant.

He is virtually retired but keeps up a strong involvement with the farm and school.

Unequal education 'designed' by Govt

ARGUS 15/1/83
50



Mrs Margaret Thatcher

17 women from the Green-
e camp outside the base were
as they staged a sit-down pro-
e gates.

w Labour Party leader, Mr
rock, pledged that his party
rtinue fighting against Cruise
n Britain. He said the weap-
ted the risk to the country
osting its defence.

hile, Monsignor Bruce Kent,
of the Committee for Nucle-
nament, has said he will not
for the speech he made at
unist Party conference prais-
arty's attitude to peace.

may face a carpeting, as he
summoned to meet Roman
Archbishop Basil Hume this

esman at Westminster Cathed-
last night there was no ques-
onsignor Kent being stripped
esthood, "but the question of
inuing 'on loan' to the peace
t might be considered."

Staff Reporter
GROSS inequalities in
South Africa's educa-
tional system and the
alarming failure rates
in some sectors are
deliberately designed
by the Government,
Professor Owen van
den Bergh of the Uni-
versity of the Western
Cape said last night.

Delivering his inaugu-
ral lecture as head of the
education department,
Professor van den Bergh
said the Government
only pretended that edu-
cational equality was a
priority.

Arguing that education
and politics could not be
separated, he said blacks
had always been and still
were "schooled for in-
equality and schooled to
accept inequality as cor-
rect".

"Throughout South Af-
rica's history schooling
had to suit the purposes

of the ruling élite and
counteract alternatives.

"It had to perpetuate
the economic domination
of the élite, for instance,
by limiting access to
schooling and by differ-
entiating between the
quality of education
available to different
sectors of the population.

"In 1983 the ruling
élite still dominates cur-
riculum decision-making,
and educational equality
is a priority solely in the
rhetoric of those who
rule."

Dominated

Professor van den
Bergh said the history
syllabuses approved this
year reflected a "heavily
Eurocentric" view and
were dominated by histo-
ry deemed to be relevant
to the Western world.

"The South African his-
tory sections reflect an
essentially white per-
spective. History is

something done by
whites, more particularly
by Afrikaner whites, to
blacks.

"The legitimate knowl-
edge all must have is
that there is no South Af-
rican history before the
European colonisers ar-
rived."

Professor van den
Bergh dismissed the ar-
gument that school-leav-
ing results were a scien-
tifically valid criterion to
decide on the admission
of people to tertiary edu-
cational institutions.

"The problem with
such arguments, claim-
ing to be based 'purely on
merit', is that they ignore
all the politico-economic
factors that make it im-
possible to determine
who is worthy of merit
selection.

"Such an approach
perpetuates inequality in
the name of scientific va-
lidity and subverts peo-
ple's opportunities to ex-

cel and to benefit
economically in the
name of standards."

Professor van den
Bergh also said teachers
in South Africa needed to
"shed themselves of a
feeling of powerless-
ness".

Constraint

"This feeling is a pro-
foundly inhibiting con-
straint, particularly be-
cause teachers come to
believe it about them-
selves.

"Such an attitude does
not, however, solve one's
personal ethical dilem-
ma, for the average
school allows teachers
far more freedom than
they are prepared to ad-
mit.

"Teachers who wish to
take education seriously
must support one an-
other, since support is
necessary when one is
traversing a hostile envi-
ronment."

Black chamber

Mr Wilson said: "The
answer is, as I see it, that
black persons must be
given a voice at least
equal in all respects to
that of the Indian and
coloured communities.

"Blacks are not going
to be appeased by grant-
ing them control over
community councils and
other similar local au-
thorities. Third-tier gov-
ernment is just not
enough.

"We are already creat-
ing three Houses, why
not a fourth?"

● See pages 11 and 20.



Mr P W Botha

PW urges Indians to accept

Argus Correspondent
DURBAN. — The Prime
Minister, Mr P W Botha,
has told more than 2 000
Indians at the Durban
City Hall that if they re-
ject the new constitution
in favour of radicalism
they would be placing
themselves on a road
leading to a cul-de-sac.

The Prime Minister
said yesterday that if the
Indian community did
not opt for radicalism it
could:

● Accept the constitu-
tion out of conviction and
a belief in the sincerity
of the Government and
the white electorate.

● Endure the new deal
out of expediency to de-
stroy it. He warned
against this approach.

South African Indian
Council chairman Mr
Amichand Rajbansi
launched an attack on his
opponents, saying that
for too long the Indian
community had been re-
presented by self-ap-
pointed rather than elect-
ed leaders.

The Government will
be faced with a tough
task in selling the new
constitution to the Indian
community, according to
officials of the Natal In-
dian Congress, who said
that more than 5 000 peo-

ple attended a meeting in
Durban last night to op-
pose the new deal.

NIC president Mr
George Sewperasad, who
was among 44 people
who were arrested after
staging a placard protest
outside the City Hall, was
carried shoulder-high
into the Orient Hall after
being released on bail of
R200.

The president of the
World Alliance of Re-
formed Churches, Dr Al-
lan Boesak, said the new
constitution was aimed
at co-opting coloured
people and Indians into
the hierarchy of white
oppression.

MAKED UNBORTED

D. Dispatch 19/11/83

Call for urgent changes in black education

PORT ELIZABETH — Further urgent changes were needed in the field of black education, a German industrialist said in Uitenhage yesterday when he opened Volkswagen's new apprentice training centre.

Dr Wolfgang Habel, chairman of Audi NSU Auto Union, said the changes in the labour and education fields in South Africa had been welcomed in Germany.

"But I am afraid, if training such as that conducted at this centre is going to be fully successful, further changes and improvements will have to be made in the field of black education."

Dr Habel said that facilities must be improved and the teacher-pupil ratio must be improved to name but two aspects.

Without ongoing improvements in the total education system, the task of preparing young

South Africans for the technological challenges of the future was going to be very difficult, he said.

Development and progress in any economy were governed by two main factors — the constant improvement in technology and production processes and the continuing improvement of employees' qualifications.

He said work procedures were constantly being changed by the progress of technology and the workforce must be able to keep pace.

"In a developing country such as yours, you face a tremendous challenge in meeting the training needs and aspirations of all South Africans.

"It is of vital importance that you continue to train South Africans of all race groups to meet the skilled manpower needs of the future rather than rely on skilled people from overseas to fill these



MR SEARLE . . . penalise firms for poaching.

positions," he said.

Speaking at the same function, Mr Peter Searle, managing director of Volkswagen, South Africa, called for penalties against companies who neglected training and then "poached" from other companies when the economy expanded.

Mr Searle said far too many companies paid

only lip service to the real training needs of themselves and South Africa.

It was ironical that, in the midst of one of the worst recessions in South Africa, with unemployment at record levels, there was a serious shortage of skilled manpower.

He said the authorities had given generous incentives to encourage private enterprise to expand their training programmes but far too many companies — big and small — failed to use the benefits available.

"If incentives are not sufficient to stir these companies to action then I would suggest it is time that manufacturing concerns which neglect skills training and which, therefore, have to 'poach' from others when the economy expands, should be penalised with heavy disincentives where they fail to invest in the training and development of their people." — DDC.

A new man on Det hot seat

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Sowetan
22/11/83



MR FANIE BOTHA:
Resigned from Cabinet.

A NEW Minister for black education has been announced following the Cabinet reshuffle by Prime Minister P W Botha at the weekend.

The new Minister of Education and Training is Mr Barend du Plessis, until recently Deputy Minister of Foreign Affairs and Information.

Mr du Plessis replaces Mr Danie Botha, who now becomes Minister of Mineral Affairs in place of Mr Pietie du Plessis, now Minister of Manpower Utilisation.

The reshuffle follows the surprise resignation of Mr Fanie Botha as Manpower Minister last week.

By **JOSHUA RABOROKO**

The resignation of Mr Botha has meanwhile caused little stir on black trade unions — despite feelings that he ushered in a new era in industrial relations.

The Council of Unions of South Africa (Cusa) said it appreciated that Mr Botha accepted some of the Wiehahn Commission recommendations, especially legalisation of black trade unions.

But some of the emerging trade unions maintain that the National Party was pressurised both from within the country and interna-

tionally to accept black trade unions.

Mr Botha made black trade unions legal in South Africa — probably the strongest evidence of reform by the National Party, according to sources.

He appointed the Wiehahn Commission to investigate the country's labour laws, and to see whether they were in accord with the times.

Job reservation was eased despite opposition from the right-wing.

Cusa said while it accepted that the Minister had done much towards legalisation of black trade unions "it was regrettable that some of them were not accepted".

Cusa said that it did not have any word of praise for the Minister at this stage because of an investigation that will be taking place concerning his activities.

The South African Allied Workers Union's national organiser, Mr Herbert Barnabas, said that the resignation of Mr Botha did not change the position of black workers.

He contended that the National Party would still continue with its policy of job reservation, migrant labour system, influx control and discriminatory laws.

"It does not matter which Minister is responsible because the ruling party has clear cut policy — that of ignoring blacks in the decision making

machinery," he said.

The general secretary of the Commercial Catering and Allied Workers Union (CCAWUSA), Mrs Emma Mashinini, supported SAAWU's stance and said that the international pressure and internal demands had forced the NP to legalise black trade unions.

"There is no special credit that can be given to Minister Botha because reforms or no reforms what has the party done for the interest of black workers?" she asked.

Other emerging unions have expressed mixing feelings on Mr Botha's resignation.

Apartheid in education still with us — Sonn

ARCS
23/11/83

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223

Education Reporter
TEACHER organisations have mixed reactions to the Government's White Paper on education.

Attacking the 48-page document, Mr Franklin Sonn, president of the Union of Teachers' Associations of South Africa, said it placed education firmly within the framework of the new constitutional dispensation. In doing so it perpetuated the apartheid educational system.

He said the De Lange report offered the Government an opportunity of "real reform" but "despite all the positive and welcome elements contained in the White Paper, the Government was not ready to grasp this nettle and separate education is still with us".

Disturbing

Of "particular disturbance" was the Government's rejection of a single ministry of education and their refusal to waive the requirements of the Group Areas Act

in situations where one population group's under-used educational accommodation could be used by other population groups faced with a considerable backlog.

The president of the South African Teachers' Association, Mr A S Powell, said Sata rejected the intention of the Government to form five ministries of education rather than a single ministry as recommended by the De Lange report and the 1982 working party.

He said: "We also reject the duality of a single professional registering body made up of the representatives of the teachers' professional councils as well as a teachers' professional council for each population group.

Reassurance

"We urge that a single professional body should be formed to control the professional aspects of registration, minimum training requirements and discipline."

Sata welcomed the reassurance that tertiary institutions would be given a greater degree of freedom to decide who would be admitted as students.

"However, Sata urges that these institutions be given the full right to make the decision of admission as recommended by the working party," Mr Powell said.

They also strongly supported the establishment of a negotiating mecha-



Mr Franklin Sonn

nism which could have recourse to arbitration.

Sata has called a special meeting of its general committee to investigate in greater depth the implications of the White Paper and will release the committee's full conclusions after November 28.

The SA Onderwysersunie said a special executive meeting would be held early next year to "weigh up" the implications of the White Paper.

However, they said they were in agreement with the Government principles such as the Christian and the broad national characters of education, mother-tongue education and separate schools and education departments for each race group.

Mr Pat Samuels, president of the Teachers' Association of South Africa (Tasa), said the new education system, so entrenched within the new constitutional dispensation, was "no different from the old one" and did not allow for the fulfilment of black aspirations or educational needs.

"The De Lange Commission was set up as a result of unrest in black schools and has answered few of the problems that caused that unrest," he said.

The bureaucracy required in running the Government's new education system would cost "an incredible amount of money which could be better spent on education".

Sapa reports from Pretoria that the white South African Teachers' Council (SATC) today welcomed Government emphasis on the role of the teaching profession in a new educational dispensation.

One of the recommendations the Government has accepted in response to the De Lange report on education in 1981 and the Education Working Party's report last year, is that the organised teaching profession should be given a say in planning teacher-training.

Emphasis

"The council welcomes the fact that the White Paper emphasises the part to be played by the organised profession in the new educational dispensation," the chairman of the SATC, Professor N T van Loggerenberg, said in a statement.

The establishment of a central registration body for all teachers and a professional teachers' council for each population groups concurred with the SATC's recommendations, he said.

The functions and powers of the bodies were, however, not clearly spelt out in the White Paper and they would have to be given priority at a later stage.

PRETORIA. — The Government has rejected outright several key recommendations of the De Lange report on education.

It has also refused to waive the Group Areas Act for education and will not allow empty schools built for one race group to be used by another if this infringes the Act, according to a White Paper on education released in Pretoria today.

More than three years after the Human Sciences Research Council was urgently asked to launch an investigation into education under the chairmanship of Professor J P de Lange and more than two years after the revolutionary De Lange report was released, the Government has issued a controversial White Paper on the subject.

It is bound to draw strong reaction from all quarters in the educational field and calls for clarity on several issues concerning black education.

Separate education

The White Paper, released today in response to the recommendations of the De Lange report and those of an official education working party, clearly entrenches the mainstays of separate, Christian national education and firmly pegs the De Lange recommendations for reform to the pace of the country's constitutional evolution.

The Government has, however, agreed to implement several reforms that do not tamper with the major mechanisms of apartheid:

- A financial plan for equal quality in education will be adopted and, for the first time, statutory bodies will be established to co-ordinate education for the four major race groups.

Salaries and training

- Educational standards, teaching qualifications, teachers salaries and teacher training will be co-ordinated by a number of bodies.

- Farm schools will be upgraded and pre-school bridging and post-school bridging courses are being investigated.

- A three-tiered system of imposing school fees will be introduced as soon as suitable formulas have been devised that will not discriminate against poorer children.

A key recommendation for a single Ministry of Education has been rejected.

Instead, education will be an "own affair" in terms of the new constitution.

Coloured people, Indians and whites will appoint their own Ministers of Education to take care of individual education matters.

There will also be one Minister who is a member of the Cabinet in charge of general educational matters, including funding and teachers salaries, but he is likely to have other portfolios as well.

Apart from the various co-ordinating committees, black education will remain largely out in the cold, administered by its own Minister who will also be a member of the Cabinet.

Council

The Government has agreed to a multiracial South African Council for Education to advise the Minister in charge of general education on school education and teacher training.

But contrary to the De Lange recommendations, the Government also favours the establishment of additional separate advisory councils for each race group as well.

The Government has not compromised at all on some important issues since issuing its first interim White Paper on the De Lange report in 1981.

Despite pleas that scarce educational facilities in a developing country should not be duplicated the White Paper issued today states:

(Turn to Page 2, col 8)

● See Page 4

(Contd from Page 1)

"The Government wishes to state unequivocally that the Group Areas Act will not be waived when schools are established.

"With regard to the making available of unutilised or under-utilised school facilities belonging to one population group for use by another, any departure from the policy of separate residential areas for the various population groups is not acceptable."

The Government has recognised that parents should be given more freedom of choice in education but "within the framework of separate schools".

The Government has also stated that it will not lower existing educational standards (mostly concerning whites) to eliminate backlogs that exist (mostly concerning blacks).

While accepting the target of nine years

compulsory education for every South African child — six years compulsory schooling and three years non-formal education — the Government has issued the proviso that compulsory education be introduced only "as it becomes possible and when parent communities approve".

Argus Correspondent

Government retains education apartheid

ARGUS 23/11/83

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Professor J P de Lange



Meteoric rise to the Cabinet for verligte Barend du Plessis

MR BAREND du Plessis, one of the three Cabinet Ministers sworn in in Pretoria yesterday, has shot through the ranks of the National Party at incredible speed.

Mr Du Plessis, 43, has only been in Parliament for nine years. By being appointed this week as Minister of Education and Training he has leap-frogged over a number of other junior members of the Cabinet.

Although he has a solid reputation as an NP verligte, he has hit the headlines repeatedly in the last few years for making some strikingly Rightwing statements.

He was educated at the Voortrekker High School in Boksburg before graduating with a BSc and a teaching diploma at the University of Potchefstroom.

He then worked for a year as a teacher in Johannesburg before joining the SABC for seven years as an administrative official, a programmer and finally administrative secretary to the director.

He was mayor of Roodepoort in 1974.

Mr Du Plessis has been a deacon in the NG Kerk for a number of years and is married with four children.

He was appointed Deputy Minister of Information in 1982 and immediately caused controversy by saying on television that the media should "tone down" the way it represented certain facts, in order to assist the Government.

He stayed in the headlines by attacking the SABC a few months later for providing the Conservative Party with

a platform to attack the Government.

Also last year, he caused a stir when he said for the first time that the Government's constitutional proposals did not preclude coloured and Indian cabinet ministers ruling over "own" affairs.

In the same month he caused a rumpus in the USA by saying foreign companies in South Africa should rid their black unions of political elements.

Mr Pietie du Plessis, the new Minister of Manpower, also takes over a sensitive post but brings with him many years of experience in a wide variety of Cabinet posts.

He served for four years in the Transvaal Provincial Council, representing Lydenburg before being elected to

Parliament for the same constituency in 1970.

In the last four years, he has changed Cabinet posts almost annually. He was appointed Deputy Minister of Finance in 1979, Minister of Agriculture and Fisheries in 1980, and Minister of Energy and Mineral Affairs last year.

He is 48 years old, was headboy of Hoër Volksskool in Heidelberg in 1953, and has a masters degree in agriculture from the University of Pretoria. He gives his profession as an MP and a farmer.

He is married and has three children.

In his last Cabinet post he had to deal with the Salem scandal. Frequent changes in the price of petrol and controversy over the Koeberg nuclear power station have also kept him in the headlines.

The other Cabinet Minister affected by last week's reshuffle was Mr Danie Steyn, who shifts from the difficult job of Minister of Education and Training to the lower-profile portfolio of Energy and Mineral Affairs.

This means he is leaving the Department of Education and Training just as the Government has responded to the De Lange Commission of Inquiry into Education.

As head of the department he is certain to have played a key role in the White Paper released yesterday.

He is 50 years old and has three degrees: a BSc and a BSc (Engineering) from Stellenbosch and an M Com from Pretoria. He has a wife and four children.

He was elected to Parliament in 1974, and was made Deputy Minister of Finance, Industries, Commerce and Tourism in 1980.

First reactions to Paper Iukewarm

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27/11/78

Initial reaction to the Government's White Paper on the De Lange blueprint for education reform has ranged from lukewarm to critical with some enthusiasm for the new directions being opened up. But it is likely to be some while before the full impact of the Government's response is assessed.

Today key members of the Human Sciences Research Council Committee, which drew up the report under chairmanship of Professor Jan de Lange, principal of Rand Afrikaans University, met to discuss the full implications of

the White Paper and to look at other reports drawn up by sub-committees on aspects of education reform.

Several of these educationists said they would only be prepared to comment after having studied the Government's response to their work in more detail.

At the same time teachers' bodies appear to have been largely disappointed by the White Paper which has been awaited with expectation for many months. One major criticism is that the White Paper is too vague on important issues.

Both the Union of Teachers Associations of South Africa and the Transvaal Teachers' Association (mouthpiece of English teachers in the province) have criticised the refusal to have a single ministry governing education.

The Federal Council of Teachers' Association and the powerful Transvaalse Onderwysunie (representing a majority of white teachers in Transvaal) were critical of the stand taken by the White Paper on the registration of teachers and on the mechanisms for negotiation in the event of a dispute

between authorities and the teaching profession.

On the other hand the SA Teachers' Council welcomed the emphasis on the involvement of teachers in the planning of teacher training and the establishment of a central registration body for all teachers.

Some reaction to the paper includes: ● Dr Gerrit Viljoen, Minister of National Education: "Legislation to implement the White Paper will be introduced next year. The White Paper is not the final say and reform will be ongoing on the advice of the

Council for education."

● Professor de Lange: "Obviously there are areas in which political factors played a role and other areas which still have to be developed. But in times of financial and political realities I think a tremendous amount has been achieved. This is not the end of the road."

● Mr Franklin Sonn, president of the Union of Teachers' Associations (Utasa): "We note with dismay but not surprise that the Government perpetuates apartheid in education. It is particularly disturbing that a single ministry of education

has been rejected. The decision to establish four Ministers of education maintains and consolidates the racial basis of education."

"Particularly deplorable in view of the Government's supported acceptance of equal quality education for all is the refusal to waive the Group Areas Act in situations where one population group has underutilised school accommodation so that another group may benefit from it."

"Also disturbing is the Government's unwillingness to open technicians and universities to bring them in line with the reforms introduced by Fiebert and Wiehahn.

"On the other hand Utasa welcomes the educational opportunities being created for underprivileged and equality in the planning and evaluation of school buildings and subsidy formulae."

● Professor N T van Loggerenberg, chairman of the SA Teachers' Council: "The establishment of a central registration body for all teachers and a professional council for the teachers of each race group were welcomed. But the functions and powers of these bodies would have to be more clearly spelled out."

● Mr J L Stonier, chairman of the Federal Council of Teachers' Associations: "While the White Paper has clarified some issues there are still other which require clarification."

EMPHASISED
"The necessity of statutorily recognised negotiating mechanisms for the organised teaching profession could not be too strongly emphasised," he said.

