

EDUCATION — SECONDARY SCHOOLS

1992

JANUARY — MARCH

Another 'open' school bombed

52

Sowetan 2/1/92

GRACE RAPHOLO and Sapa
SIX bomb blasts rocked and nearly demolished a nonracial Nelspruit high school in the Eastern Transvaal early yesterday, causing damage estimated at R2 million.

Nobody was injured at the Lowveld High School according to Eastern Transvaal police

● To page 2

School blast

From page 1

spokesman Captain Drigs de Vries. The school recently adopted Model B, which allows the former whites-only school to open its doors to students of all races. Sowetan 2/1/92

"No-one has claimed responsibility, and it is not clear who the culprits were," De Vries said.

The bomb blasts, which went off around 3am, left the school's foyer shattered and blasted away sections of the sports pavilion, Nelspruit resident Mr Glen Retief said. He added that "the bomb blasts caused extensive structural damage and loss of equipment. Broken glass was strewn all over the property and walls, roofs, and doorways were wrecked".

The school planned to admit about 40 black pupils this year, a development which had "provoked a vocal and angry response in some quarters of this conservative town".

The bomb blast is the third on previously "whites-only" schools since July last year intending to admit black students.

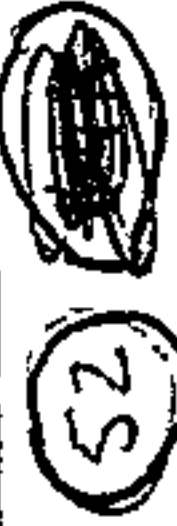
The first bomb blast was at Pretoria's abandoned Hillview High School on July 15.

About R800 000 damage was caused to the school, which at the time was being renovated for use by 700 children of ANC cadres from Tanzania.

R2-m damage after 6 blasts rock Nelspruit school

Like 'war-torn Beirut'

STAR 2/11/92



By Monica Oosterbroek

Six explosions in the eastern Transvaal town of Nelspruit in the early hours of the new year caused damage estimated at more than R2 million to a multiracial government high school.

No one was injured in the attack on Lowveld High School which devastated the school's foyer, hall and gymnasium and blasted away sections of the sports pavilion.

Police spokesman Captain Dries de Vries said no one had claimed responsibility for the attack.

The attack, which has horrified residents in the town, follows the school's decision to adopt the Model B education system and admit 40 black pupils this year.

The conservative management of councils of some high schools have reportedly threatened to withdraw from interschool sports functions if black pupils take part.

According to Transvaal Education Department rules, a school refusing to play a mixed-race team has to withdraw from official sports events and lose its provincial status.

Lowveld High's headmaster, David Gray, said his school had refused to back down on the issue and looked forward to including black pupils in the school's sports teams.

The attack came as a nasty surprise for Mr Gray, who lives on the school's property and was one of the first to arrive at the scene.

"Police were at the scene very quickly and they cordoned off the block while they searched for more explosives," he said.

Witnesses described the scene as devastating.

The doors of the foyer



Ripped apart . . . inside the Lowveld High School after the bomb attack.

were blown to pieces and debris was scattered all over the property.

Most of the windows were shattered and the walls had collapsed.

The gymnasium and ex-

pensive equipment were destroyed and the school hall badly damaged.

The grandstand at the sports pavilion, once the pride of pupils and parents, was blown to bits and is now

an empty structural shell.

Chairman of the school's management board Chris Goosen said the school resembled pictures from war-torn Beirut.

Dr Goosen, who has two

Picture: Richard Wilson

daughters attending the school, said an overwhelming 96 percent of parents had voted to adopt the Model B system. He doubted whether any of these parents would be bullied into changing

their stance by "cowardly acts of terrorism".

"The attacks were pointless and those responsible have gained nothing. They are doing nothing to promote the interests of this country," he said.

The explosions reverberated around the town, shaking people out of their beds. Norman Salhab, who lives two blocks away, had just got into bed after New Year celebrations when the explosions rocked his house.

Mr Salhab and his son, a matric pupil at the school, waited until daybreak before investigating.

"I don't know why people want to attack the school. It's senseless," he said, speaking for many other people interviewed by The Star.

The TED and the Department of Public Works will meet later in the week to discuss increased security measures. However, the school will open as usual on January 6.

Police are investigating the possibility that yesterday's blasts were connected to similar explosions at the Sabie Magistrate's Court on Saturday.

Kaizer Nyatumba reports that the ANC yesterday strongly condemned the bombings at Lowveld High. ANC spokesman Gill Marcus said her organisation "condemns the bombings unequivocally".

The bombings, Miss Marcus said, showed that much work still had to be done to re-educate the entire population.