● Miss E Niemeier, president of the Transvaal Teachers Association: "The TTA welcomes the Government's commitment to equal educational opportunities for every child but has criticised the rejection of a key De Lange recommendation for a single ministry of education. "The TTA also supports the

Good and bad in new deal on education

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27/11/78

Although the Government's White Paper on education leaves separate, Christian National education largely intact, the practical reforms it proposes address, to a greater or lesser extent, several of the shortcomings highlighted by the original De Lange report.

The De Lange report noted that education in South Africa was controlled by "a particularly complex bureaucratic structure and that consultative mechanisms are inadequate".

If anything, the new educational deal complicates the bureaucratic structures of education even further.

There will be five ministers of education (compared with the present three), four departments of education for the various race groups and a State department of education to co-ordinate general education affairs.

The three separate Houses of Parliament for whites, coloured people and Indians within the new constitution will treat education as an "own

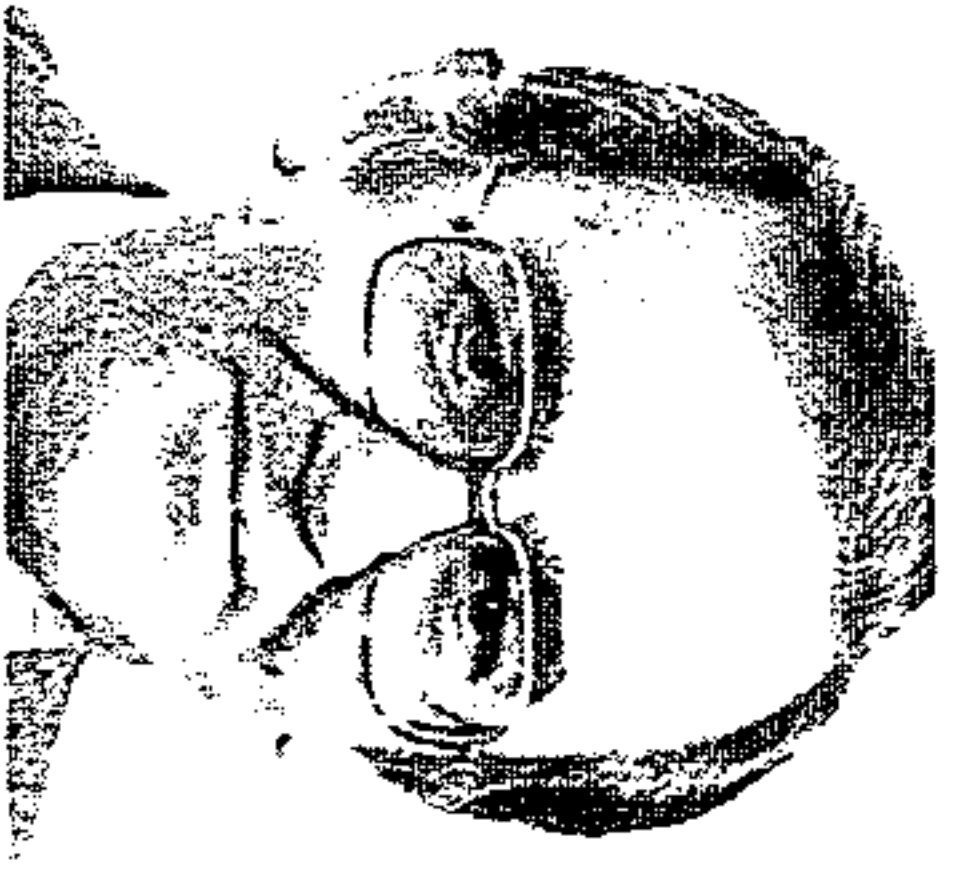
How far does the Government's White Paper on education go towards eliminating the serious shortcomings pinpointed by the De Lange investigation into education? SHERYL RAINE of The Star's Pretoria Bureau reports.

continues to evolve, it is confined to school education and teacher training.

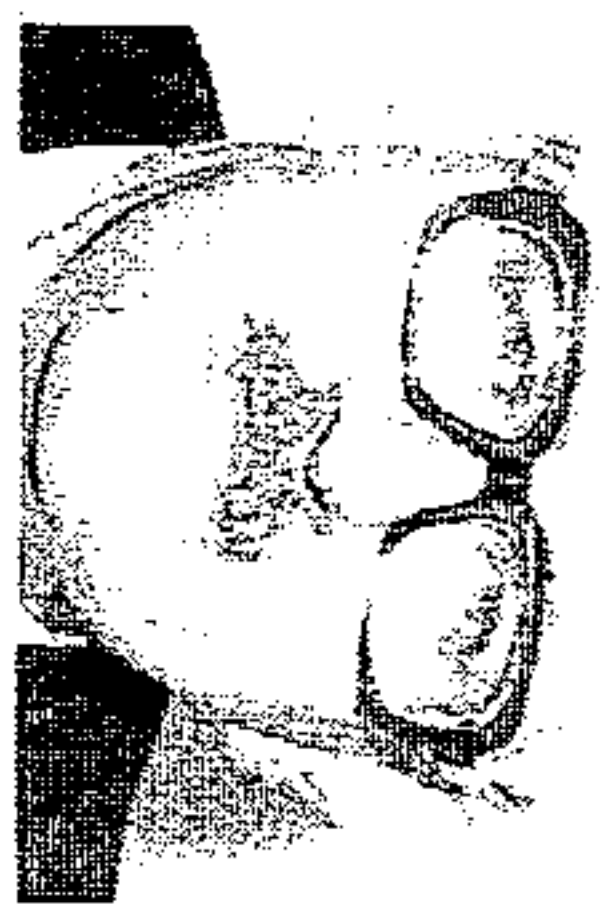
The De Lange report noted that the control and management of tertiary education did not always function smoothly in all respects.

The Government White Paper has set up two committees to co-ordinate university and technical education but both committees exclude blacks. Ways and means are still being sought to include blacks.

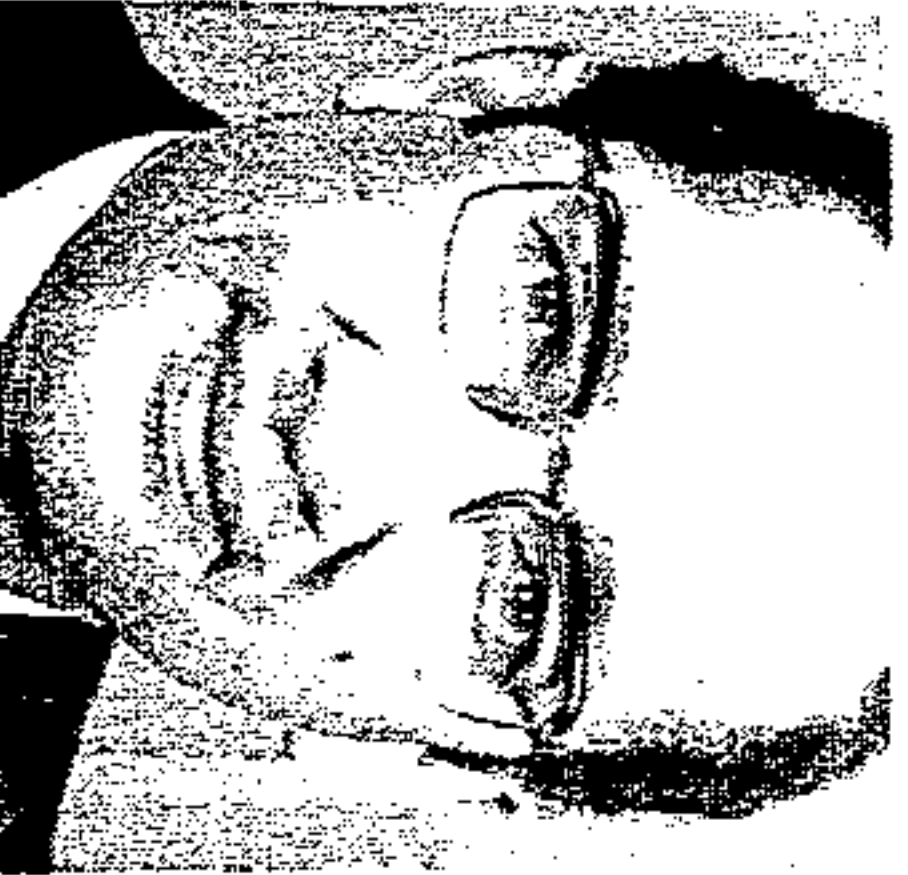
Ways and means are also being sought to co-ordinate the education of blacks inside South Africa and abroad in the



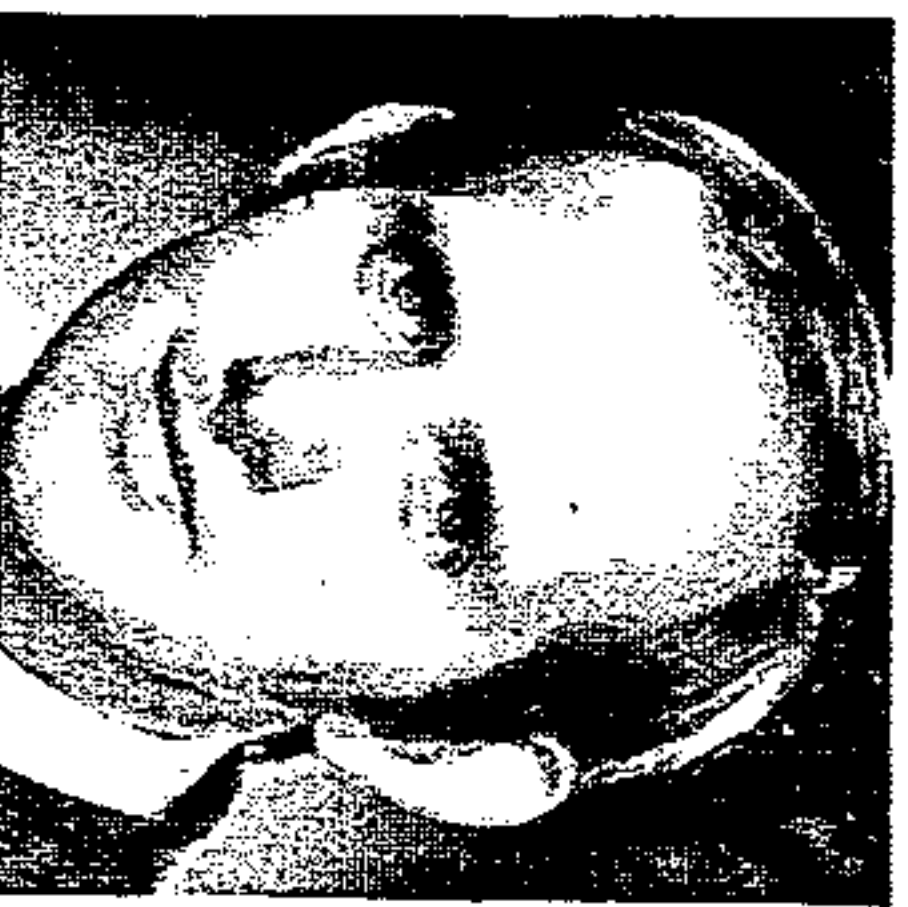
Professor Jan de Lange... "obviously there are areas in which political factors played a role and other areas which still have to be developed. This is not the end of the road."



Dr Gerrit Viljoen, Minister of National Education... "the paper is not the final say and reform will be an ongoing process on the advice of the Council for Education."



Mr Franklin Sonn, president of the Union of Teachers' Association... "We note with dismay but not surprise that the Government perpetuates apartheid in education."



Mr Ken Andrew, PFP spokesman on black education... "The paper illustrates the Government's timidity and its unwillingness to move away from apartheid ideology."

Assocom: A step toward

a "general affair"

This means that it will be debated in all three Houses.

Six co-ordinating bodies have been established to synchronise as many facets as possible in the education of the four race groups.

For the first time, an overall planning policy may be possible but it will take considerable effort to synchronise all the co-ordinating bodies.

The multiracial South African Council for Education (SACE) will play a vital role in advising the Minister of General Education on changes needed in education for all races.

Although the SACE can establish an ongoing system of reform to ensure that education con-

Governing homelands.

The De Lange report found that the education system could not assist school beginners who were not ready for school to overcome their handicaps, could not keep in school large numbers of pupils who wanted to leave the system and could not help pupils to move easily from one type of education to another.

In these practical educational matters the Government's White Paper has gone out of its way to establish the beginnings of what could mean radical, positive change.

The new system does not break away from centralised control to the extent to which the De Lange report recommended.

Although various local bodies may, in future, be given the power to raise school funds and parents and teachers will have more say in education, localisation will depend on the individual authorities for each race group.

The Government rejected localised educational control and local options on the racial composition of schools because it feared that such a system would create damaging tensions in the controlling structures.

Perhaps the most important shortcoming highlighted in the De Lange report concerned the "serious problem of acceptability of educational practice in South Africa."

While the new constitution and the new educational dispensation may go some way to satisfying some in the coloured, Indian and black communities, the outright rejection of one Ministry of Education was a disappointment.

It is doubtful whether the rigidly separate education departments laid down in the new deal will enhance the acceptability of education.

It is also questionable whether the various Ministries of Education will be able to defuse deep-seated dissatisfaction about education among blacks.

SYSTEM DENIED OF REALITY

Assocom has welcomed the publication of the White Paper as an important step towards developing an educational system tailored to the realities of society.

Mr Raymond Parsons, the chamber's chief executive, said Assocom believed the private enterprise system in South Africa would be strengthened if educational opportunities were improved for all races.

"Until our schools — especially the black schools — produce a larger proportion of properly educated men and women capable of being trained, South Africa will not overcome its chronic shortage of skills and abilities."

While Assocom regretted the Government had not found it possible to accept a single ministry of education for all races, it acknowledged that the advent of the new constitutional dispensation had opened other options for handling the situation. — Sapa.

...ory council responsible for setting norms and standards for syllabuses and examinations. Other positive aspects of the White Paper include recognition and involvement of parent bodies at local level, pre-basic education as a prerequisite for meaningful basic education and opportunities for non-formal education.

"But the definition of education as an "own affair" with separate education Ministers for whites, Indians, coloureds and blacks implied duplication and unnecessary expense."

A new deal... but old principles

SOUTH AFRICA will have five Ministers of Education in accordance with the new constitution's division on "own" and "general" affairs.

According to the White Paper on the De Lange Commission, education would be administered as an "own affair" in separate departments for whites, coloureds and Indians, and education for blacks would be subject to general policy in a fourth department.

The administration of general affairs and co-ordination of macro-policy would be delegated to a fifth Cabinet Minister, who would have the same status as the Ministers responsible for own education matters.

However, prominent educationists generally agreed yesterday that the Government had accepted the chief recommendations of the De Lange report insofar as they

Reports: HELENE ZAMPETAKIS and PHILLIP VAN NIEKERK

complied with the new constitution.

Outlining the Government's new policy, the White Paper emphasised that education should comply with the aims of "self-determination for each population group".

It affirmed the main principles of the De Lange commission, with certain amendments, namely:

- It undertook to provide equal opportunities in education for each child, irrespective of race.

- It emphasised the importance of technical education to meet the manpower needs of commerce and industry.

- It accepted that the mother tongue should be the medium

of instruction of all pupils until Standard 9.

- It stood by the principle of Christian national education.

- It stood by each population group having its own schools and own education authority.

- It accepted that parents should choose their children's schools "within the framework of the policy that each population group is to have its own schools".

Responding to the De Lange Commission's call for a drastic increase in spending on black education, the Government agreed to a compensatory educational programme to eliminate the backlog in black education and to provide equal opportunities and standards.

However, it warned that it would not achieve equality at the expense of the existing standards in white education.

The Group Areas Act would not be waived to make use of under-utilised school facilities by another population group, the report stressed.

On a local level, the organised teaching profession should by law have a say in education planning.

And parents from each population group would now have a say in the educational process at local level through their participation in advisory committees.

They would also be expected to contribute more to the financing of education through levies, and "it will depend on the community

concerned to what extent education of an equal quality does in fact develop".

The Government also accepted the recommendation that children should have nine years of compulsory education and six years of compulsory school attendance — an education up to Standard 4 subject to consultation with the communities.

While the White Paper provided for a single registering body for teachers to ensure equality of teaching standards, it stipulated that teachers councils would be divided along racial lines.

And it agreed to establish a central statutory certifying council to set standards for syllabuses and exams.

Viljoen hints at levies

THE Government has suggested that it will make provision for the community to pay levies to supplement the financial resources of schools for various purposes.

At a Press conference yesterday, Dr Gerrit Viljoen, Minister of National Education, said the problem was to introduce the levy system without disadvantaging children from deprived backgrounds. This question still had to be resolved.

In the White Paper, the Government accepted the De Lange commission's recommendation that it was "educationally unsound" for education to be provided altogether free of charge because it would hinder the parent and child's personal responsibilities.

It was investigating how it could determine the Central Government's financial responsi-

bility to the different education departments.

And a committee from all the education departments was investigating ways in which parents could contribute more directly to the financing of their children's education.

This principle would foster the communities' sense of involvement with education, the Government said.

The State's responsibility for financing education would decrease, as long as the fundamental elements of a good quality of education were not affected.

And textbooks should become the personal property of the learner with a view to "transforming it into a personal learning instrument, gaining respect for property and even beginning a small personal collection of books".

Now SA will have 15 Education Ministers

THE creation of five Ministers of Education as proposed in the White Paper means that "greater" South Africa, including the 10 "national and independent states", will soon have 15 Ministers of Education and 19 education departments.

There will be a Minister for Macro-policy and General Affairs, a Minister for the education of blacks outside the "homelands" and three "own affairs" Ministers dealing with education in the white, coloured and Indian communities.

This is to add to the 10 existing Ministers of Education in the "homelands" and the four provincial Departments of Education whose future at this stage is not certain.

The report also proposes the establishment of a range of new bodies, councils and committees to implement and co-ordinate the various functions of education at each level in the five departments.

At the Central Government level, a single ministry will be responsible for determining macro-policy and for monitoring and co-ordinating the implementation of this policy.

In the White Paper, the Government distinguished between macro-policy — which included all financing guidelines and standards for syllabuses — and executive policy, which applied to education by executive bodies in line with the approved macro-policy.

It disclosed that a multi-racial advisory council, known as the South African Council for Education, would advise the Minister responsible for general educational matters.

The Government rejected

By ANTON HARBER Political Reporter

the De Lange commission's recommendation for a single advisory council for all education, in favour of separate advisory councils for each race group at school level (including teacher training), and for tertiary education.

A Committee on Education Structures, with a Research Committee on Education Structures, would advise the Minister responsible for general educational matters on issues such as conditions of service.

The Government would also establish one central registering body for all race groups, but teachers' professional councils would be racially divided.

Each education department would also have a Committee of Heads of Education

for school and teacher training.

It would be drawn from a provincial education department, the "own" education department and the "general" education department — to advise and co-ordinate various departments.

And a central statutory certifying council will ensure that each population group's education department would set the same standard for their different syllabuses and examinations.

Dr Gerrit Viljoen, the Minister of National Education, told a Press Conference in Pretoria yesterday that the Cabinet Minister responsible for "general affairs" education would hold a "comprehensive" portfolio.



Need for skills str

THE Government has accepted the De Lange Commission's recommendation that there should be a greater emphasis on technical education to provide for the manpower needs of commerce and industry.

The White Paper found there was a big backlog in the provision of career-oriented education for black people.

It said that to provide for increased commercial and industrial manpower needs, the Government would make greater provision for the flow of school-leavers into non-formal education and work-training, in what was called the "horizontal flow".

The Government would also provide for greater opportunities for horizontal flow and interaction between formal and non-formal education, once it had resolved difficulties in defining the different grades in education.

It would introduce a "bridging module", which was a course designed to round off a particular grade when pupils left formal education for training in non-formal education

for their jobs.

This would integrate basic education — in the seventh, eighth and ninth grades — with compulsory education.

The Government's various bodies give urgent advice on upgrading the curriculum and mathematics.

There were serious and a short-term solution. This was "one of the country's widespread high-level manpower shortages".

The Government's guidance should make economic development a priority for pupils. It cannot be done.

The White Paper stressed that the private sector and professional associations should have a shared responsibility for non-formal education.

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Black education to be separate

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ured, Indian and white affair" Ministers will part of the Council of ers of their own Par- ts, while the Minister with black education ently known as "Edu- and Training" — will t of the "general af- Cabinet.

education of blacks in melands" remains the sibility of the "home- governments.

Minister of National ion, Dr Gerrit Viljoen, Press conference in ia yesterday that eaduation was also an ffair" — even though e handled by a Minis- is not from the black unity.

aid the Cabinet was imediate attention s of bringing blacks e decision-making pro- ver their own educa-

White Paper provides eral key changes in

black education, but stresses that the Government's ability to eliminate the backlog is restricted by the present economic climate and the shortage of manpower.

Responding to the De Lange Commission's recommendation that the "great differences" in education be phased out as soon as possible, the Government said it was investigating ways in which its financial responsibility to each education department could be calculated.

In the meantime, the Government provided for certain changes in black education in its attempt to bring about "equality". These included:

- Endorsing recommendations that all teachers require a minimum Standard 10 qualification and three years' of training.

- Authorising compulsory school attendance for a maximum of six years, or nine years of education, "as and when the parent communities are in favour".

- Giving high priority to expanding non-formal education and financing a bridging period of one to two years for pre-basic education.

- Accepting that education in the mother tongue was a valid consideration.

- The recent sharp increase in providing technical and commercial education for blacks, which at present involved some 42 000 pupils.

- Allowing for black parents and teachers to have a say in education at a local level.

Parents of all race groups would have the right to make recommendations to second-level education authorities through their participation in parent representative bodies, in terms of the new educational dispensation.

And the quality of black education was likely to improve from recent moves to upgrade teachers' qualifications, and from plans for a council to standardise evaluation and certification.

The proposed council would be responsible for set-

ting a uniform norm for syllabuses and exams for all race groups.

With regard to facilities, the Government ruled out the possibility of pupils using under-utilised schools designed for other race groups.

"The various school systems are geared to the needs of particular population groups, each of which is resident in its own residential area," the report said.

And while the Government would ensure equal opportunities for all, "it will depend on the community concerned to what extent education of an equal quality does in fact develop from this basis," the report said.

It stated unequivocally that while it was aware of the need "in the short and medium term" to allocate an even larger share of the national budget to education, it could not lower existing educational standards to achieve this.

In the meantime, each education authority was author-

ised to supplement its financial resources through levies.

And an inter-departmental investigation was examining a system of additional direct financial support by parents "with the proviso that there should be no impairment of the educational opportunities of the children of needy parents".

The Government also had to maintain a balance between the provision of education for blacks both within and outside the "national states".

- Mr Barend du Plessis, who took office as Minister of Education and Training yesterday, said he saw his role as providing the necessary facilities — both human and material — to the "multitudes clamouring for education and training".

He said it was an "exciting prospect" to develop black education further, especially with a view to creating a greater degree of community co-operation.



The Minister of National Education, Dr Gerrit Viljoen (centre) pictured at yesterday's Press conference. On the left is Mr Barend Du Plessis, the new Minister of Education and Training

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e pupils — after their o working experience th and ninth years of

o asked that all rele- attention to recruit- qualifications of natu- teachers.

shortages of teachers on could not be expect- most acute aspects of ad problem of insuffi- er", the paper said. cepted that: "Career ue allowance for eco- d realistic opportuni- function in isolation."

essed it was desirable e employer organisa- bodies be given an sion-making on educa- private sector should ility for the provision n. it said.

THE Government's education policy, as outlined by the White Paper on the De Lange Commission report, remains firmly rooted in the Group Areas Act.

White schools which are almost empty will not be made available for use by other groups whose schools are overcrowded.

"The Government is not in favour of the waiving of the requirements of the Group Areas Act ... the various school systems are geared to the needs of particular population groups, each of which is resident in its own residen-

All students to their own group areas...

tial area," the report said.

And with regard to the "making available of un-utilised or under-utilised" schools belonging to one population group for use by another, the report says "any departure from the policy of separate residential areas for the various population groups is not acceptable".

At yesterday's Press conference in Pretoria, Dr Viljoen also ruled out any "local option" for communities to decide for themselves whether schools should be mixed.

He said this would lead to "serious tensions" in the schools concerned as some parents would be in favour of it while others would be

against it.

Dr Viljoen said, however, that private schools which had enrolled pupils from different "population groups" would be allowed to continue to do so.

He pledged that private schools would not be disqualified from subsidies if they enrolled members of other races.

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Books row: official view

TWO committees set up by the Department of Internal Affairs (Coloured Education) check for offensive references in school textbooks.

Mr Noel Eales, public liaison officer for the Department, said one committee looked at English and Latin, while the other looked at Afrikaans and German. They have to make recommendations through the examination board to the Director of Education, Mr A J Arendse.

year for the information of principals and publishers.

"This system of selection has been in operation for over a decade already.

"In the initial selection stage the books are read by at least two to three members of a committee and if, during discussion of a book by a commit-

tee, there is any doubt about its suitability, a decision on it stands over until other members have had an opportunity to read it.

"It is also important to note that in these changing times and attitudes to human dignity, it cannot automatically be accepted that terminology and

references that were acceptable four or five years ago, are still acceptable today.

"This implies that books that were previously prescribed and used say in 1979 cannot automatically be prescribed but have again to be vetted by a committee to ensure it is still suitable for selection."

"Each committee is made up of inspectors, principals, language teachers, subject advisers as well as one person from each of the four teachers' bodies in the four provinces," Mr Eales said.

"There are twelve members in each committee and it is coincidental that in each, four of the members are whites.

"In the examinations board where the final recommendations of the committees are considered for submission to the Director of Education, Utasa, the national teachers' association, is represented by two members.

COMPILED

"At the March meetings of the committees, a provisional list of prescribed books is compiled from which they choose the books which will be effective 18 months later. It is then published in the Education Bulletin to give language teachers the opportunity to comment before the final list is drawn up.

"Unfortunately, meaningful reaction or comments are the exception rather than the rule.

"At their September meetings the committees finalise the lists of books which will apply 15 months later for Standards 5 to 9, and 27 months later for Std 10.

"Normally the final list is selected from the provisional list but the committees are not restricted to this list only.

"At its September meeting the examination board considers the final list of prescribed books and recommends it with or without alterations to the Director of Education. Then it is published in the second or third issue of the Education Bulletin of the following

Five ministers to control education

CRK Times 24/11/83

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By MARTINE BARKER
Education Reporter

ACCORDING to the government's plan for South Africa under the new Constitution the country faces the prospect an extraordinarily complex education structure with five ministers in control of education.

There will be one minister for each of the three population groups included in the new Constitution, one for "general" educational control and yet another responsible for black education.

And at the first level of government alone no fewer than nine bodies with advisory powers will be set up in addition to a number of bodies with management and control functions affecting all groups.

In its White Paper on the Provisions of Education in South Africa, released in Pretoria yesterday, the government has detailed its response to the recommendations of the De Lange report and ex-

plained how it plans to co-ordinate the country's numerous education departments.

How far the proposed structure will go towards enabling equal opportunities for education for all is open to debate. While financial decisions at central gov-

Teaching bodies, educationists react, page 17

ernment level will be taken to affect all population groups equally, the education authorities for each population group will be able to levy funds from the community concerned.

Reaffirming general policy, the White Paper states that the govern-

ment stands by "the Christian character and broad national character of education", that it believes in the principle of mother-tongue education, that freedom of choice of individuals and parents is acceptable in an educational context but that this must take place in the context of separate schools for different population groups.

The White Paper unequivocally rejects the many calls for a single education ministry that have been made by educationists since the De Lange report appeared in 1981. It declares education to be an "own affair" needing a ministry for each population group in addition to one for "general" areas.

The De Lange report itself recommended a single ministry as the only effective way of ensuring equal education for all groups.

Black education outside the homelands — which seems destined still to fall under the Department of Education and Training — has been declared a "general affair".

The Department of Education and Training seems likely to continue to control the budgets of homeland education departments.

Council

The major "general" advisory body will be the South African Council for Education and separate advisory bodies for different population groups will be set up.

At the second level of government — which is divided into departments by race — the government says it will leave the final decision on structures to the Houses of each population group. The recommendation on this by the Education Working Party — set up to assess implementation of the De Lange proposals — is that regional education departments be set up for each population

No mixed schooling under new deal

APARTHEID education is here to stay — and that's official.

In their White Paper on the provision of education, released in Pretoria this week, the Government announced a policy of "own" and "general" affairs for education to fit in with the new three-parliament constitutional plan.

The White Paper outlined the Government's response to the 1981 De Lange Report on education and report in 1982 of

the Education Working Party.

Under the new constitution, education for whites, coloureds and Indians will be administered as an "own" affair by a minister who is a member of the Council of Ministers of the parliament concerned.

Education for Africans (who are excluded from the new system), will be subject to "general" policy and will fall under a minister who is a member of the Cabinet.

Until the new constitutional system comes into effect, the new policy will be co-ordinated by the three ministers currently responsible for education — national education, education and training, and internal affairs.

Under the new educational deal, the Government intends establishing a number of statutory bodies and advisory councils with various functions. These will include the South African

Bench for Education at school level, including teacher training and an advisory council for universities and technikons.

Mr Franklin Sonn, president of the Union of Teachers' Associations of South Africa (UTUSA) and the Cape Teachers' Professional Association (CTPA), said he rejected separate education.

"Utasa continues to believe that the De Lange report offered the Government an opportunity for real reform and, despite all the positive and welcome elements contained in the white paper, the Government was not ready to grasp this nettle and separate education is still with us.

He said that by placing the education within the framework of the new constitution, they would "perpetuate the apartheid education system".

"Particularly reprehensible is the refusal to waive the requirements of the Group Areas Act in situations where one 'population group' under-utilised educational accommodation so that it could be used by other 'population groups' faced with considerable backlog."

Mr Sonn said the "unwillingness to open universities and technikons" was disturbing.

"As many of the decisions embodied in the white paper are as yet a statement of intent, Utasa affirms its intention to monitor the implementation of these decisions in order to determine to what extent they do, in fact, constitute notable improvement over the current dispensation.

"Of particular importance in this regard are matters concerning the financing of education and the assurance in the white paper that the raising of revenue will not be at the expense of the educational opportunities of the children of needy parents or needy communities."

(50) C. Herald 24/11/83

Govt stands by old principles for education

Mixed reaction to education plan

By PHILLIP VAN MEKERK
and HELENE ZAMPETAKIS

24/11/83

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THE Government's plans for education — entailing five Ministers of Education and the maintenance of segregation — were unveiled yesterday, with the release of the long-awaited White Paper on the De Lange Commission on education.

The White Paper is closely linked to the new constitution, defining white, coloured and Indian education in terms of "own" and "general" affairs, and is rooted in separate education for each population group in their own residential areas.

Prominent educationists agreed yesterday that the Government had accepted the bulk of the recommendations of the 1981 De Lange report — which was set up in response to the crisis in education since 1976 — insofar as they complied with the new constitution.

Reaction to the Paper varied widely. Professor P J de Lange, who headed the commission, described it as a "major breakthrough", while black spokesmen and the Progressive Federal Party saw it as an entrenchment of apartheid.

Prof De Lange said in terms of the realities at political, financial and social levels in this country, the Paper was a major breakthrough in South African education.

Mr Ken Andrew, the PFP spokesman on black education, said the report was a "grave disappointment" in that "rigid apartheid, gross under-utilisation of facilities and wasteful duplication are to remain distinctive features of education in South Africa."

He said the "financial cost and wastage inherent in the proposed system are enormous, but the human cost is incalculable".

Mr Curtis Nkondo, president of the National Education Union of South Africa, said the new dispensation entrenched apartheid and that it provided no significant solution to the crisis in black education.

Mr Nkondo said if education was separate and racially based, it could not be equal.

Educational bodies expressed disappointment that the Government had not created one education department, but the all-white Transvaal Onderwysersvereniging greeted the Paper with "confidence".

At a Press Conference in Pretoria yesterday, Dr Gerrit Viljoen, the Minister of National Education, spelled out the three main thrusts of the White Paper.

These were: equal standards and opportunities for all population groups; continued segregation in education; and the creation of a central education department dealing with "macro-policy".

The White Paper provides for five Ministers of Education. There are to be three "own affairs" Ministers in the proposed coloured, Indian and white Councils of Ministers, a "general affairs" Minister of black education outside the homelands and a Cabinet Minister administering "general affairs" and "macro-policy".

Including the homelands, South Africa will have 15 Ministers of Education and 19 education departments.

The Paper also provides for a plethora of councils and advisory bodies, bringing teachers and parents closer into the decision-making process.

It stresses the importance of technical education to meet the manpower needs of commerce and industry and stands by the principle of Christian national education.

The report also accepts that the mother tongue should be the medium of instruction of all pupils until Standard 9 that there should be a compensatory educational programme to eliminate the backlog in black education.

School shortage plan rejected

PRETORIA. — The government has rejected a recommendation that schools which are under-used by one population group should be made available to pupils from another in an effort to reduce the drastic need to build new schools.

The White Paper is in response to recommendations in the De Lange Report on Education in 1981 and the subsequent Education Working Party Report in 1982.

government's White Paper, in which it sets out its overall plan for providing education, in terms of the proposed new constitution, to all South Africans.

need for new schools. "As to the effect of the Group Areas Act on the location of schools, the provisions of the Act should be reviewed so far as educational facilities are concerned."

'Bureaucratic nightmare'

By MARTINE BARKER Education Reporter
OPPOSITION spokesmen on education have described the government's plan for education in South Africa under the new constitution as a blueprint for a "bureaucratic nightmare" with "incalculable human cost".

He accused the government of "betraying our future" in proposing a system that would "not only lead to unequal education" but would contribute to race conflict.

representations could be made before legislation was formulated. SATA rejected the government's intention to form five ministries and rejected a professional registering body which included separate teachers' professional councils for the various population groups.

Education law early next year

Groups must decide

PRETORIA. — Education was a dynamic process in South Africa and the government's White Paper, released here, was not the final word, the Minister of National Education, Dr Gerrit Viljoen, said yesterday.



Dr Viljoen



Mr Parsons

Afrikaans teachers' organization, Mr H E Franzsen, said in a statement in Cape Town yesterday that the SAOU would hold an extraordinary executive meeting in January to consider in more depth the government's White Paper.

tional system tailored to the realities of society. Mr Raymond Parsons, the chamber's chief executive, said Assocom believed the private-enterprise system in South Africa would be strengthened if educational opportunities were improved for all races.

PRETORIA. — No decision on recommendations regarding education at the second, or provincial, level can be taken yet as the constitutional dispensation for white, coloured and Indian people at this level has not yet been finalized, the government said in its White Paper on education.

In the White Paper, the government sets out its strategy for education for all within the framework of the new constitution.

The Education Working Party had recommended to the government that a number of separate second-level education departments be instituted for the various population groups, to be responsible for all education in the region concerned, with the exception of education provided by autonomous tertiary educational institutions.

The government's viewpoint is that since education is an "own affair", the respective Houses will have to take the final decisions on the education structures of the different population groups. — Sapa

Addressing a news conference, he also said legislation would come up in Parliament early next year to start implementation of the new educational dispensation.

Under the new constitutional system, education for a particular population group — white, coloured or Indian — will be administered as an "own" affair by a minister who is a member of the council of ministers concerned, and education for blacks, subject to general policy, will be administered by a cabinet minister.

The administration of general affairs regarding education will be delegated to a cabinet minister.

Education was a dynamic and growing process and there would have to be regular reviews and adjustments regarding general education policy, Dr Viljoen said.

It was intended to introduce educational legislation in Parliament early next year.

The first steps would involve legislation to give concrete expression to the 11 principles accepted to bring about equal education for all, and the formal establishment of the South African Council for Education.

The Suid-Afrikaanse Onderwysersvereniging (SAOU) has come out in support of the government's responses to the De Lange report on education.

The chairman of the

Christian Mr Franzsen said the SAOU supported the following issues considered in the De Lange report:

● The Christian character and broad national character of education and the principle of mother-tongue education and own schools and departments for each of the population groups.

● That decisions on the allocation of functions, at present made by the provinces, in future be made only after consulting the organized teaching profession.

● The South African Council for Education, a ministerial advisory body.

● That there was a need for professional educators to exchange ideas on common educational matters.

● A government undertaking to first investigate the feasibility of a modular structure.

In Johannesburg, Assocom yesterday welcomed the publication of the White Paper as an important step towards developing an educa-

tionally system tailored to the realities of society. Mr Raymond Parsons, the chamber's chief executive, said Assocom believed the private-enterprise system in South Africa would be strengthened if educational opportunities were improved for all races.

While Assocom regretted that the government had not found it possible to accept a single ministry of education for all races, it acknowledged that the advent of the new constitutional dispensation opened other options for handling the situation.

● The whites' South African Teachers Council (SATC) yesterday welcomed the emphasis placed by the government on the part to be played by the teaching profession in a new educational dispensation.

The chairman of the SATC, Professor N T van Loggerenberg, said in a statement that the establishment of a central registration body for all teachers and a professional teachers' council for each population group concurred with the SATC's recommendations. — Sapa

While Assocom regretted that the government had not found it possible to accept a single ministry of education for all races, it acknowledged that the advent of the new constitutional dispensation opened other options for handling the situation.

try is able to channel to education" in an effort to achieve equal standards. However, it had to be realized that education was only one area of urgent need, the paper said.

The government would also have to "maintain a balance between the provision of education for blacks outside the national states and provision for those within the national states".

It was determined not to allow the standards already achieved to be lowered.

Teachers given pro status

Education Reporter
TEACHERS will be granted professional status in terms of the government's White Paper on the "Future of Education Provision in South Africa".

While this has been welcomed, teacher bodies are dismayed at the government's decision to make separate teacher councils for the different race groups.

The Federal Council of Teacher Associations (to which all the white teacher bodies are affiliated) has also called on the government to allow the profession greater control over its own professional matters.

The three teacher councils will have disciplinary powers over their members, and representatives from the councils will jointly form a central professional registering authority of all teachers.

The government also accepts that the organized teaching profession should be entitled by law to a say in education planning.

Govt failed to 'grasp nettle'

Education Reporter
THE De Lange Committee of Inquiry had offered the opportunity for real reform but the government had not been ready "to grasp this nettle" and separate education was "still with us", Mr Franklin Sonn, president of the Union of Teachers Associations (Utasa), said yesterday.



Mr Franklin Sonn

Responding to the publication in Pretoria of the government's White Paper on education, Mr Sonn issued a statement on behalf of Utasa declaring that apartheid was "offensive to human dignity" and that racial segregation resulted in alienation and hostility between communities.

Mr Sonn said his organization (which is the umbrella body of coloured teacher organizations) had noted the provisions of the Paper with "dismay, but not surprise".

It was "particularly disturbing" that the government had rejected the recommendation of the De Lange Committee of Inquiry that a single ministry of education be provided.

Its provision for several ministries maintained and consolidated the racial basis for education that was central to government policy.

It was "reprehensible" that the government refused to waive the requirements of the Group Areas Act in situations where one population group under-utilized educational accommodation that could be used by others.

Mr Sonn said the White Paper did, however, create possibilities for "considerable improvements in the educational dispensation", which Utasa welcomed.

Both suggested that the act should be waived in the case of unused or under-used schools to allow other population groups to make use of them.

The president of the South African Teachers' Association (SATA), Mr A S Powell, said the association welcomed assurances that repre-

sentations could be made before legislation was formulated. SATA rejected the government's intention to form five ministries and rejected a professional registering body which included separate teachers' professional councils for the various population groups.

The Natal Teachers' Society said that four years after problems in education had been identified by the government the country was no closer to resolving the major problems.

Qualification

The De Lange Committee had made recommendations which would have met important needs, but these had not been accepted without qualification.

The Federal Council of Teacher Associations, to which nearly all white teacher bodies are affiliated, welcomed the paper's appearance but said it would be making representations to the government on appropriate negotiating machinery and the scope of the professional council, and would press for the proposed South African Council for Education to be an independent body.

The Union of Teacher Associations of South Africa, the umbrella body of coloured teacher associations, condemned the provisions for maintaining an apartheid framework.

Mr Curtis Nkondo, president of the National Education Union of South Africa, said the new dispensation on education entrenched apartheid.

Solution

The White Paper provided no significant solution to the crisis in black education because it failed to give meaningful control to the black community.

Both suggested that the act should be waived in the case of unused or under-used schools to allow other population groups to make use of them.

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sentations could be made before legislation was formulated. SATA rejected the government's intention to form five ministries and rejected a professional registering body which included separate teachers' professional councils for the various population groups.

The Natal Teachers' Society said that four years after problems in education had been identified by the government the country was no closer to resolving the major problems.

Qualification

The De Lange Committee had made recommendations which would have met important needs, but these had not been accepted without qualification.

The Federal Council of Teacher Associations, to which nearly all white teacher bodies are affiliated, welcomed the paper's appearance but said it would be making representations to the government on appropriate negotiating machinery and the scope of the professional council, and would press for the proposed South African Council for Education to be an independent body.

The Union of Teacher Associations of South Africa, the umbrella body of coloured teacher associations, condemned the provisions for maintaining an apartheid framework.

Mr Curtis Nkondo, president of the National Education Union of South Africa, said the new dispensation on education entrenched apartheid.

Solution

The White Paper provided no significant solution to the crisis in black education because it failed to give meaningful control to the black community.

Equality 'up to community'

Education Reporter
THE EXTENT to which education of an equal quality becomes a reality in South Africa "will depend on the community concerned", says the government's White Paper on education.

central government spending on education for the different population groups, says the new constitution makes provision for the different education authorities to supplement schools' budgets with levies.

The paper says this fits in with the De Lange Committee's recommendation that the State should aim to achieve "equal opportunities for education, including equal standards".

"The extent to which education of an equal quality does in fact develop from this basis will depend on the community concerned," says the paper.

The government was trying "to apply whatever resources the coun-

try is able to channel to education" in an effort to achieve equal standards.

However, it had to be realized that education was only one area of urgent need, the paper said.