She said she could only repeat what ANC president Nelson Mandela had said in his New Year message: that all South Africans had to come together and talk to one another.

Miss Marcus said actions such as the bombings could generate an angry response from some quarters, and were thus to be avoided.

Violence likely to affect E Rand matric results

STAR 2/1/92

By Abel Mabelane
East Rand Bureau

(52)

Matric results at East Rand schools are likely to be poor because of the violence which hit the area last year.

The highveld region of the Department of Education and Training has expressed reservations about obtaining good matric results this year.

A spokesman said more than 60 percent of the East Rand matrics lived in Tembisa, Katlehong, Vosloorus and Tokoza, which had the largest number of secondary schools in the region.

"There were few periods since the beginning of last year when these townships

had not been declared unrest areas," the spokesman said.

"There could therefore be no normal education in an abnormal unrest-related situation."

He added that unlike in other townships which had few secondary schools, there were nine secondary schools in Tembisa, eight in Katlehong, seven in Vosloorus and six in Tokoza.

The spokesman said that at the Landulwazi Comprehensive School in Tokoza there was no electricity for almost nine months and pupils had been adversely affected. This would definitely affect the total pass rate of pupils in the region.

Plea to teachers

SONETAN 6/11/92
ON the eve of the release of matriculation results and the re-opening of schools, the Black Educationists Convention has appealed for renewed efforts to educate black children.

Becon convener Mr Kholofelo Mashabela said in that black teachers and other educationists had to guard against "irrational actions" such as strikes by teachers which harmed pupils. Problems in education would continue until blacks were liberated. *Sapa.*

Educationists paint gloomy picture

Matric results in Sowetan tomorrow

Then worst

Matric fears (52)
Sowetan 6/1/92

From page 1

most answer sheets were left blank... He also blamed violence for school disruptions... The chairman of Science and Engineering Academy of South Africa, Dr Gordon Sibuya, predicted that the results would be "slightly worse than last year"... He said he did not expect more than 30 percent of the pupils who wrote to pass because of the disruption at schools by unrest, Government policy and black political activism.

THE Department of Education and Training's matric results for 1991 will be as disastrous as those of the past years - if not worse.

This was the unanimous view of educationists and education organisations interviewed by *Sowetan*.

The names of the successful candidates are to be released by the

BY PHANGSILE MTSHALI

DET to schools today.

They attributed their grim predictions to the breakdown of the learning culture in black schools and to the DET's inefficiency.

However, DET spokesman Mr Corrie Rademeyer yesterday refused to comment on predictions by the educationists, saying the black matric results issue was "not a soccer match".

"It is not a good thing - and it is

not responsible - to create speculation about the pass rate, it's too important. The best thing is to wait for the results, look at the trends and then all of us will be able to make a greater contribution," he said.

The chairman of the Soweto Education Co-ordinating Committee, Mr David Maepa, said he did not expect more than 12 percent of the successful candidates to obtain a university entrance pass and an overall pass rate of more than 23 percent.

"Our predictions are based on research we've conducted into pupils' year marks at schools," he said.

An official of the South African Democratic Teachers Union, Mr Oupa Mpeha, said: "We are not expecting any surprises compared to the past. Matric results will be poor."

"A major problem is that pupils were not interested to learn. We found out from the markers that

● To page 2



These children were among the many brought by parents to Orange Grove Primary School in Johannesburg on Friday for interviews in the hope of enrolling them in government's first multiracial school. Picture: BRIAN HENDLER

Security tightened at multiracial schools

B10cuy 6/1/92

VERA VON LIERES
and GAVIN DU VENAGE

STEPS had been taken to tighten security at the first three multiracial government primary schools opening this week, education authorities said at the weekend.

This follows the recent spate of bomb attacks on schools in the Transvaal which have admitted pupils of all races. Police believe right-wing extremists are responsible for the blasts.

Transvaal Education Department (TED) executive director Ken Paine said Orange Grove, Malvern and Troyeville primary schools, which are reopening this week as Model D schools, had planned "very carefully for any possible terrorist attacks".

In terms of Model D, registration is open to all races without quota restrictions.

Orange Grove Primary School headmistress Margaret Greve said on Friday although the school was "concerned" about the possibility of right-wing bomb attacks, it was unlikely to deter applicants. She said steps were being taken to protect the school.

The three Johannesburg schools began registering and screening pupils on Thursday and final enrolment is expected to be completed today. Each school will enrol 420 pupils.

Paine, who last week took over as the TED's new head, said the department had an "emergency plan" for school security

and a security committee met once a month to assess the situation at schools. Multiracial schools had applied the plan for some time and it was not a direct response to the recent wave of attacks.

Some communities had expanded security at their schools by putting up fences and hiring guards.

The emergency plan "means working in co-operation with the civil defence and security forces in the event of any threat" and could consist of evacuation exercises. The main concern was the protection of life.

So far there was no plan for the extension of Model D to secondary schools. The first step was to make a success of the three Model D primary schools, Paine explained.

Greeve said enrolment at Orange Grove on Friday was "hectic, but just what we were hoping for".

The majority of children lived in Alexandra and Soweto. However, many inner city parents, who were paying high fees at private schools, were also making the most of the opportunity.

Despite the multiracial tag, the vast majority of children were black.

Disappointment greets low matric pass rate

STAR 1/1/92

By Carina le Grange

Politicians and educationists yesterday expressed disappointment with the black matric results, but noted cautiously that there had been an improvement. This was ascribed by some to less disruption at Department of Education and Training schools during 1991. However, the ANC blamed the DET for the poor results and PAC publicly secretary Barney Desai said the pass rate once again reflected the "terrible" legacy of apartheid education, the appalling conditions at schools, overcrowding in classrooms and the high pupil-teacher ratio.

Diparity

National Education Co-ordinating Committee general-secretary Itron Rensburg blamed the poor results on the racial disparity in the provision of education. He laid the marginal improvement over 1990 was due to the continued commitment by pupils and teachers. "Clearly, the black matric results cannot be compared to the more than 95 percent pass rate in white education precisely because of the ongoing and glaring racial disparities in education provision," Mr Rensburg

But results better than those for year before

Mr Desai said the results painted a "dismal picture". "The prevarication over model A, B and C schools to stall a unified education system must take equal responsibility for these appalling results. "There are more than 200 empty white schools which must immediately be put to use on a common basis for all children of citizens of this country. "Any marking of time to get an integrated system going is going to result in similar passes for this year," he said.

ANC administrative secretary Lindiwe Mandla said a complete overhaul of the educational system was necessary. While problems such as stayaways could be blamed for the low pass rate, it was the ANC's view that this issue had been used to hide the more fundamental problems of education and the need for restructuring, he said. National Party Transvaal information director Piet Coetzer said it

was necessary to look at quality as well as quantity.

He welcomed the significant improvement in university pass rates. The results reflected the decrease in disruption at schools. "Hopefully we have now reached the turning point in black education," he said.

Democratic Party education spokesman Roger Burrows said the pass rate was still "appalling" but it was pleasing to note the dramatic increase in exemptions gained.

Attitudes of the DET and pupils would have to change to facilitate improvement, he said.

Problems

In its reaction, the Conservative Party yesterday warned that "increased" resistance could be expected towards integration in schools.

CP education spokesman Schalk Pienaar said: "The white nation does not want the problems of black education to become its problems."

He said the single education system envisaged for the new South Africa would "undoubtedly" cause the problems of black education to flow over to white education, which would lower standards and lead to a decrease in trained manpower and an increase in unemployment.



Fewer disturbances... Improved matric results in a year of decrease in class disruptions.

Leaks: 10 to appear

By Helen Grange Pretoria Bureau

Ten people, arrested in connection with the leakage of DET exam papers in the Natal/KwaZulu area in October, are to appear in court soon.

In its investigations into the leakage of up to 12 matric papers at the end of October, the DET found this was caused by the irregular conduct of an officer responsible for the safety of the papers.

It was originally thought that only four question papers were

Joy of being one of the brightest

By Montshwa Moroke and Zingisa Mkhuma

The Star traced two of the Natal pupils listed among the DET's 20 best matriculants. One of them was Mondli Madlala (18) from Mariannhill High School, Durban, who obtained distinctions in mathematics, physical science and biology.

Mondli (18) of Elands-kop, near Maritzburg, could not contain himself when The Star broke the news to him. He said repeatedly: "Oh, thank you very much."

He added: "I feel great. I have been expecting it. I just felt it as I was writing the exams because I worked very hard, especially in mathematics and science. As I was writing, I kept on marking my paper."

"But most of all I have the teachers to thank. They really pushed me. I am grateful to them."

Mondli, whose mother is a nurse and father a chef, said he had been offered a bursary by Unilever to study electronics at the University of the Witwatersrand.

Another pupil who passed with flying colours was Thandeka Judith Ngethu (17) from Inkamana High School in

Vryheid. Thandeka obtained five distinctions — in mathematics, physical science, biology, English and Afrikaans.

The principal of the school, Sister Dorothea Derse, said: "She was a very good and conscientious student who pushed herself."

Sister Dorothea said Thandeka intended to go to medical school. Both her parents are working in the nursing profession.

Only one Johannesburg pupil, Mandla Jacob Nhlapo, appeared in the DET's top 20 list of pupils who obtained distinctions in last year's matric exams. Mandla, from St Enda's in Johannesburg Park, obtained a distinction in English second language, higher grade.