The government would also have to "maintain a balance between the provision of education for blacks outside the national states and provision for those within the national states".

It was determined not to allow the standards already achieved to be lowered.

50 Fm 25/11/83

courses have a computer element and that passing a course in the use of the computer as a teaching aid be mandatory. Further, it suggests that all present teachers learn how to use them via an in-service training scheme.

Minister Viljoen has so far displayed a low-key response. He has been reported as saying that "further consideration will have to be given to a gradual phasing in," and that "private initiative should also be

encouraged to lighten the government's burden."

Viljoen is out of step. The committee found that the main source of finance for computer purchases are the schools themselves (48%) and parents (35%) with the State providing less than 10% of the money. In addition, he has already indicated that he would like (white) parents to contribute towards their children's education. The extra revenues — R100/year per pupil —

would give his ministry more than enough money for the project.

What may be holding up a decision is the current confusion caused by the new constitutional dispensation. It is not yet clear in many people's minds whether education will be an "own affair" or a "general affair." The HSRC assumed, and indeed recommends, a single national education policy for all races, blacks included, and based its calculations on that.

vincial or national education authorities.

The costs of putting computers into schools are as follows:

□ For administration — R137m plus R2,5m a year running costs;

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□ For creating awareness — R226m plus R1,2m a year running costs; and

□ For creating literacy — R140m plus R9,5m a year running costs.

The total cost therefore is about R516m,

roughly 15% of this year's education budget, or R103,2m spread over five years.

These figures assume the microcomputer will be the main tool. If a combination of mainframes, terminals and data networks is preferred, 80 such mainframes, each with 1000 terminals, will be needed. The report estimates this will cost around R47m with R3m a year in running costs.

The annual costs per pupil are: R8 (awareness); R45,68 (literacy); and R74 for the mainframe option. Included in the literacy option is R1,50 a pupil for developing the lessons — an estimated R8,35m a year.

The report notes that there is very little suitable courseware (computer-based lessons) and that this will have to be developed almost from scratch. It advocates hiring experienced teachers and paying them well to do this job.

To ensure there is no duplication of effort, it recommends setting up a central body, the SA Centre for Computers in Education and Training (Saccet), to co-ordinate, fund, evaluate and distribute courseware. Saccet, it says, should operate under another new body, the National Advisory Council for Computers in Education and Training (Naccet), which will advise the Minister.

But to get the greatest benefit, the teachers will have to be trained to use the computer in the classroom. The HSRC recommends that all teacher training

THE NEW CABINET

The full Cabinet as it is now constituted is:

P W Botha — Prime Minister
Piet Koornhof — Minister of Co-operation and Development
Hendrik Schoeman — Minister of Transport Affairs (and Leader of the House of Assembly)
Owen Horwood — Minister of Finance
Chris Heunis — Minister of Constitutional Development and Planning
Pik Botha — Minister of Foreign Affairs and Information
F W de Klerk — Minister of Internal Affairs
Louis le Grange — Minister of Law and Order
Lapa Munnik — Minister of Posts and Telecommunications
Nak van der Merwe — Minister of Health and Welfare
Gerrit Viljoen — Minister of National Education
General Magnus Malan — Minister of Defence
Pietie du Plessis — Minister of Manpower
Dawie de Villiers — Minister of Industries,

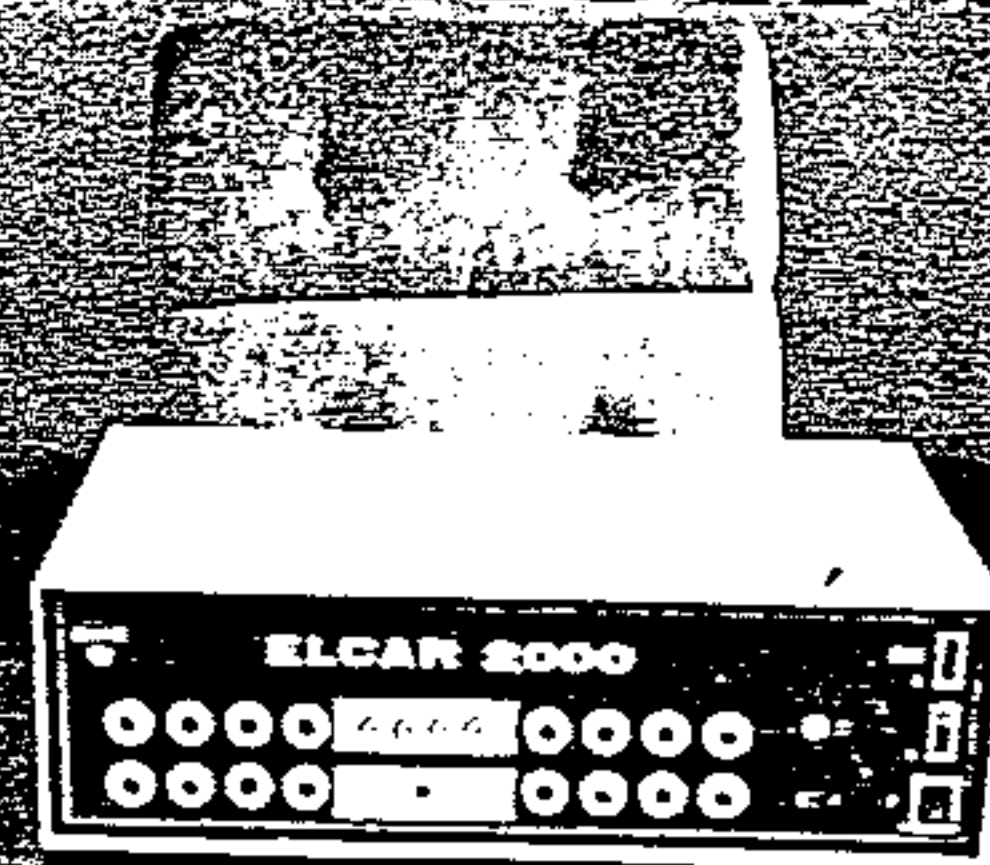
Commerce and Tourism

Kobie Coetsee — Minister of Justice
Pen Kotze — Minister of Community Development
Sarel Hayward — Minister of Environmental Affairs and Fisheries
Greyling Wentzel — Minister of Agriculture
Danie Steyn — Minister of Mineral and Energy Affairs
Barend du Plessis — Minister of Education and Training

DEPUTY MINISTERS

George Morrison — Co-operation
Pierre Cronje — Welfare and Community Development
Pietie Badenhorst — Internal Affairs
John Wiley — Environmental Affairs and Fisheries
G J Kotze — Agriculture
Ami Venter — Industries
Eli Louw — Finance
Louis Nel — Foreign Affairs and Information
Ben Wilkens — Development and Land Affairs

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NEW

Own Correspondent

PRETORIA — The Government's rejection of the establishment of a single education system for races in South Africa was received with mixed feelings among blacks.

White Paper meets with mixed feelings

Mr Zikhali Ndlazi, a Mamelodi Community Councillor, said while he accepts the Government's decision, he could not understand why all South Africans could not have a single system.

Reacting to the rejection of certain key recommendations of the De Lange Report, black community leaders and educationists said while the Government's attempts to strive for parity should be welcomed, the refusal to accept the principle of a single education department for all was disturbing.

Dr Mogobo Nokaneng of the Mamelodi campus of Vista University said the whole exercise of having five Ministers of Education was a "terrible duplication".
Dr C T D Marivate of the University of South

Africa, said the basic principle of separation was ingrained in the whole arrangement. As long as blacks have no direct participation in shaping their educational affairs there could be no no fairness, he said.

"We welcome the fact that there will be parity in the per capita expenditure in the education of the various racial groups.

"But a single Ministry of Education for all would have sufficed. This is not what Dr de Lange had in mind. We are back to square one," said Dr Marivate.

Dr Nokaneng, Dr Marivate and Professor A L Mawasha, head of the language bureau of the University of the North, said a thorough study of the White Paper was necessary before they could give their considered opinions on the matter.

Mr Z Z Mashao, deputy chairman of the Atteridgeville-Saulsville Community Council and president of the local chamber of commerce and industries, said the Government has missed a fine opportunity on putting

the country on the road to real reform.

"We have to revert to the pre-1955 era when education was controlled by one department in each province. The way it is now, it makes me feel that our education is designed for a specific purpose — that is, to make us servants and not masters," said Mr Mashao.

The De Lange Report as a whole had fine recommendations which the Government should have accepted for the sake of a better education future for all races, he said.

The Rev Allan Hendrickse, leader of the Labour Party, said today that his party disagreed with the fact that the basic requirements of the De Lange report on education had not been met in the Government's White Paper.

He said the party believed in one educational system.

"On the other hand, the party welcomes the fact that the White Paper contains tremendous improvements on the present educational structure," Mr Hendrickse said.

He emphasised that the SABC would be compensated for all the services to be provided in terms of the service agreement.

Speculation on likely Ministers of new education departments

By HELENE ZAMPETAKIS

A COLOURED educationist, Mr Franklin Sonn, and the president of the South African Indian Council, Mr A Rajbansi, have been named as early candidates for the positions of Ministers of the new education departments.

And prominent educationists said this week it was likely that the Minister of National Education, Dr Gerrit Viljoen, will head the department responsible for macro-policy (the policy of all the departments).

Although legislation to implement South Africa's new educational dispensation will only be passed in Parliament next year, educationists have already begun speculating as to who the country's new Ministers will be.

They have named Mr Sonn, at present head of the (coloured) Union of Teachers' Association of South Africa, as the man most likely to head the department of coloured education.

And Mr Rajbansi, head of the SAIC executive committee and responsible for Indian education, was named as the most likely candidate for the post of Minister.

It was also likely that the newly appointed Minister of Education and Training, Mr Barend du Plessis, would remain head of black education.

According to the Government's White Paper, South Africa will have five departments of education.

Education for whites, coloureds and Indians will be an "own" affair while black education will be administered as a "general" affair by a Cabinet Minister.

The Rand Daily Mail Pretoria Bureau reports that the Progressive Federal Party's spokesman on finance, Mr Harry Schwarz, said yesterday that the costs of attaining the Government's aim of equality in education for all races would be high, but within the country's financial capability.

On the immediate costs of establishing the ethnic Ministries set out in the Government's White Paper, Mr Schwarz said:

"The staff and administrative machinery for administering white, coloured, Indian and black education exists. The additional costs here will depend on the extent of the administrative back ups for the new Ministers."

Duplicaiton and overlapping of func-

tions in the education departments would also inflate the overall costs

On budgeting for the new dispensation, Mr Schwarz said if the aim was equality of education, there would also have to be equality in the allocation of funds.

HELENE ZAMPETAKIS reports that black educationists are angry that they were left off the mailing list for advance copies of the Government's White Paper, while coloured and Indian teaching bodies were given special treatment.

However, both education departments responsible for the distribution of copies — the departments of Education and Training and National Education — said they were not to blame for excluding blacks.

But the move has antagonised black educationists who believe it was a deliberate attempt keep them uninformed about their educational future.

But Mr P J de Bruin, deputy director of macro-policy, said the Department of National Education had supplied copies of the White Paper to all education departments.

"It was up to them as to how they distributed them," he said.

UK kills fears on SA 'spy'

London Bureau

LONDON. — Commodore Dieter Gerhardt, the South African naval officer who is on trial in camera for allegedly spying for the Soviet Union, last had access to British naval secrets in 1964, the British government has revealed.

In a House of Commons written reply Mr John Biffen, Lord Privy Seal, said Commodore Gerhardt had attended courses at the Royal Naval Engineering College and other naval establishments in Britain between 1956 and 1964.

"The assessment of this matter that has been undertaken confirms that any classified information he gained so long ago would be unlikely to have much value today", Mr Biffen.

The commodore would have had access to British secrets, but "there is no reason to believe he has had access to any additional classified information from British sources since that time".

The Prime Minister Mrs Margaret Thatcher has turned down a request by Mr Ted Leadbitter, Labour MP for Hartlepool, for the case to be referred to the Security Commission.

English exam exciting

Mail Reporter

MATRIC students on the whole were pleased with the English exams written yesterday.

Commenting on yesterday's English papers, Mr D Snow, head of the English department at Damelin College, said both grades of the original writing examination were exciting, and included topics which were relevant to young people.

Both papers offered a wide choice of questions, among them one requiring the composition of a memorandum, a



report or a letter.

The comprehension papers allowed ample time to answer questions. This gave pupils scope to think and to work meticulously.

Candidates were also required to edit a passage of careless English.

● The Mail provides a daily review of the matric exams.

Lawyer, academic for Wits council

Mail Reporter

THE University of the Witwatersrand Convocation yesterday appointed a prominent academic, Professor Samuel Israelstam, and an outspoken advocate, Mr Sydney Kentridge, to its council.

Prof Israelstam and Mr Kentridge, SC, were elected as new members of the council — the university's most important governing body — earlier this month.

Prof Israelstam, formerly professor of chemistry at the university, has been involved in university affairs for the past 50 years.

Mr Kentridge, an eminent

advocate, was a former chairman of the Johannesburg Bar Council and is presently associated with the faculty of law and the Centre for Applied Legal Studies at Wits.

The new members ousted two veteran councillors who stood for re-election.

They were the outgoing chairman of the council, Mr Nico Stutterheim — who has been a member since 1972 — and Mr Victor Robinson, who has been a member of council since 1967.

Neither Prof Israelstam nor Mr Kentridge have been members of the council in the past.

Bee sting boy goes home today

Mail Reporter

THE THREE-YEAR-OLD Pietersburg boy, who was attacked by a swarm of bees on Wednesday and was rushed to the local hospital's intensive care unit, will be discharged today.

Pieter Geldenhuys was attacked when he crawled under a tree to retrieve his peddle car.

Mrs J Visser, who was looking after Pieter at the time, said yesterday that Pieter was very much better when she visited him.

He had been moved from intensive care to the children's ward and the swelling of his face and ears had gone down, she said.

The bee attack on Wednesday, in which 35 children were stung, was the second serious bee incident in the past nine weeks in the town.

In the first attack in September, one man died and 40 other men and women received hospital treatment.

WEATHER MAIL

Information supplied by the Weather Bureau in Pretoria

FORECAST FOR TODAY

South West Africa

CLOUDY and warm with scattered thundershowers except over the southwest.

Transvaal W SW

RATHER cloudy and warm with scattered rain or thundershowers.

Transvaal S SE

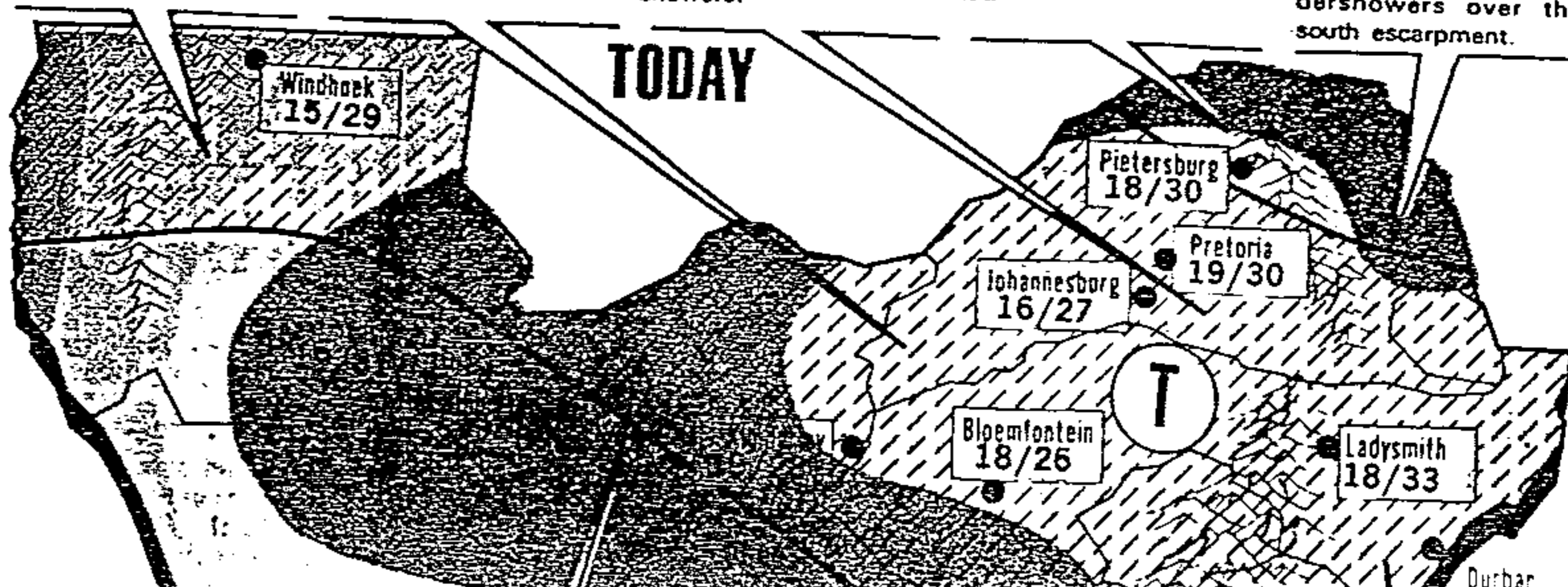
PARTLY cloudy and hot with scattered thundershowers.

Transvaal N NW

FINE to partly cloudy and hot.

Transvaal Lowveld

FINE to partly cloudy and hot with scattered thundershowers over the south escarpment.



How to use your weather guide

Use the colour key to see today's high temperature range on the big map and tomorrow's forecast below. The numbers under the towns are minimum and maximum temperatures

% CHANCE OF RAIN

10-33 66-90
33-66 100

Type of rain

D Drizzle S Showers
R Rain T Thunderstorms
Snow in white

TEMPERATURE RANGE in °C

26-30
11-15
16-20
21-25

White Paper entrenches separate education

Key De Lange proposals rejected

By Sheryl Raine, Pretoria Bureau

The Government has rejected outright several key recommendations of the De Lange report on education, has refused to waive the Group Areas Act for education, and will not allow empty schools built for one race group to be used by another if this infringes the Act, according to a White Paper on education released in Pretoria today.

More than three years after the Human Sciences Research Council was urgently requested to launch an investigation into education under the chairmanship of Professor J P de Lange, and more than two years after the revolutionary De Lange report was released, the Government has issued a controversial White Paper.

The White Paper clearly entrenches the mainstays of separate, Christian national education and firmly pegs the De Lange recommendations for reform to the pace of the country's constitutional evolution.

The Government has, however, agreed to implement several reforms that do not tamper with the major mechanisms of apartheid:

- A financial plan for equal quality in education will be adopted and, for the first time, statutory bodies will be established to co-ordinate education for the four major race groups.
- Educational standards, teaching qualifications, teachers' salaries and teacher training will be co-ordinated by a number of bodies.
- Farm schools will be upgraded and pre-school bridging and post-school bridging courses are being investigated.

- A three-tiered system of imposing school fees will be introduced as soon as suitable formulas have been devised that will not discriminate against poorer children.

The White Paper will form the basis of future legislation.

A key recommendation for a single Ministry of Education has been rejected.

Instead, education will be an 'own affair' in terms of the new constitution.

Coloured people, Indians and whites will appoint their own Ministers of Education.

There will also be one Minister who is a member of the Cabinet in charge of general educational matters, including funding and teachers salaries, but he is likely to have other portfolios.

Apart from the various co-ordinating committees, black education will remain largely out in the cold, administered by its own Minister.

The Government has agreed to a multiracial South African Council for Education to advise the Minister in charge of general education.

However, contrary to the De Lange recommendations, the Government also favours the establishment of additional separate advisory councils for each race group.

The Government has recognised that parents should be given more freedom of choice in education but "within the framework of separate schools".

While accepting the target of nine years' compulsory education for every South African child (six years' compulsory schooling and three years' non-formal education), the Government has issued the proviso that compulsory education be introduced only "as it becomes possible and when parent communities approve".

- See Page 6, World section.

Legislation next year

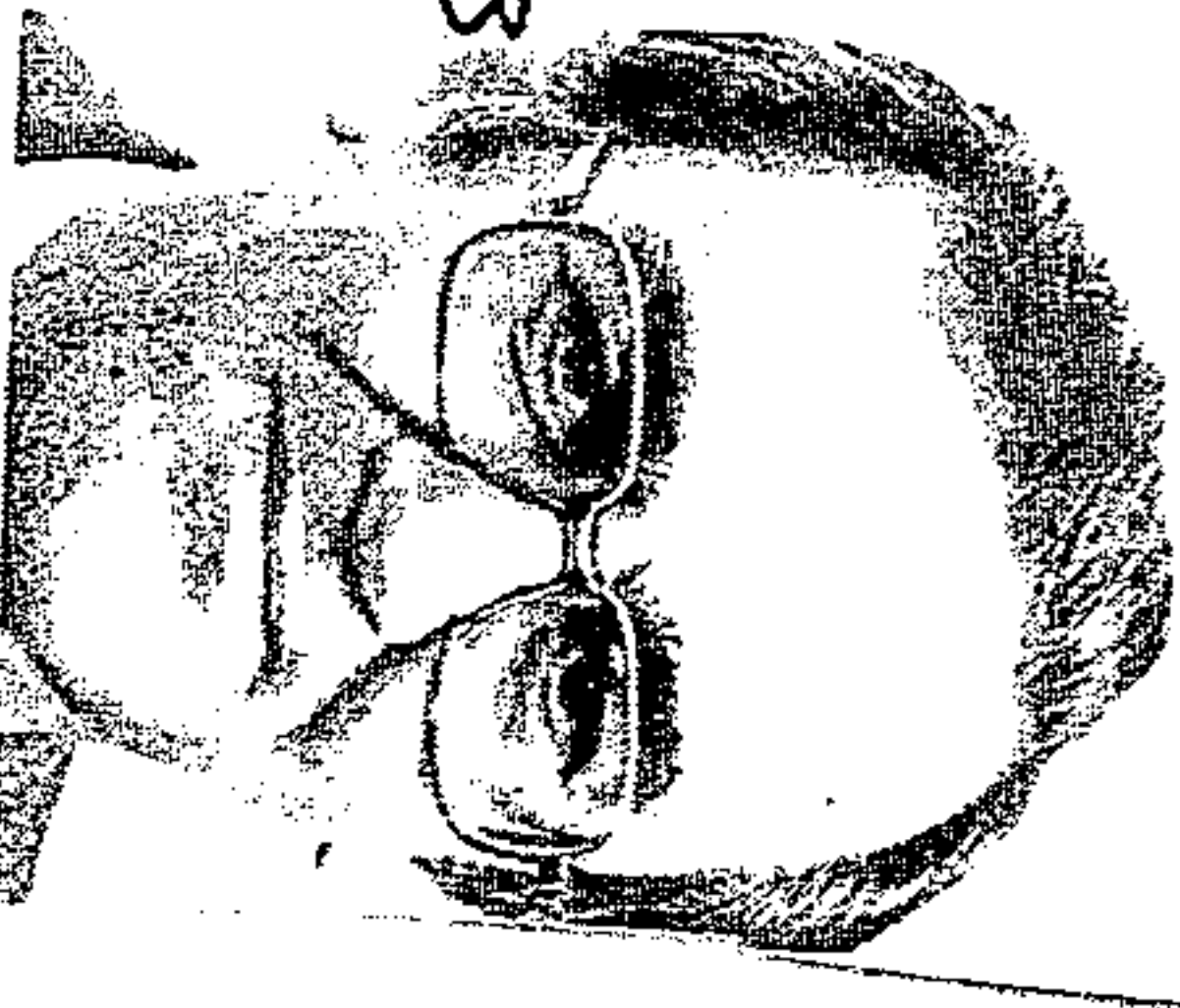
Pretoria Bureau

The Minister of Education, Dr Gerrit Viljoen, announced at a Press conference in Pretoria this afternoon that legislation to implement the Government's White Paper on Education would be introduced in Parliament next year.

The White Paper on education was not the Government's final say on reform, he added. The Government would accept the advice of the Council for Education in a programme of on-going reform.

Professor De Lange, commenting on the Government's response to his report, said earlier today: "Obviously there are areas in which political factors played a role, and other areas which have still to be developed. But in times of the financial and political realities, I think a tremendous amount has been achieved. This is not the end of the road."

Professor De Lange



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Nov. 1983
RZ

Private schools to legally open to blacks

W/C ARGAS
26/11/83

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By BRIAN STUART
Provincial Reporter

BLACK pupils are to be given the legal right to seek admission to private schools in the Cape.

Private church schools in the Cape already have about 1 000 black, coloured and Indian pupils — about eight percent of pupils at these schools.

But the pupils are admitted in terms of an agreement between the Cape Provincial Administration and the Private Schools Association.

Although blacks are being admitted by agreement, the 1956 Cape Education Ordinance makes no provision for their admission. A new ordinance will be introduced at the February session of the Cape Provincial Council to legalise this situation.

Conditions

Section 68 of the 1956 law says that the province may pay certain expenses, including the salaries of teachers whose appointments have been approved by the Department of Education, on conditions laid down in the section.

One of these is: "Every church primary school shall be staffed exclusively by European teachers and shall be attended only by European children."

It is proposed to add a clause stating that "any other children may attend such school, with the approval of the Administrator".

Govt ⁵⁹ hedges on key clauses

By BRIAN POTTINGER-
Political Correspondent

TWO key proposals by the De Lange educational working group which could have won wider political acceptability for the country's revolutionary new educational policy have been ignored by the Government.

Government response to the proposals — they deal with better use of facilities and university autonomy in admitting students — has disappointed a number of educationists involved with the inquiry. The Government's decision to implement four executive educational branches for the different population groups has also been criticised, but many educationists are adopting a "wait and see" approach.

A source close to the investigation revealed this week that some members of the interim working group had informally warned the Government that symbolic "political" concessions should be made if the proposed new educational system was to win wider acceptance.

Prevent

Chief among these was the suggestion that unused white schools be thrown open to pupils from overcrowded black schools — a perennial request by coloured and Indian political figures.

Legal advice to the commission was that the Group Areas Act did not prevent such an action, and all that was required was a political decision by the Government.

In response to three separate requests by the interim working committee, however, the Government White Paper clearly spells out its determination to keep to the terms of the Act in the establishment of facilities and the policy of residential segregation in the occupation of those buildings.

In a slight bow to the thrust of the recommendation, the Minister of National Education, Dr Gerrit Viljoen, said that in rural areas where friction was not likely to be encountered, facilities could be made open to other population groups.

A second highly symbolic act which committee members were hoping would give political punch to the recommendations was allowing tertiary institutions such as universities to have untrammelled rights to admit whom they want.

In an oblique slap in the face, however, the Government accepted a minority view that some sort of control should still be kept over admissions.

In purely educational terms the White Paper represents a revolution in South Africa's educational policy.

A CURSORY glance at education in South Africa will reveal three main features:

- **Racial separation.**
- **Inequality of standards and educational facilities between the groups.**
- **Outmoded and inadequate educational systems.**

Jointly and severally these factors have in the recent past given rise to a variety of tensions and crises.

Industrial and commercial leaders complain that the products of the educational system find it difficult to cope with the demands of a modern technocratic world.

The dropout rate among black pupils is alarmingly high, while they lack proficiency in subjects like mathematics and science largely because of a chronic shortage of suitably qualified teachers compounded by a dearth of environmental support for the more exact disciplines.

The obvious inequality of the physical facilities like suitably equipped school buildings bears clear evidence of the wide discrepancy in government spending on education for whites and blacks.

The De Lange Commission of Enquiry was a serious effort to address these matters.

It stands to the credit of South Africa that never before anywhere in the world has there been such a thorough attempt to diagnose education and to come up with possible solutions.

The eradication of inequality in the provision of education and educational standards, as well as recommendations to update educational systems preferred by the De Lange Report, have received broad approval by government.

The White Paper reveals an earnest intention by government to attempt to provide considerable improvements in the educational dispensation for the underprivileged sectors of the population.

Notable in this regard is the commitment to the establishment of an equal subsidy formula for the various departments, to an equal system of norms to be used for planning and evaluating new school buildings.

Noteworthy also is the government's commitment in the White Paper to the expansion of pre-basic education, and to the better use of educational facilities for formal and non-formal education.

Resources

Welcome mention is made of the more efficient deployment of scarce resources and to the expansion of resources involving educational technology.

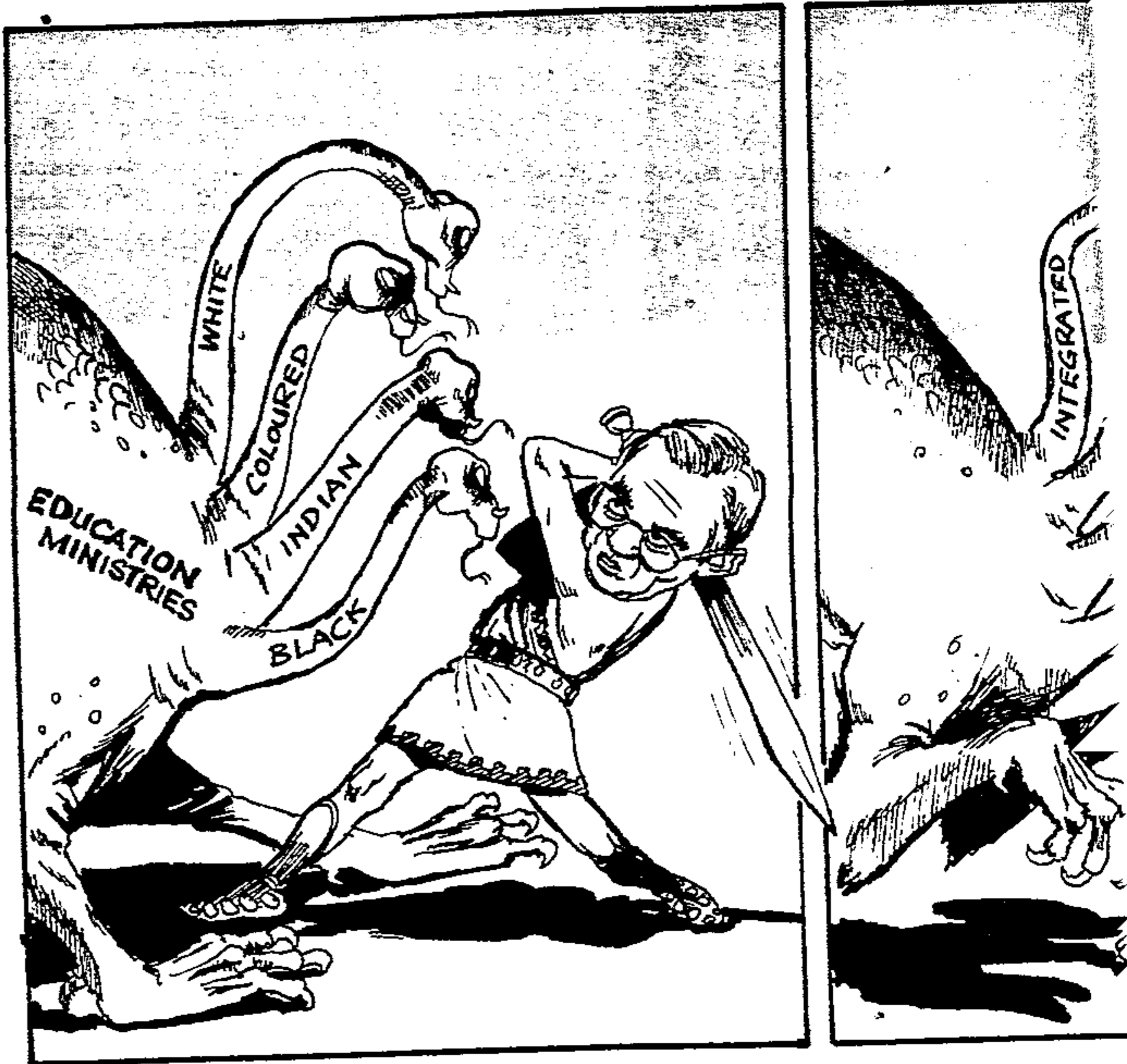
Probably the most promising and, at the same time, obfuscating feature of government's response is its agreement to the institution of the multiracial South African Council of Education (SACE) which will advise "the Minister" on macro policy.

The element of confusion is caused by the insistence on five Ministers of equal standing with the Minister of National Education in charge of macro issues like an umbrella education policy, ostensibly giving them the same de facto status of the Chief Minister of Education and suggestive of a single Education Ministry.

Be that as it may, this mixed South African Council on Education is potentially a very influential body which could give a degree of legitimacy to education management structure if government will resist the temptation of appointing its members from the ranks of educational bureaucrats.

The White Paper con-

Cut off one apartheid head five grow in



By
**FRANKLIN
SONN**

A leading coloured educationist and member of the De Lange Commission looks at the Government's White Paper on the De Lange Report

tains positive recognition of the professional status of teachers by affording them structures through which to make an organised contribution to the content of education and to bargain for improvement of their service conditions.

It must be noted, however, that the unifying factor

in the creation of a central registration body for teachers is negated in the unacceptable proposal for separate teachers' councils.

The White Paper reveals a heartening willingness by government to heed the De Lange Commission's recommendation to give parents a greater say in educational matters at the third level of educational management.

Other important and positive advancements are the establishment of regional guidance centres, the emphasis on educational technology and attention to non-formal and pre-school education.

All of these wonderful advances proposed for education in South Africa should have given all of us reason to be overjoyed by the enlightened action of a government interested in educational development and peaceful progress in South Africa.

However, as with so many otherwise good things in South Africa, the ugly head of apartheid has not only once again reared itself, but is showing a tendency to proliferate in education departments.

Despite the De Lange Report's recommendation that there should be one single Ministry of Education, the government declared that there shall be five, and that education from pre-school to university will be treated as an "own affair."

Government, in stating its commitment to equality in the provision of education, apparently takes no account of the widespread conviction, based on worldwide experience in recent times, that there is an inherent contradiction between equal opportunities and separate educational systems for different population groups.

Apart from the ideological opposition to separate education, there are important considerations.

Economic

We are of course aware of the state of economic depression in which the country finds itself.

In times like these, we are told, we need to economise wherever we can.

Against this background, it is very difficult to fathom the moral or economic merit of allowing good school buildings in so-called white areas to stand empty while children of colour in the same town have to run double-shift classes.

Similarly, it makes no sense to speak of reform on the one hand and on the other to tolerate a situation where teacher-training colleges designated for whites are running empty or virtually empty while there is a critical shortage of qualified teachers and teacher-training facilities in South Africa.

QUOTE

We have had victory, but had defeats. We have

The De Lange Report, when recommending "free association" and "parental choice" in the access of pupils to schools obviously had in mind the way matters were developing in South Africa after the appearance of the Wiehahn and Riekert Reports.

It accepted the fact that education is a powerful socialising agent and that education policy should begin to reflect the changes in labour policy.

In the wake of the Wiehahn and Riekert Reports new labour legislation was introduced to remove most of the legal racial barriers in the workplace.

Application of the principle of "free association" to education policy would have done much to promote mutual acceptance and to eradicate negative attitudes of suspicion and condemnation based on race.

However, while labour policy has been liberalised to meet economic demands, education remains divided along racial lines.

A unique opportunity to encourage the youth of South Africa to abandon

prejudice and commit themselves to a new set of attitudes and values has not only been lost, but deliberately rejected.

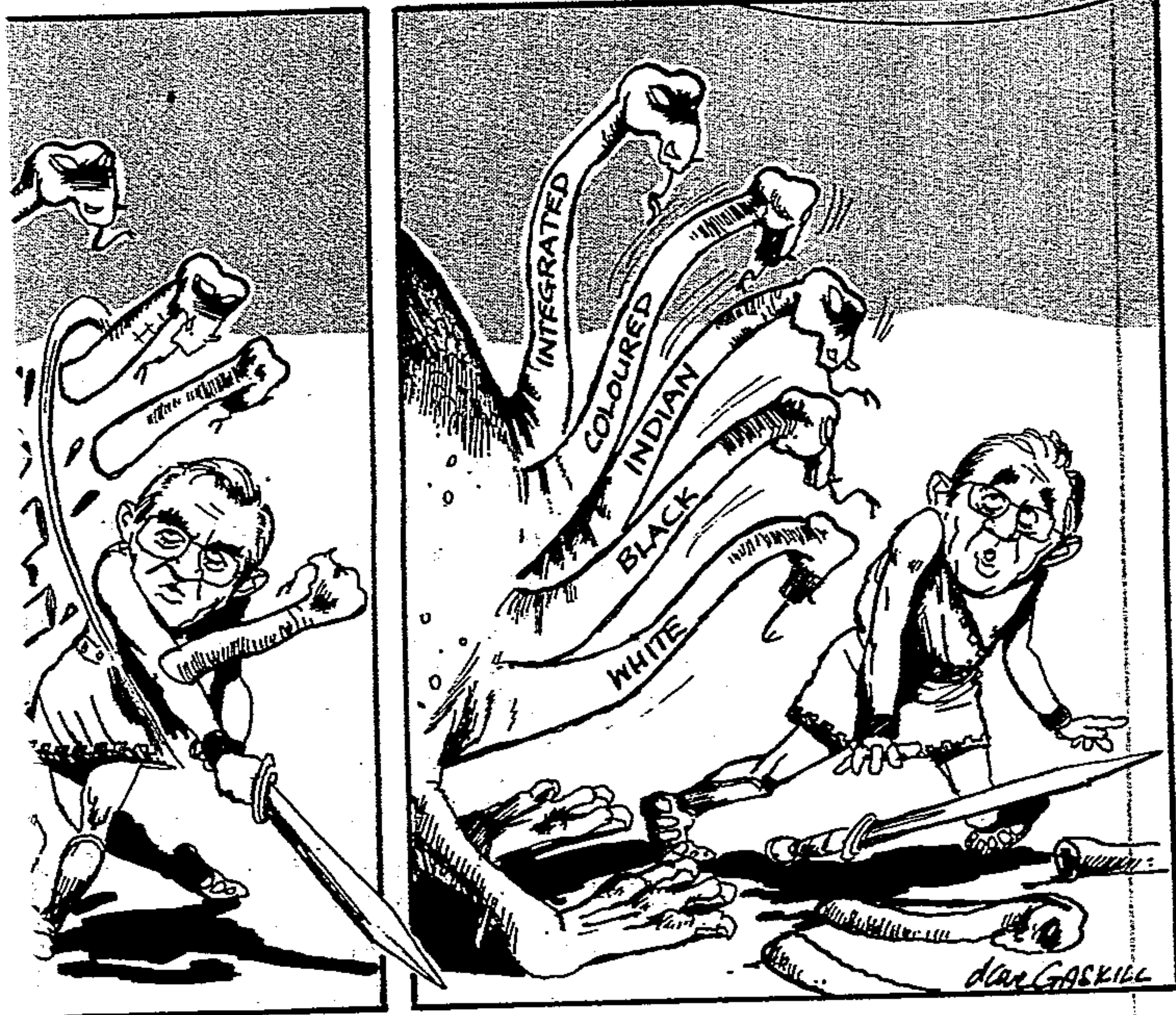
A likely consequence will be that alienated schoolchildren will, as future workers, join unions and advance their political aspirations in that sphere.

There is an element of irony in the fact that, arising out of the schools crisis

in 1980, reason for of the De sion was

For Strictly sideratio dary.

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sultants were secon-
dary to the
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mendations. However,
the government has
chosen to con-

centrate on those aspects of
education which are more
"neutral" and less "politi-
cal" rather than on meeting
the real needs of which
were given expression in
1980.

When all is said and done,
the educational process can
only succeed if it has gained
legitimacy among its users.

For this to happen they
must believe that the edu-
cational system is designed

with their best interests in
mind and that it is geared
to satisfy their true aspira-
tions.

As a South African who
genuinely wants peace in
South Africa I am con-
cerned about government's
under-estimation of the
depth of feeling of people
classified "coloured"
against apartheid.

The political response to
the White Paper is likely to
increase alienation and will
make peaceful accommo-
dation increasingly diffi-
cult.

It is being said that,
should trouble in our
schools recur, it would be
an "own affair" and would
have to be dealt with as
such.

If indeed this was one of

the factors which caused
the insistence on apartheid
education it is short-sighted
and foolish, for no matter
how hard some try to prove
the converse — the South
African economy and popu-
lation are indivisibly one
and injury to one is injury
to both.

We have had victory but
we have also had defeats.

We have not lost heart.
All people who love and be-
lieve in peace know that
apartheid is incompatible
with this precious ideal.

We owe it to our country
to continue to strive to-
wards the values and sys-
tems which will remove the
ever-impending threat of
upheaval, and which will
reduce the terrible tensions
which weigh heavily on us.

Alarm at education 'finality'

Cape Times 28/11/83

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Political Correspondent

THE Nationalist newspaper Rapport yesterday expressed strong reservations about the finality of the proposed new educational structure, with five ministries and their potentially clumsy bureaucracies.

The newspaper referred in an editorial to an interview with the Minister of National Education, Dr Gerrit Viljoen, in which Dr Viljoen said there would be no evolutionary development to one education department.

Dr Viljoen also told Rapport he could not foresee a deviation from the decision that coloured and Indian children should not be allowed to use empty schools in white group areas.

A single ministry and the use of empty schools by other population groups were recommended in the De Lange report on education. The government turned down both suggestions in its White Paper on education, published last week.

Dr Viljoen said the White Paper could not be released till the proposed new constitution was completed, because the two had to be seen together. Having racially separate education departments was no different from having other

separate departments for white, coloured or Indian "own affairs", as provided for in the new constitution.

The Rapport editorial acknowledged that separate departments for various race groups were essential in terms of the proposed constitution and the continued existence of the Group Areas Act.

But it expressed concern at the finality with which Dr Viljoen approached the issue.

"This is contrary to repeated assurances that the constitution is the beginning of a road and that much can still change in the process of negotiation between the various chambers in Parliament.

"The constitution itself, the educational structure and the Group Areas Act are surely matters which should remain on the agenda."

The newspaper said many of the De Lange recommendations accepted by the government could help provide the best possible educational opportunities for all. But it warned that education, and other departments, should not degenerate into clumsy structures.

"High ideals and large sums of money can be smothered in a bureaucratic network and the multiplications of the public service," it said.

PFP welcomes Cape education draft ordinance

Provincial Reporter

PRIVATE church schools should be free to admit children regardless of colour to prove that pupils benefit from contact across colour lines, says Mr Jan van Eck (PFP, Groote Schuur), Opposition spokesman on provincial education.

He welcomed the education draft ordinance to come before the Cape Provincial Council in February to make it legal for blacks to be admitted to private schools.

Private church schools in the Cape already have about 1 000 black, coloured and Indian pupils, who have been admitted since 1979 in terms of an agreement between the Cape Provincial Administration and the Private Schools Association.

Legitimacy

"As far as the new measures give legitimacy to what is already taking place, they are to be welcomed," said Mr van Eck.

"However, there should be no legal limit on the number of children admitted to private church schools.

"The Government has again spoken of rigid apartheid in national education, with 'separate'



Mr Jan van Eck

education departments based on colour.

"If the Government is afraid to experiment, then let them allow private church schools to prove that the children of South Africa, whatever their colour, can get together."

No provision

Although blacks are being admitted by agreement, the 1956 Cape Education Ordinance makes no provision for their admission.

Section 240 of the existing ordinance relates to the admission of white

children to private schools. This clause would be amended by stating that "persons who are not Europeans may, with the approval of the Administrator, be admitted as pupils to a private school".

The 1956 ordinance says the Province may pay certain expenses, including the salaries of teachers whose appointments have been approved by the Department of Education, on conditions laid down in the section.

Exclusively

But one of these is: "Every church primary school shall be staffed exclusively by European teachers and shall be attended only by European children."

The new clause would state that "any other children may attend such school, with the approval of the Administrator".

While the amendments state that the approval of the Administrator is needed, the question of admissions is normally handled departmentally in terms of authority delegated to the Department of Education by the Administrator.

The Province at present subsidises private schools to the extent of R1,5-million a year.

Oppenheimer: Equality in education vital for stability and prosperity of SA

By Gavan O'Connor

Blacks must be on equal terms with whites in the education system, says Mr Harry Oppenheimer, chairman of De Beers Mining Company.

The fulfilment of this overriding need would allow South Africa to become a prosperous, stable and happy country, he said.

He was speaking in Johannesburg last night at a function — attended by about 300 people — held to thank those who had donated funds to the University of South Africa (Unisa).

"To neglect black education is to risk our whole future and if it is done deliberately for reasons of prejudice or selfishness, it amounts to a betrayal of our national interests," Mr Oppenheimer said.

The future of Unisa was vastly important to South Africa, he said.

Despite the fact the country had high levels of industrial skill and experience there was still a great gap between the education standards of whites and blacks.

"Very little has been done to fit black men of ability to fill leading positions in the country," said Mr Oppenheimer.

The white population was too small to provide all the technical and administrative skills necessary to realise the country's national potential, he said.

Referring to the many problems facing Africa after decolonisation and the strife now prevalent, Mr Oppenheimer said the main reason for these troubles was the population's low level of skill and education.

No country could hope to be prosperous without sufficient numbers of highly educated

people who could provide economic and political leadership necessary for peace and democracy.

Mr Oppenheimer said South Africa had advantages — but still there was a gap in the levels of black and white education.

Of the 50 000 university students registered in South Africa who were not white, more than 43 percent were registered at Unisa.

"Unisa makes no distinction between people of different race," he said.

The reasons for treating education for the various races in different ways lay outside the educational sphere, Mr Oppenheimer said.

"It is not too much to say that the success of the great new South African experiment is closely tied up with the continued growth and success of Unisa," Mr Oppenheimer said.

Education for blacks is advancing steadily

I refer to a letter by "Professional Teacher" published under the heading "Nonsense — black education is inferior" and published on November 9. The letter contains several inaccuracies.

The standards (syllabi and examinations) laid down for all pupils are identical, but for blacks the quality of education is not yet the same as for whites.

The expenditure per black pupil, including capital, was R165,23 in 1981/82. This refutes his statement that the spending ratio between black and white has never been less than 1:12. In 1981/82 the ratio was 1:7.

It is not true that the proportional rise on black education is below that of white education or that "black education spending has declined proportionately". Since 1972 the departmental budget increased by 1603%, while the annual percentage increase on black education was consistently higher than for all Government departments.

In 1982/83 the total education budget was more than the defence budget (16% as opposed to 14,6%).

In many black secondary schools the pupil/teacher ratio is already below 30:1 and decreasing every year.

When I said to black education was 30 years old, I referred to it as a developing system. I am quite *au fait* with the historical developments in the pre-Union and pre-1953 eras, with the disastrous results.

Some findings of the Inter-departmental Committee of Inquiry into Native Education (1935-36) are most illuminating:

- The system of financing black education was unsatisfactory.
- Less than 30% of blacks of school-going age were at school and many schools were overcrowded and understaffed.
- Missionary societies, often engaged, at R5 a month, blacks who knew little more than their pupils.
- Expenditure per head was 10 times as much on the whites as on blacks.
- Rivalry existed among religious denominations and a multiplicity of schools were established, often without regard to the community needs and financial implications.
- The average school life of the black pupil was less than three years and the majority did not go beyond Standard 1.
- The entrance qualification to teacher training was Standard 6. In 1935 about 30% of black teachers had no professional qualifications. The vast majority were underqualified.

This is why the Eiselen Commission was appointed and a central Department of Bantu Education established.

Professional Teacher's reference to Dr

Verwoerd's speech is neither valid nor relevant. The speech was made 30 years ago under totally different circumstances. The heading was "Bantu Education: Policy for the immediate future".

The statement encompassed an undertaking to provide facilities for every black child to attend school for at least four years. The programme ended in 1959 and a new phase was started in 1960.

The statements that 85% of black teachers are unqualified, that teacher training declined and that teacher qualifications fell "alarmingly under the auspices of black education" are totally false.

Consider the following:

- Some 8 000 teachers trained before 1953 are still employed with a Standard 6 certificate and a basic professional qualification.
- The entrance qualifications were raised to Standard 10, the contents of courses were improved, and the duration of profession was extended to three years.
- The percentage of unqualified teachers dropped from 30% in 1935 to 17,4% in 1981 despite a 10-fold increase in the number of teachers. About 79% of all black teachers are underqualified, ie they have lesser professional qualifications than their white counterparts. Until recently, there were not enough matriculants to be trained for the rapidly increasing numbers of pupils.
- Numerous highly successful in-service training and upgrading schemes are in force to assist teachers.

The crux of the matter is the actual progress that has been made. This is the only criterion for an evaluation of education for blacks. An uncritical comparison with white education is totally unrealistic, given the inescapable facts that the historical development of whites and blacks is not the same, that the age distributions (both teachers and pupils) are not the same and that the cultural, language and socio-economic backgrounds are not the same.

A few examples of progress will suffice:

- Pupil/teacher ratio, 1968: 58 to 1; 1982, 41,3 to 1;
- Percentage of black population at school, 1950: 8,04%; 1982: 22,13% (The highest in Africa);
- Percentage of children of school-going age at school, 1951: 36,7%; 1980: 79,2%;
- Growth in Secondary Population (all blacks), 1955: 34 984 (2,6%); 1982: 912 453 (17,2%);
- Black enrolled at universities in the South Africa, 1960: 481; 1982: 24 125. — J A SCHOE-MAN, Chief: Public Relations, Department of Education and Training.

Freeze on Cape black schools

By RIAAN DE VILLIERS

NO more schools will be built in established black townships in the Cape and all new schools and extensions to schools will be built only in the controversial new township of Khayelitsha.

This shock disclosure was made yesterday by Mr Gunther Merbold, Cape Regional Director of Education and Training.

Mr Nic Olivier, Progressive Federal Party spokesman on education and training in the Western Cape, yesterday condemned this latest development in government policy on blacks in the Cape as "highly irresponsible".

He said it was clearly aimed at forcing residents of existing town-

ships like Langa, Nyanga and Guguletu to eventually move to Khayelitsha, but warned it was unlikely to succeed.

The move has fuelled fears that the restriction on the building of schools may be the start of a general freeze of all development in the established townships.

Asked recently whether all development in Langa, Nyanga and Guguletu was being frozen, Mr Timo Bezuidenhoud, Chief Commissioner for Co-operation and Development, said he had received "no instructions in writing" on the issue.

He referred all inquiries to Dr George Morrison, Deputy Minister of Co-operation and Development, but added: "In practice, a

freeze is taking place."

Dr Morrison was not available for comment yesterday.

Among projects hanging in the balance is the development of a R2-million shopping complex in Guguletu by the Small Business Development Corporation.

Mr M J Pentz, general manager of the corporation, said yesterday it had applied to the Western Cape Administration Board to lease a site "several months ago" but had not yet received any response.

The WCAB's chief liaison officer, Dr Gert du Preez, said yesterday the board had instructions not to allow any further "filling in" of existing townships.

He said this did not necessarily mean that all new developments would be "summarily frozen", but would not comment further.

He said the application for the shopping complex was still receiving attention.

'Disastrous'

The freeze on the building of new schools follows an announcement by the Minister of Co-operation and Development, Dr Piet Koornhof, earlier this year that residents in Cape Town's three established black townships of Langa, Nyanga and Guguletu would eventually be moved to Khayelitsha.

The move was condemned as "disastrous" and "impossible" by opposition spokesmen.

At the time, Dr Koornhof announced that, to promote the development of Khayelitsha, no further "filling in" or increase in density of existing black residential areas would be allowed.

This was generally interpreted to mean that no further housing would be built.

However, it now appears that development of all facilities may be frozen.

Mr Merbold said yesterday that while alterations to and upgrading of existing schools in the established black townships would continue, his department had received a "clear policy directive" that all new development, including any extensions or additions to schools, was to take place only at Khayelitsha.

He added that two primary schools were being built at Khayelitsha which should be completed before the end of the year, and that educational facilities were therefore already available at the new township.

Mr Olivier said yesterday that he was "shocked and upset" by the move. The government's handling of the development of Khayelitsha had already elicited a "tremendous negative reaction" among blacks.

Few English-speaking teachers

Language dilemma in education

By Sheryl Raine, Pretoria Bureau

Only 20 percent of the Transvaal's teachers are English-speaking although 34 percent of Transvaal pupils speak English, the Director of Education for the province has revealed.

Addressing the Pretoria College of Education's graduation ceremony last night Professor J H Jooste said that only about 14 percent of all of the province's male teachers spoke English.

Highlighting the problems encountered by the Transvaal Education Department in training teachers, Professor Jooste said that there was a high drop-out rate among student teachers.

The drop-out rate for the Pretoria College of Education, which last night capped 70 graduates, was 27 percent.

The small number of men entering the teaching profession — especially those with English as their home language — was causing concern.

Professor Jooste urged the English community to encourage its young people to enter teaching as a profession.

In terms of the new constitution, education would be an "own affair".

Way of life

This meant that the English Community had a responsibility to preserve its identity, way of life, culture, traditions and customs. It could do this by providing its own teachers, said Professor Jooste.

"The Transvaal Education Department will inform parents early next year about specific guidelines devised to involve them more closely in the education of their children and to raise school funds," he said.

Matric exam blues are over for most

It was a case of "no more Latin, no more French, no more sitting on a hard school bench" for the majority of Transvaal matric pupils who wrote their last exam today.

The pupils wrote English literature this morning and, apart from a few others who will write business economics tomorrow and home economics, metalwork and woodwork on Monday, the exams are over.

This year's matric exam papers were in general fair, challenging and stimulating.

There were few papers which caused concern. The first physical science exam was tough and long. The Afrikaans grammar exam was tricky and the history paper, which made use of cartoons in some questions, was considered a little unfair.

However, the geography and second maths papers were particularly well received. ● See Page 2.

Nurse found dead

By Trevor Jones

A 32-year-old nurse who apparently injected her heart with an unidentified substance was found dead at the Garden City Clinic in Johannesburg yesterday.

Dressed in a tracksuit, Sister Johanse Frederick Kruger was found dead on her bed in her unlocked bedroom shortly after 9 am by Sister Barbara Koekemoer.

Sister Kruger worked in the intensive care unit of the clinic.

Hitting it in fine style

Right on the ball. Neatly into the net it goes, high above a sea of sparkling smiles. The small fry of Soweto's Tshedisano Higher Primary School are standing on their netball pitch all dressed up and eye-catching in their new netball tunics. The new gear, along with soccer strip for the boys, was a gift from The Star, which has adopted the school. To celebrate the occasion the school's Standard 5 netball team did a bit of showing off by lofting the ball into the net again and again without a miss. Scoring, you might say, in fine style.

● Picture by David Sandison.

2 robbers beat

Farming Correspondent

Argentine and not American maize caused the mould scare, the Department of Health's consumer goods chief director said yesterday.

Dr G Oberholster said Argentine maize being unloaded from the Stasia in Cape Town on October 9 was found to be contaminated with mould. Loading was stopped and tests showed that maize deeper in the holds exceeded the allowed aflatoxin content.

The maize was diverted for animal use only but the destinations of Stasia maize sent to mills were checked. About five mills were involved in-

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education

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"The Transvaal Education Department will inform parents early next year about specific guidelines devised to involve them more closely in the education of their children and to raise school funds," he said.

The guidelines have been drawn up in line with the Government's recently published White Paper on education.

Professor Jooste said despite indications in the White Paper that parents would have more say in their children's education, parents would not be allowed to intrude on the professional terrain of the educator.

Professor Jooste also gave details of the cost of education in the province. He said there were 30 000 teachers who earned, on average, R19 000 a year. The province paid out an average of R15 million a day on salaries alone.

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Sister Kruger worked in the intensive care unit of the clinic.

SYRINGE

Detectives later found an empty syringe in the room. On examining the dead woman they found puncture marks on her heart and hand.

Sister Kruger left four letters in her room, one of which was addressed to the matron.

Police do not suspect a crime.

● A 79-year-old man was found shot dead in the lounge of his Parktown home yesterday.

Mr Fred Leith had a bullet wound in the head. A pistol and a note were found near the body. A crime is not suspected.

Hitting it in fine style

Right on the ball. Neatly into the net it goes, high above a sea of sparkling smiles. The small fry of Soweto's Tshevedisano Higher Primary School are standing on their netball pitch all dressed up and eye-catching in their new netball tunics. The new gear, along with soccer strip for the boys, was a gift from The Star, which has adopted the school. To celebrate the occasion the school's Standard 5 netball team did a bit of showing off by lofting the ball into the net again and again without a miss. Scoring, you might say, in fine style.

● Picture by David Sandison.

2 robbers beat woman senseless in video shop

East Rand Bureau

The woman proprietor of an Alberton video-hire shop was punched and kicked unconscious by two robbers yesterday.

A police spokesman said Mrs Nancy Main (40) of Home Video Library in Voortrekker Road was alone in the shop at about 11.15 am when two men entered.

One of them held a screwdriver against her neck and demanded

money.

She went to the safe in the back of the shop and gave them R1 200.

The robbers then punched and kicked her until she lost consciousness.

They left after taking four video machines worth about R3 200.

When Mrs Main regained consciousness she went to a neighbour's shop to phone the police.

A business associate said it appeared Mrs

were checked. About five taking sa
mills were involved in- holds of sb



1977, December 2, 1983

Fireworks at debate on education

Mercury Reporter
TEMPERS flared in the South African Indian Council during its education debate yesterday as relations between executive chairman Mr Amichand Rajbansi and the Teachers Association of South Africa, his arch-critics, came into sharp focus.

Also coming under the spotlight was the Director of Indian Education, Mr Gabriel Krog, former SAIC executive member Mr P I Devan who, Mr Rajbansi alleged, was Mr

Krog's eyes and ears, and Mr Yunus Moolla.

Mr Krog was present throughout the two-hour debate which was marked by many heated exchanges between members and repeated calls for order from the chairman, Mr E V Mohamed.

While he was still employed by the education department Mr Devan had received rapid promotions, Mr Rajbansi claimed, adding that even later as an SAIC executive member he had been seen frequently in the di-

rector's office.

Mr Devan denied this.

He asked Mr Rajbansi if his executive had made any changes in the recent school promotions to those recommended by the education department, but Mr Rajbansi declined to reply, saying these were staff matters.

More sparks flew as member Mr T Palan criticised Mr Krog for a remark he had made earlier this week when he handed appointment letters to five senior education officials who had been newly promoted.

Mr Palan said the director's remark that the posts were demanding and that he would keep an eye on those appointed was in bad taste and deeply resented by members.

Mr Devan said he was certain the remark was made in jest and not intended to be derogatory. He was supported by Mr Yunus Moolla, who also lashed out at Mr Rajbansi, accusing him of overreacting and showing antagonism towards those whom he disliked.

Rival

Mr Rajbansi: 'In the name of the SAIC, don't I have to correct lies?'

The executive chairman had earlier lashed out at the Teachers Association and its president, Mr Pat Samuels, and accused them of being 'grossly involved' with the Natal Indian Congress.

He said if teachers formed a rival teacher body and restricted their activities to furthering the interests of teachers the SAIC would give it official recognition.

Defending the association, Mr Devan said he had been assured by its executive members that it would co-operate with the SAIC if Mr Rajbansi gave up running education and left it in the hands of professionals.

EDUCATION

Prepare to pay ⁽⁵⁰⁾

Largely unnoticed in the torrent of justified criticism that greeted the government's White Paper on the Provision of Education is the fact that parents, particularly white parents, will have to pay more towards the cost of their children's schooling.

It is true that the White Paper does not state this outright. The section on finance is remarkable for vague language and generalised concepts which can, in future, be interpreted in any way government sees fit.

But implicit in government's whole approach is the belief that any sort of equality of education can come about only through the willingness of the various racial communities to subsidise their own schools.

Financial Mail December 2 1983



(50) FM 2/12/83

At one stage the White Paper goes so far as to state: "It will depend on the community concerned to what extent education of an equal quality does, in fact, develop."

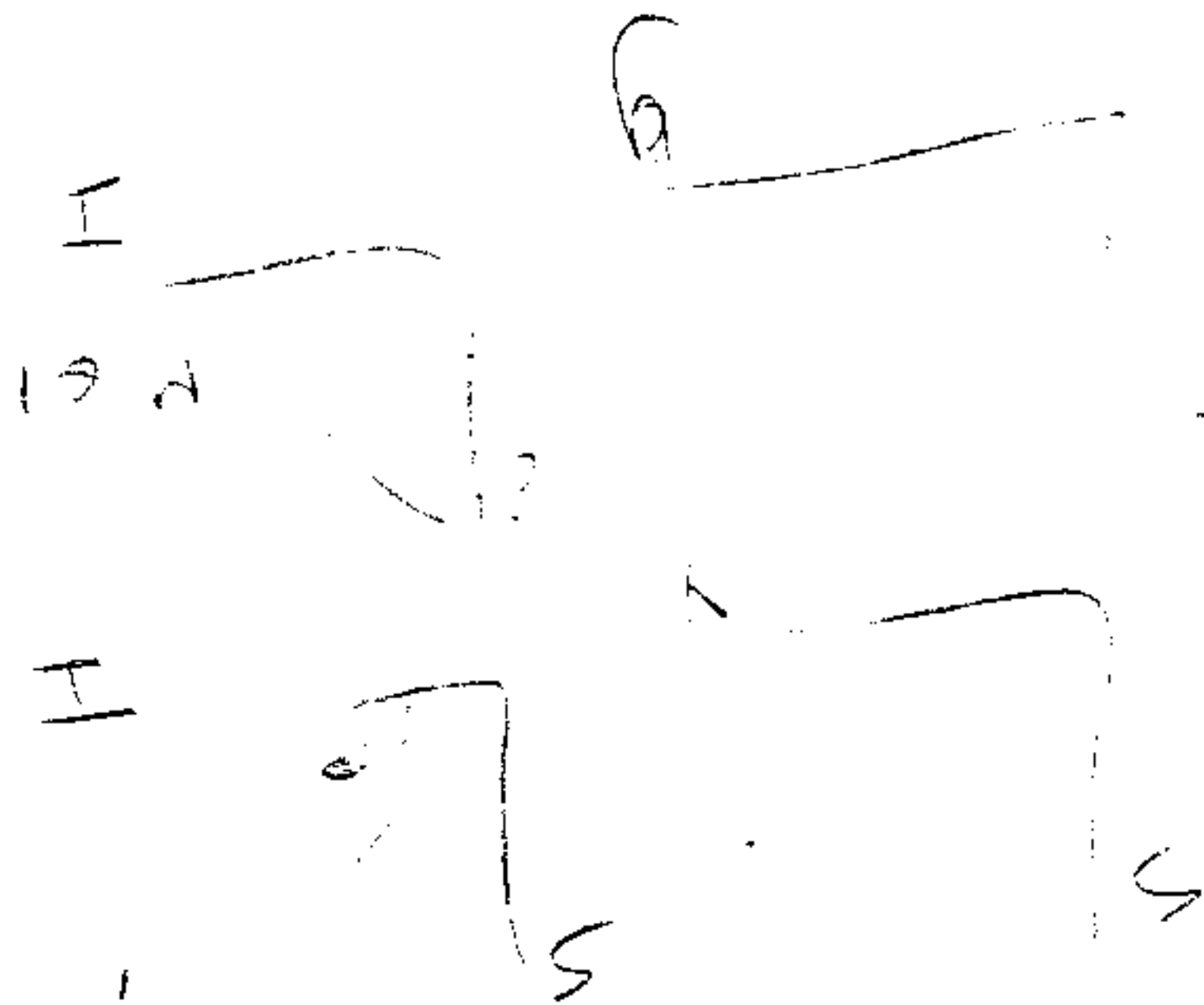
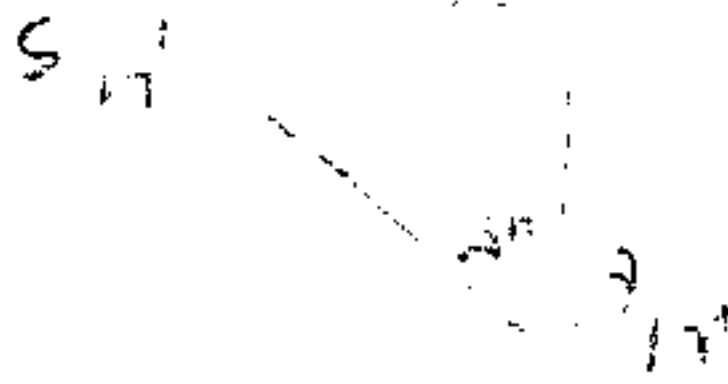
This can, and has, been interpreted as meaning that black communities will be expected to make good the drastic under-provision of facilities caused by decades of government neglect.

Not quite. Education and government sources also point to the White Paper's commitment to "equal" education and to "continue with the process" of eliminating the backlog of facilities for blacks. This can only be done by steering more money to the various black education departments (given government's refusal to set up a single ministry).

The White Paper does speak of "levies to be collected at local level in order to supplement financial resources." But for the foreseeable future such levies are likely to be of significance only in the white areas.

Despite government's denial that it will "lower" existing (meaning white) educational standards "in order to eliminate any backlogs," the financial section of the White Paper can only mean that in future the amounts voted for various black education departments will grow significantly faster than those for white education.

White parents, if they wish to maintain standards, will have to subsidise school budgets from their own pockets.



Handwritten notes at the bottom left of the page.

Apartheid holding back education reform — PFP

By HELENE ZAMPETAKIS

THE cardinal principles of the Government's White Paper on education were negated by its strict adherence to apartheid, Mr Peter Nixon said yesterday.

Mr Nixon is the Progressive Federal Party's Transvaal Provincial Council member and spokesman on education.

He said equal education would be "indefinitely postponed" if the Government persisted in its "zealous enforcement of separatism".

The White Paper's underlying proposal was equal opportunities and standards in education for all race groups.

The Government wanted to continue stopping all teachers being used where they were needed most, he said.

"We have to look at what personnel we already have, and start to equalise educa-

tion from that point," he said.

The White Paper's decision not to allow other communities to use under-utilised facilities obstructed teacher training — of paramount importance, according to the White Paper, in ending unequal education, he said.

The half-empty Johannesburg College of Education and the threatened closure of the white teachers' training college in Graaf Reinet were examples of this, he said.

The White Paper's provision for separate teachers' councils to uphold professional ethics for each race group undermined the principle of professionalism in teaching, Mr Nixon said.

"In their zeal to maintain separatism, the Government is making a mockery of the principles they accepted from the De Lange Commission's recommendations on education," he said.

The Government had refused to accept the real impact of reform in the commission's recommendations.

Adherence to apartheid would stop the Government "getting to the core of the problem".

However, there were several positive aspects to the White Paper, Mr Nixon said.

He welcomed:

- The emphasis on technical and vocational training, which would broaden the number of courses at high schools;
- The White Paper's recommendation to expand non-formal and informal education;
- The "innovative" provision for basic education to be linked to periods of vocational training, known as "outlet points" and;
- The emphasis on pre-primary education.

Govt's 'tragic failure' on black education

Education Reporter

THE government's recently-released White Paper on the future provision of education in South Africa had demonstrated a "tragic failure" to address the major issue which brought the De Lange Committee into being, Dr Ken Hartshorne said in Cape Town yesterday.

Speaking at a graduation ceremony at the University of Cape Town yesterday afternoon, Dr Hartshorne, who served on the De Lange Committee, said there had been a failure to recognize the unanimity of the demand among the black community during the 1976-80 schools unrest for an end to the existing system of education.

Behind the protests against Afrikaans as a medium and against conditions in the schools, there had been a deeper issue concerning citizenship and the sense of belonging, said Dr Hartshorne.



Dr Ken Hartshorne

The approach to the new constitution and the attitudes revealed in the White Paper would inevitably be perceived by black leaders as being a further rejection of black people as fellow citizens.

This continued rejection was "at the core of the beginnings of the new unrest in educational

institutions".

Much had been made recently of projections showing dramatic growth in black education, especially in secondary education, but little attention was given to the quality of this education.

Dr Hartshorne said the matriculation exemption pass rate in Standard 10 had fallen from 33 percent in 1978 to 10,5 percent in 1982.

The drop in the overall Standard 10 pass rate had fallen from 76,2 percent in 1978 to 50,8 percent.

This was in spite of increased budgets, vastly improved school buildings, and many good educational programmes.

"There is a basic malaise at the core of the system. Beyond problems of the underqualification of teachers and survival teaching... there is a breakdown of morale and self-confidence," Dr Hartshorne said.

Separation policy a costly mistake

DR KEN HARTSHORNE, a leading educationist and member of the De Lange Committee on Education, looks at the Government's reaction to the committee's report

MEMORIES are short. In 1980 the overriding reason for the Human Sciences Research Council's investigation into education was the Government's concern at the 1976-80 turmoil in black and coloured education, a turmoil that arose from the rejection and near breakdown of these separate, discriminatory education systems.

Three years later, South Africa is presented with a Government response to the De Lange report that maintains education firmly within the apartheid mould, baked hard in the ovens of "self-determination" and "own" affairs of the new constitutional dispensation.

We should not be surprised at this. The White Paper but re-affirms what the Government made clear in its interim memorandum in October 1981 and reprints in full the "guiding principles" of "points of departure" that have come to be known as the non-negotiables — mother-tongue education, the Christian and national character of education (1967 model), self-determination, separate schools and separate departments.

It adds that these handpoints should now be interpreted within the context of the new constitution.

No place

In this context, therefore, there is no place for a single ministry of education of the kind recommended in the De Lange Report. Instead, we are to have five Ministers: three belonging to the respective Councils of Ministers for White, Coloured and Indian "own" affairs, two in the Cabinet, respectively for black education, and for "general education matters."

In case the latter idea gives us cause to hope too much, it is stated categorically that "the Ministers responsible for 'own' education matters will not be subordinate to the Minister responsible for general education matters."

There are also to be separate Advisory Councils for each of the four groups, separate Teacher's Councils (but a central registering body), separate committees of rectors of teacher training colleges for each group.

Nor is there to be any relaxation of the Group Areas Act to allow of unused school buildings being put to good use: "Interference with the policy of having separate residential areas for the various population groups is not acceptable."

Crippling

Furthermore, in a revealing comment on career education, the Government had something to say about the purposes of education: "Guiding them towards good citizenship, enabling them to make a productive contribution to the economic life of



Professor J P de Lange... the Government's response to the report of his committee maintains education firmly within the apartheid mould.

the country and to fit into ordered society as well-adjusted and civilised people..."

Some of this — "fitting in", "moulding" and so on — in a country with our particular history and make-up savours too much of the status quo and too little of regeneration and renewal.

Within these crippling shortcomings and restraints, then, where is there room for movement?

Grave doubt

First, with all the caveats and hedgings, the Government has re-affirmed its acceptance, of the 11 principles, the most important being the first which has to do with "equal opportunities, including equal standards in education for every inhabitant..."

The slogan is now to be "equal but separate". Whether this holds any hope for the future is open to very grave doubt. Nevertheless, the Government has gone on record that it has "the overriding objective of equal opportunities and equal standards."

Secondly, the Government has agreed to the appointment of an South African Council of Education (SACE), consisting of about 20 specialists from all populations groups to advise the Cabinet Minister for general education matters.

Until the legislation concerned with its establishment functions and composition is known, it is difficult to predict what part it can play. However, if it is allowed some initiative, it can serve a highly useful monitoring role in those areas regarded as "general" affairs in education.

Such areas might be the norms and standards for the financing of education and for syllabuses, examinations and certification; conditions of service and qualifications of teachers; co-operative education services; relations and agreements with the so-called national states and TBVC countries.

It has a potential sequented nature of the proposed educa-

tion systems. Much will also depend on the nature of its relationships with and the strength of its position vis-a-vis the four separate advisory councils.

The potential is there; whether it will be realised remains to be seen.

Thirdly, the Government has accepted an extensive range of sound professional recommendations on such matters as curriculum and guidance, services, school health, buildings and equipment, educational technology, and the education of children with special needs.

For the first time there is an acknowledgement of the strong links between informal, formal and nonformal education, and the important part that the private sector can play in the latter.

Sadly, however, there is little sense of urgency about the need for the upgrading and in-service support of the 100 000 underqualified black and coloured teachers, on whose professional competence equality in the end will depend.

It is clear that teacher training is regarded as a very sensitive area because of its perceived close relationship with "own" affairs.

Further rejection

Another area of sensitivity, perhaps of bad conscience, is black education. Whenever this subject comes up in the White Paper, it reveals extreme defensiveness and lengthy justifications for what has or has not been done.

Following on the new constitutional proposals the White Paper will be seen as a further rejection of our fellow South Africans. The emphasis on the non-negotiable of one sector of our society at the expense of the nation as a whole will prove to be a costly mistake, in both financial and human terms.

For better or for worse we are all South Africans and have to live and work together in a common, shared society. The White Paper is not going to help us to do this better than we have in the past.

9/12/83

of earlier official attitudes. Whether the new approach can overcome the disadvantages of "Bantu education" while maintaining racially exclusive school structures remains to be seen.

BLACK EDUCATION Give us teachers!

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"The problem with black education is not a lack of finance but a lack of teachers coming through the ranks," says Jaap Schoemann, public relations officer at the Department of Education and Training (DET).

Constant harping on the theme that black education is inferior demoralises both teachers and students, he says. The department emphasises that black education is still developing and that to expect changes almost overnight is not realistic. Officials speak of it taking "a generation" for the full results of current programmes to become apparent.

Providing enough well-qualified teachers to meet demand involves not only training more students, but also improving academic and professional standards of existing teachers. The incentive for black teachers to participate in further training is pay parity with white teachers — which occurs when a teacher has matric plus three years of teacher training.

DET now emphasises teacher quality rather than quantity. The large increase in the number of black matriculants means the department has been able to raise minimum requirements from a Std 8 plus two years' training to matric and three years training.

In-service training programmes form a vital part of the drive to upgrade staff. Half the teachers employed by the department

are under 30 and about 80% are regarded as underqualified in comparison to white teachers.

Bursaries and cash incentives are available for those who wish to improve their qualifications. For every degree course passed at Unisa a teacher receives R60 and his new qualification places him on a higher rung of the pay ladder.

Problems, however, are not confined to a shortage of suitably qualified teachers. Since the examination system has been standardised it has become more difficult for black students to matriculate. They have to overcome basic inadequacies in educational background and tackle the same examination as whites.

There is also the problem of leaked examination papers. This year 17 000 candidates had to re-write their mathematics examination as the result of a leak.

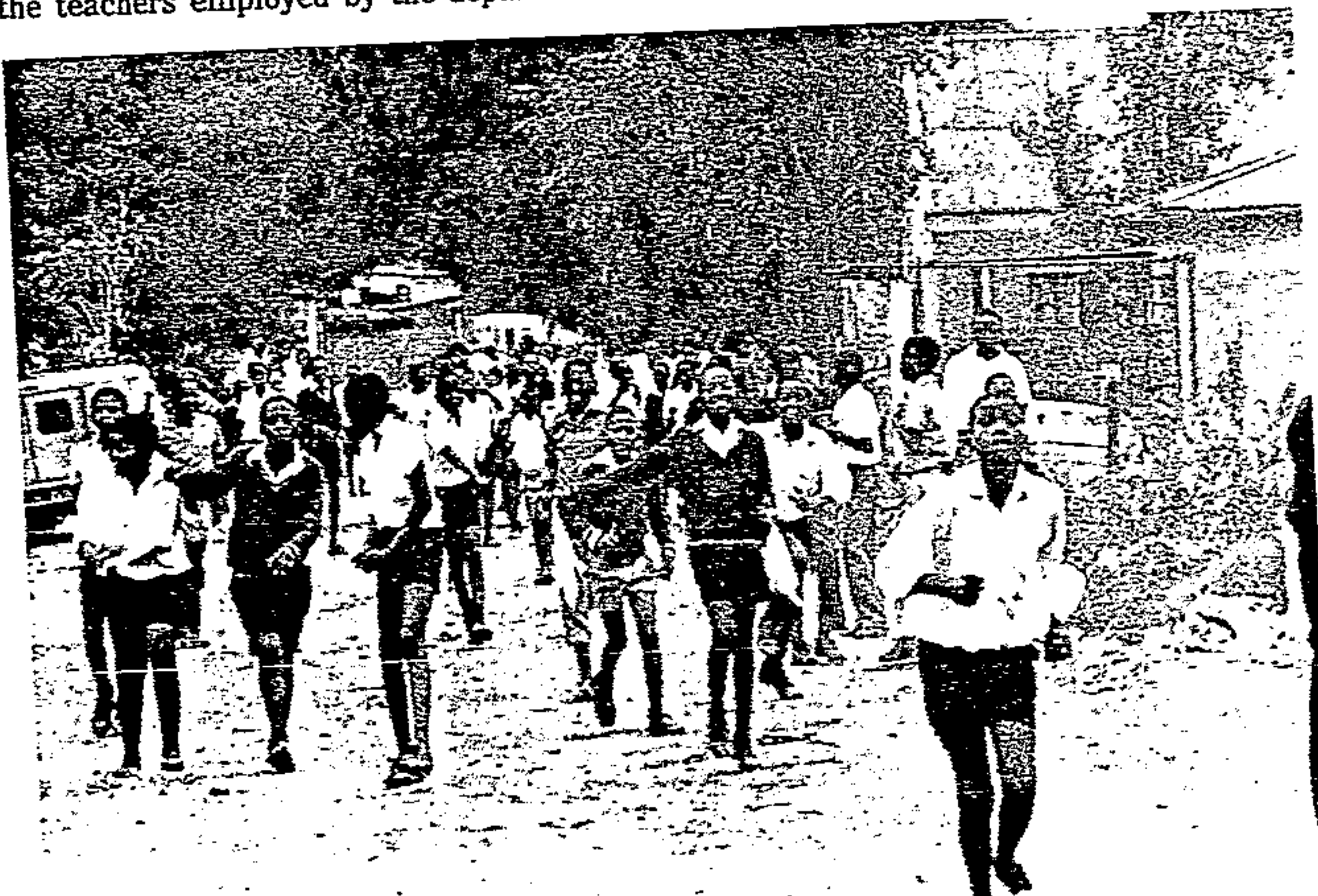
A greater emphasis is also being placed on technical education — largely because of national economic needs. Students are encouraged to opt for a technically orientated course as early as Std 5.

Long battle

Officials acknowledge that the battle to improve the educational prospects of black students will be long and hard. Until the number and quality of black teachers improves dramatically the returns will be small.

Industry's need for skilled labour will ensure that the education of blacks remains a priority. The political gurus have determined that education will remain separate but, given time, equality of standards could be attainable — and the workforce necessary for economic progress will have arrived.

That, at least, is the attitude of government. Sceptics point out that the abysmal state of black education is itself the result



Black school ... a generation to put things right

By DONWALD PRESSLY
ALL three SABC-TV channels will broadcast educational programmes from next year.

Programmes for the black television channels — TV2 and TV3 — have already been announced. Plans for the scheme on TV1 have not yet been drawn up but work will start in January and the programmes could be on the air after March.

Educational programming will also start on 'black' radio channels in January.

The plan was a result of the recommendations of the De Lange Commission into education, an SABC spokesman said this week.

Dr Pieter Erasmus, head of educational programming TV2 and TV3, said educational programmes on black TV channels and radio were divided into two categories: children's programmes to help pre-schoolers and adult programmes to assist in the understanding of many aspects of daily life.

He said: "One area of concern as far as black education is concerned is the high drop-out rate figure of students after Standard Three. This figure is directly

SABC-TV prepares education broadside

'WE ARE CONCERNED ABOUT THE DROP-OUT RATE AMONGST BLACK SCHOOLCHILDREN'

linked to the fact that these children are not ready to cope with the school situation.

"Cultural environment in black society does not always prepare them adequately for the demands made upon them by a Western-orientated school system."

The SABC had decided to introduce a series of programmes loosely based on the successful American series 'Sesame Street'. This has a "concept of fun" aimed at the gradual accumulation of basic knowledge necessary to equip the pre-schooler.

From January 9 these children's

programmes will be transmitted Mondays to Thursdays between 6pm and 6.10pm on TV2 and TV3.

The adult programmes are divided into four sections — manpower utilisation, community development, industrial development and literacy.

"In the case of the latter," Dr Erasmus said, "I am talking about social literacy — an example is the role that computers play in society. We will be showing people how to understand this technology."

The first few manpower utilisation programmes will concern the history of work and the beginning

of organised labour and its economic undercurrents.

Community development programming will revolve around issues such as housing and community health, he said.

A series of 26 programmes on the capitalist system will begin the programmes on industrial development.

Educational programmes for adults will be transmitted on TV2 and TV3 on Mondays to Thursdays between 7.20pm and 7.40pm and on the radio services from 9pm to 10pm.

All the television programmes,

for both adults and children, will be re-transmitted in an omnibus edition on Sundays between 3.45pm and 5.50pm.

The SABC has a research department for radio and television educational programmes. The aim is to use researchers as an "ear" to receive feedback.

"If we merely transmit these programmes without that feedback we will be left with a one-way only communication system and we will not know what effect they are having on the people they are beamed at," Dr Erasmus said.

SABC deputy manager of public relations, Mr Eric van der Merwe, said educational programmes on the white TV channel and radio programmes were likely to be introduced later.

Work had started earlier on black educational programming because Dr Erasmus — formerly the head of TV2 and TV3 — had been "on the spot". He had taken over his new position in June this year.

No planning had been done on the introduction of white educational television as Professor Petrus van Zyl, presently professor of education at the Rand Afrikaans University would start his work only in January.

Real equality in education is impossible under apartheid

ROM
13/12/83

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IT WAS clear from its first memorandum that the Government is firmly wedded to separate schools and separate education departments for the various ethnic groups in our country ... though it's not clear why separate Indian and "coloured" schools, for example, couldn't be under a single department, seeing that English-medium and Afrikaans-medium schools run separately under the same education authority.

After that, the rejection of using empty school buildings for children who need them but have the "wrong" race classification (not a big step towards equal education, but a symbolic one) was predictable.

Nevertheless, the Government has committed itself to the "overriding objective of equal opportunities for education and equal standards in education for all inhabitants of South Africa".

To achieve this it has accepted many of the recommendations of the De Lange Report.

Among them:

- A South African Council for Education, on which people of all "race" groups will serve, to advise the "Minister for general affairs with regard to education" (clumsy title, that!).
- A central body which will lay down minimum standards for the registration of all professional teachers, and which will register all such teachers.
- A central council for norms and standards for syllabuses and examinations and for the certification of qualifications (without scrapping the Joint Matriculation Board, which has carried out some of these functions for more than 60 years).
- An expanded version of the current Committee on Education Structures — again to include all groups — to advise the Minister on salaries, benefits, posts and career prospects for all teachers (of whom there are 175 000 in South Africa).
- Inter-State agreements with independent and self-governing black states on educational matters.
- Joint curriculum, guidance, school health and edu-

First of a two-part assessment by FRANZ AUERBACH

cational technology services (On technology, said the White Paper, "South Africa cannot afford to use its resources, which are scarce as it is, unproductively through duplication". That argument should be extended to other spheres!)

● Standard norms for school buildings.

● The design of a subsidy formula — presumably to be worked out by establishing a single scale for educational needs — which will enable the Government to calculate the extent of its financial responsibility to all education departments.

Even cynics must admit that that is a fairly formidable list of "horizontal" structures and procedures that will be set up in a society which is at present so divided vertically — i.e., according to race classification — that people in one education department (as officials or inspectors, as teachers or learners) know rather little

about conditions in other education departments.

The same applies, of course, in other spheres of life ...

Will these horizontal structures achieve the "overriding objective"?

No. Equal opportunities and standards in education can probably not be reached within our existing social, economic and political framework, based on segregation.

In its 1954 landmark judgment, the United States Supreme Court concluded that "separate educational facilities are inherently unequal".

Many South Africans may reject that judgment, but all those who do will be among those classified white.

Chief Justice Warren said that "... to separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community

that may affect their hearts and minds in a way unlikely ever to be undone".

And he quoted an earlier Kansas judgment holding that "... the policy of separating races is usually interpreted as denoting the inferiority of the Negro group ..."

Again, many South Africans will protest that that interpretation is not valid here, but those who protest will almost all be white ...

After all that, we must address current realities. The new structures can bring us very much closer to equal opportunities and standards in education than we are now, even within our apartheid framework.

It can redress some of our gross inequalities ... such as the number of children per class, the unequal qualifications of teachers, the unequal quality of school buildings and facilities, the very unequal holding power of our schools, the gap in per capita spending.

We shall get closer to parity if we deploy available resources of money, materials and people without constraining these resources for education in ethnic compartments.

The White Paper gives some hope that money and materials will be made available according to need, at least to some extent, since equal opportunities and standards are to be an "overriding objective".

But one worries about people.

All teachers know that the administrative services rendered by all our education departments are often of poor quality: staff get paid late, supplies are not sent on time and in correct quantities, the control of public examinations leaves much to be desired, letters are often answered neither promptly nor politely ...

Besides, there is a grave shortage of adequately qualified teachers.

If, thus, we can't cope well at present, how will all the additional structures be staffed with competent people?

TOMORROW: Apartheid leads to poverty and poor learning.

Education for subjugation?

(50) C. Herald 15/12/83

"WHEN I have control of Native Education, I will reform it so that Natives will be taught from childhood to realise that equality with Europeans is not for them."

"Natives", therefore, had to be schooled for inequality and schooled to accept inequality as correct, as natural. Schooling had to support definitions of reality congenial to the purposes of the ruling elite, to counteract alternatives, and to perpetuate the economic domination of that elite — for instance, by limiting access to schooling, and by differentiating between the quality of education available to different sectors of the population.

In 1983 the ruling elite still dominates curriculum decision-making, and educational equality is a priority solely in the rhetoric of those who rule. The gross inequalities in our educational dispensation, and the alarming failure rates in some sectors, are not the result of some unfortunate historical accident but are there, and remain there, by design.

In terms of the new constitution, the broad framework for education and its budgetary provision will be an "algemene saak" — in other words, it will fall under the control of the dominant faction in the "white" parliament; education as an "eie saak" will merely constitute the carrying out of that policy by different agents.

To take the new school History syllabuses, approved this year, as an example, we find that they reflect a view

These words were used by former Prime Minister Hendrik Verwoerd speaking in the Senate in the 1950s. Professor Owen Van der Berg, in his inaugural lecture at the University of the Western Cape recently, argues that little has changed. He makes some other interesting points in his lecture, excerpts of which are published here.

of History that is dominated by what is deemed to be relevant to the Western World. The South African history sections of these syllabuses, again, reflect an essentially "white" perspective. History is something done by "whites" and more particularly by Afrikaner "whites", and something done to blacks. The school child from Std 5 through to Std 10 meets no South African history predating 1707 — the "legitimate knowledge" all must have, is that there is no South African history before the European colonisers arrived.

A second example would be the argument that school-leaving results give us a scientifically valid criterion in terms of which to decide upon the admission of persons to tertiary educational institutions.

The problem with such arguments, which claim to be based "purely on merit" is

that they ignore all the politico-economic factors that make it impossible for us to determine who is worthy of merit selection. Such an approach perpetuates inequality in the name of scientific validity, and subverts people's opportunities to excel and to benefit economically in the name of standards. Worst of all, it comes to be believed by precisely those people against whose interests it functions: they come to accept their inferiority as fact. Thus the economic inequality and oppression are legitimated; another form of false consciousness triumphs.

Schooling, in an authoritarian society such as ours, can easily function as an agent of oppression, in that people, through their school experiences, coupled with the impact of other agencies of socialisation open to State manipulation, come to accept a particular definition of reality as "natural", as "obvious", as "taken-for-granted", as not requiring explanation or defence.

SEPARATE

Thirdly, we need to challenge the assortment of commonsense views that hold that education is, or should be, something separate from politics, that it is an "eie saak", and that educational decisions should be taken on purely educational grounds. It is not possible to separate education and politics; educationists who want full control over education are making a political statement.

To attempt to refute this third commonsense assumption we need merely reiterate the strong link between systems of schooling and political power.

The point comes through clearly in the Government's response to the De Lange Report.

"All decisions taken in terms of the recommendations in the Report will have to take due account of, and fit in with, the constitutional framework within which they are to be implemented."

POWERLESSNESS

Teachers who wish to take education seriously need first to shed themselves of a feeling of powerlessness. All too often, I fear, teachers hide behind the statement that they can do nothing because somebody else determines policy, formulates syllabuses, and so on. One advantage of labelling oneself "oppressed" is that one can always blame somebody else for every ill. Such an attitude does not, however, solve one's personal ethical dilemma, for the average school allows teachers far more freedom of action than they are often prepared to admit.

One of the clear messages of the 1980 boycotts was that pupils were saying to a great many of their teachers, "You don't care."

Teachers who wish to take education seriously need also however, not to overestimate

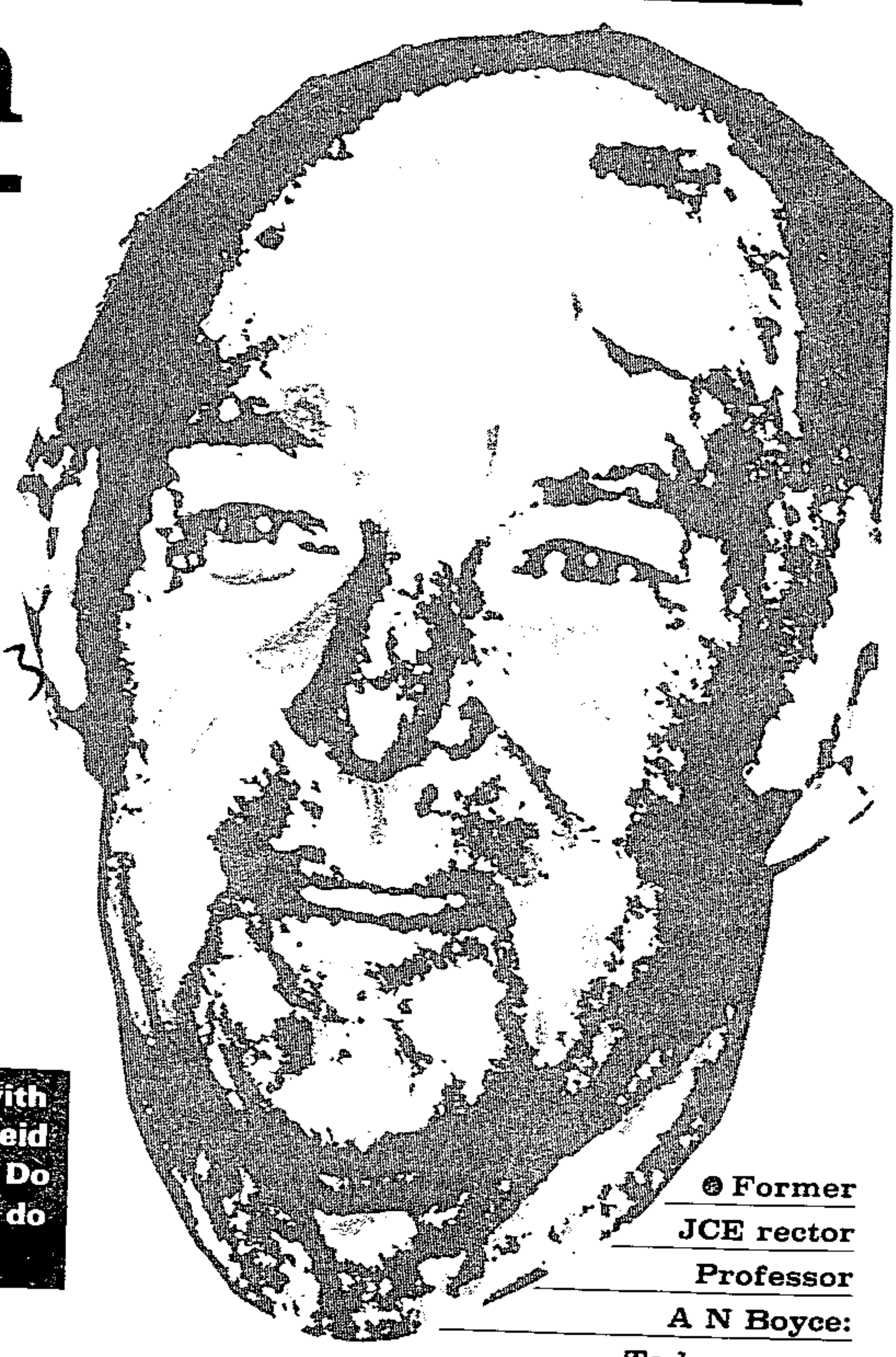
their power. The forces ranged against them are considerable, be it from government or bureaucrat or from parents seeking but a matriculation certificate for their child.

We owe it to our children to take education seriously. The politics of teaching guarantees that we shall be faced with tensions, dangers and a sense of marginality. Yet the journey has to be undertaken.

There's no normal education in an abnormal society

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S. Express

18/12/83



YOU are well aware of the continuing crisis in education in South Africa. Our hopes were raised by the recommendations of the de Lange report two years ago but the most important of these recommendations have not been adopted by the Cabinet: fundamental changes are therefore unlikely.

We will therefore have to do our best within the constraints created by the government's policies of separate departments and institutions.

There can be no meaningful change in education in the context of the present social and political climate of South Africa. You cannot normalise education within an abnormal society and expect clients to be satisfied.

The resolution of the problems of education inequality required policies extending far beyond education. It would seem impossible to de-politicise education.

Therefore graduates in the faculty of education face a very real challenge if they intend to serve an extended community.

I know that the majority of teachers who are now entering the profession are under contract to a provincial department of education because of study grants received. As professional persons you will be expected to give loyal services to your

How do teachers cope with the constraints of apartheid regulations in education? Do they join the 'system' or do they walk out on it?

By Prof A N BOYCE

(Extracts from a speech at the University of the Witwatersrand)

employers.

What else can you be expected to do?

I wish to suggest a few alternatives for your consideration.

You may offer your services in a part-time voluntary capacity to teach those who have not enjoyed the privileges of an education or who for one reason or another have dropped out in the early stages of their schooling.

THERE is increasing activity in the non-formal sector of education: education is

too important to leave to the schools. The Centre for Continuing Education of this university has published a directory of adult education organisations in and near Johannesburg. Over 200 organisations provide a wide range of courses like literacy programmes, technical training, management and leadership courses and cultural activities. It is an impressive list.

I believe that graduates of all professions have a social responsibility to teach others.

There may come a time when you have completed your contracts and would like a change. There are other education departments where your services are needed.

It is a matter of regret that there are so many obstacles which prevent greater mobility in the teaching profession. There are no fewer than nine departments of education excluding those of the homelands and independent national states.

MANY of you face a dilemma: the purists will say that by teaching in schools based on the policies of separate development you are condoning and supporting the 'system'. Pragmatists would consider involvement justified for the sake of the children who seek an education.

The decision will be yours: will you sit on the sidelines or enter the field and "get mud on your boots", to use Ken Hartshorne's homely phrase?

It has been suggested that one reason why teaching does not attract English-speaking people with ideals is that they do not consider that apartheid-based education would offer them the opportunities to make a meaningful contribution which

will lead to change and social improvement.

There are those who refuse to compromise themselves by working for the 'system'. My advice to you is that you should participate: too many English-speaking people suffer from a 'withdrawal syndrome'.

While the number of teachers required for white schools will decline during the next 40 years by at least 10 000, an extra 250 000 teachers will be needed for black schools by the year 2020. A massive teacher education programme will be necessary to supply this need.

FIGURES providing an educational profile for 1980 produced by the Urban Foundation show that 48% of the total black population have had no formal education. 38% reached Standard Five, 13% were in Standard Six to 10 and fewer than 1% had diplomas or degrees.

The thousands of black children who have had either no education or dropped out of the system constitute a national problem which demands immediate attention. A draft report of the Urban Foundation claims that in any given year the number of black children who leave school before becoming literate is greater than the number who leave school having achieved literacy.

There is virtually no provision for the education of the 336 000 illiterate black children who left school in 1981 nor for the unknown number of children who have never attended school.

One solution would be to provide non-formal education which would cater for the needs of those who require basic or compensatory education, literacy programmes, in-service educa-

tion, retraining and the up-grading of qualifications.

I am not suggesting that you should neglect the needs of English education where there is still a shortage of well-qualified teachers, especially in rural areas of the Transvaal.

In the platteland, English-speaking teachers are in a minority even in schools where English is the medium of instruction.

To many South Africans, English education means English-medium white schools only. It is significant however that this concept of English education is now being challenged. It has been asserted that to focus on the needs of English education is another form of racism and reveals ethnic prejudice and that we are not justified in seeking a separate educational identity.

To seek to maintain a separate identity for English education would be fatal for progressive education in South Africa; we must encourage the development of a South African culture, which will embrace a wider community.

I RECOMMEND that you should study what has been called the 'English debate'.

A newspaper's leading article summed up the position:

"The remedy lies largely in the hands of the English-speakers themselves. Passivity will ensure their extinction. Narrow sectionalism will hasten their further decline. They must stand up and be counted — not as a 'group area' but as caring South Africans — if they want their voices to be heard, their rights to be respected and culture preserved."

© Former JCE rector Professor

A N Boyce:

To be pure or to be pragmatic?

US aid for black schooling in SA

ONLY one in ten black students who wrote matric last year passed it well enough to earn university entrance, according to a soon-to-be-published report.

Nobody denies there's a problem. It's the solution that causes the controversy.

Ask 10 people how to teach black students well enough to get them through matric and you'll get 10 answers.

How's this, for a start: write a set of short study guides using questions drawn from actual matriculation examinations; show the students what concepts they'll have to know in order to pass the exam, and make sure they know them before they can pass on to the next guide.

At the same time, train tutors in guiding scholars who are working with the guides, which are focused on three critical areas: English, science and maths. And be sure everyone understands the study guides are a supplement to — not a substitute for — schoolwork.

It was a group of American academics expert in compensatory education who devised the scheme. They came out to South Africa originally to hold workshops in English-language universities. While here, they talked to nearly every black community leader, every well-known name in the country. They figured they knew both what was needed and what the people wanted.

However, when they went home earlier this month, they might have been forgiven for believing they'd got in over their heads.

For what they produced — at a cost, so far, of well over R1-million — has stirred up a hornet's nest.

They have been accused of everything from cultural imperialism to typographical errors.

They have been told they have chosen the wrong matriculation exam on which to base their study guides; that they devised the guides in isolation — which is to say in San Diego, California, where they are based, and not in South Africa; that their understanding of English as a second language is sadly lacking; and that, although they have been spending weeks in the country every year since 1980 just looking for advice, perhaps they did not speak to enough people.

"We've learned a lot," says the unsinkable Dr Kenneth Majer, president of Consulting Group, Incorporated (CGI), which devised the guides.

"It's been difficult in terms of the politics, so many people with so many points of view. People have threatened to walk out of meetings because another group was there. It's a minefield. This is our first overseas project, and it's a heck of a training ground."

In one meeting, he told the gathering the programme was apolitical. A member of the meeting crossed the floor to explain his error to him.

"Right," says Dr Majer. "We've learned there is nothing apolitical in South Africa."

There's probably nothing apolitical about US aid either, whether one is referring to the hard cash or the US government department that dispenses it, the Agency for International Development (AID). The AID offered

The release of black matriculation results is imminent. BARBARA LUDMAN writes about a programme designed to improve the success rate



DR KENNETH MAJER... "We've learned a lot."

Consulting Group R926 500 in grants to devise a pilot programme. AID apparently liked what they saw because in September they signed a contract with the company for an additional R2 250 000.

The contract was approved by the US Congress, and the money has transatlantic-length strings, including a Congressional prohibition on working directly with any agencies that receive funds from the South African Government.

That means no universities. It also means no links with the Department of Education and Training.

It means working with what Majer calls "the non-formal sector": anything from community leaders to those privately-financed institutions, like Sached and the Institute of Race Relations, that offer educational programmes.

Although designed for after-school study, the pilot run of 50 different study guides for Standard 10 students was tested by the Urban Foundation in Kwa-Zulu classrooms. Student and teacher comments are due for publication in February.

But before field testing began, the Urban Foundation sent the guides out to experts in the field, and their comments were published earlier this year.

The UF experts found mistakes in the science and maths guides negligible — mostly a few typographical errors and "Americanisms".

But the English guides — while called, in sections, "valuable" and "outstanding" — came in for a measure of criticism.

"It appeared as if the only examination papers made available to the authors," reads the UF report, "were those of the Joint Matriculation Board (JMB) while almost all black schools write the National Senior Certificate (NSC) examinations."

"Comparison of available examination papers revealed significant differences in the types of questions set in both examinations. This discrepancy between the two sys-

tems poses a dilemma. Although the JMB examinations and syllabi probably come close to university requirements, preparation for the JMB might disadvantage students preparing for the NSC."

The ordinary Senior Certificate exam is written by most black scholars. The rejection of that exam in favour of the purportedly higher-grade JMB — written mostly by students in (white) private schools or scholars, black or white, studying privately — was not an accident.

"We asked formal and non-formal educators and community leaders: 'Where is the biggest problem?'" says Dr Majer. "They said 'matric' — and they made it clear they didn't want to have another second-rate programme designed by whites for black students. It was our mandate: write the programme for the JMB matric."

A South African academic who has worked on the programme says any student who can get through the proposed study guides will "walk" the National Senior Certificate. Dr Majer isn't so sure.

"We can't say anybody who can pass the JMB can pass the Senior Certificate, because they're two different exams," he says. "But we are trying to give students an opportunity to achieve the highest standard in the land."

Local critics question whether the level of the language used in the study guides will help students all that much.

See if you can understand the following explanation (from the pilot study guide Poetry I: Figurative Language): "To explicate means to make something explicit. The meaning of poetry is implicit; it is hidden behind figures of speech. In reading poetry we must make those implicit meanings explicit by analysing figurative language, searching for the connotations and images, and identifying relationships between words."

Dr Majer argues that students writing JMB will have

to understand that kind of language.

At the same time, he has taken the Urban Foundation criticisms to heart, as well he should. The solution he and his team devised — in isolation, in San Diego — may sound odd, but given his mandate, it's a master stroke.

Instead of rewriting the study guides, they have developed something quite different: larger-format, more easily-written Concept Development Worksheets for Standard 8 pupils — designed to bring students up to the level at which they are able to understand and use the matric study guides.

Dr Majer and his team were going full steam ahead on the new Std 8 worksheets when they came out to South Africa last month. Several pilot worksheets had been written, with the aid of a variety of people, including visiting South African academics.

Dr Majer was so enthusiastic about the worksheets he was talking about writing a set for every standard, from lower primary on up — a plan that could change the direction and the record of black South African education.

That was the plan — but it may well be scrapped. There were some South African educationists who weren't nearly as interested in the worksheets as they were in the study guides. Critics of the programme concentrated on the guides — and some stressed a few minor points, like where the tutors will be trained.

And so it is the minor points which will get the attention and the study guides that will get the funds — if AID, whose money is being spent, approves a change in the contract.

The study guides will be "fine-tuned and cleaned up" — although they will remain at JMB level.

There will be an occasional and temporary exchange of professional staff between CGI and a South African non-profit, non-formal educational institution, to counter charges that the guides are being written in isolation.

It will all take more money. If Dr Majer doesn't get it, there won't be 150 different Worksheets written at Std 8 level. There will only be 100. As for the rest of the ambitious project: it's up in the air.

"These are pilot programmes. There should be problems with them," says Majer. "We came on this trip with an open mind, to talk to as many people as possible."

"This is a fractionalised society and there are many interest groups. We have made every accommodation people have asked for," then adds "You can't satisfy every academic in every university."

"I have been discouraged periodically, but I'm not discouraged now," he said the day before he left for America.

He is well aware of the importance of his project.

"There is going to be a shortage of trained people in this country," he says. "South Africa is running out of whites."

50 **RURAL SCHOOLS**

FM 30/12/83

In recent years much attention has been focused on the needs of urban black schoolchildren — and much less concern has been expressed about the plight of black youngsters in rural areas.

A superb example of how the schools shortage in rural areas can be alleviated, through a combination of community action, government and private sector involvement, is provided by the Eshowe Christian Action Group of Zululand. A non-racial, ecumenical body which has no paid staff, it has built 138 classrooms — for more than 7 000 children — during the past four years.

Its efforts have been warmly commended by homeland leader Chief Gatsha Buthelezi. It is also able to provide documentary evidence of donors' satisfaction with the way in which it keeps an extremely tight control over funds and the efficient way in which building projects are managed.

Guy Chennells, chairman of the group's finance committee, says a classroom now costs about R6 000. Parents raise R1 200 before any start is made on such a project. A sum of R2 500 is contributed by the KwaZulu education authorities, while a further R3 500 is sought from private sector sponsors. So far, a wide array of companies have given money. The Ford motor company has been a particularly generous donor.

"Commerce and industry are helping," says Chennells. "Our classrooms are named after our donor firms. We do not accept cash until a prospective donor has seen what we have done, are doing and hope to achieve in the future." He says a further 80 classrooms are urgently needed during the coming year.