Soweto pupil Itumeleng Boikanyo (16) received distinctions in physical science and mathematics.

Itumeleng, a pupil at Thutolore High School, studied part-time at the Science and Engineering Academy of South Africa (Seasa) in the city.

Seasa chairman Dr Gordon Sibiya said Itumeleng had come first in all his exams since he started with the academy in 1990.

DET blames violence, intimidation for poor results

Black matric gloom

Star 7/1/92

By Helen Grange
Pretoria Bureau

(52)

More than half of the black candidates who

wrote the 1991 matric examination failed, according to figures released by the Department of Education and Training yesterday, although the 39,2 percent pass rate was slightly higher than the previous year's 36,4 percent.

The dismal pass rate could be directly attributed to ongoing disruptions through violence and intimidation that continued to inhibit pupils' performance, DET director-general Dr Bern-

hard Louw said yesterday.

Lingering effects of the defiance campaign — launched primarily by teachers in 1990 — were still in evidence, he said.

Dr. Louw said pupils and teachers from certain schools persisted in preventing principals, circuit inspectors and subject advisers from rendering essential professional, supportive and managerial services.

"Since 1976 (when township riots broke out), much damage has been inflicted on education, and this will retard the process of recovery for years to come.

"Many candidates reach Std 10 without a solid educational foundation." He said some schools lost

up to 70 school days in 1991 because of absences, while low attendance, late arrivals and early departures (sometimes after only two hours) occurred frequently.

Book shortages, vandalism, arson and pilfering had also resulted in many schools not being suitable for education.

A total of 107 830 out of 287 950 candidates passed the 1991 examination, compared with 81 746 passes out of 233 411 in 1990.

The slight improvement in 1991 has been attributed to better co-operation between the DET, principals and teachers, the availability of subject advisers and study guides, sponsored TV programmes and parental invol-

vement in school activities.

Of the successful candidates, 79 779 obtained the Senior Certificate, and a further 28 051 met the requirements for the Senior Certificate with university entrance. This also represents a slight improvement on last year when 63 349 candidates gained a Senior Certificate and 17 397 achieved university entrances.

A total of 1 364 A symbols were obtained in individual subjects and 548 candidates got A symbols in English, second language (higher grade).

Other distinctions were 41 A symbols in mathematics (HG), 17 in mathematics (standard grade), 52 in physi-

cal science (HG), 16 in biology (HG), 46 in biology (SG), 132 in economics (HG), 69 in economics (SG), 14 in Afrikaans, second language (HG), 20 in history (HG) and 59 in history (SG).

DET schools showed a general improvement in their results. The only drop in standard was in the northern Transvaal region.

Results released for the six self-governing territories and Bophuthatswana, Venda and Ciskei, however, reflect higher performance standards in the homelands — and in Natal — than at Transvaal DET schools.

A pass rate of 100 percent was achieved in five Natal schools, two Lebowa schools and two Kwazulu schools.

The Siloe School for the Blind in the northern Transvaal and Pica Pau High School in Diamond Fields also achieved 100 percent pass rates.

Only one Johannesburg candidate — Mandla Jacob Nhlapo — gained a distinction in English, second language (HG).

Candidates who have complied with certain minimum requirements may register for one of two supplementary examinations due to be written in March and in May/June.

Candidates who attained a 25 percent aggregate or were ill during the November exams qualify to write. ● More reports — Page 7.

Another bad year

Not good enough

Comment by The Editor

THE good news is the matriculation results for 1991 are a fraction better than the results for 1990. The bad news is we simply cannot go on like this. The national percentage for black matriculant passes this year is 39 while in 1990 it was 36. The crucial factor in pursuance of a new South Africa seems to be the imbalance of resources. The matriculation results show up this anomalous situation quite dramatically. These results show the shameful way in which apartheid has dehumanised blacks and turned them deliberately and systematically into failures. For about the umpteenth year the difference between the results for the two races is a scandal. South Africans have to wake up to the truth that this seeming anomaly of an educational situation - which is re-

garded as the stepping stone to a future career - is just not acceptable. The worst thing about this is the country's parlous economic situation. It is going to be a miracle for white and black matriculants to find jobs or university places. The stranglehold that this has on the country will result in the heightening of socio-political problems. In other words, we are certain to see an increase in violence. It is inconceivable to imagine the peaceful process to a new South Africa succeeding under these circumstances. A priority in the transitional period is the unilateral declaration by all parties involved in the process in support of one educational system for the children of South Africa.

South Africa
7/11/92
(S2)

By MONK NKOMO

A TOTAL of 107 830 pupils passed the final matric examinations, registering a pass rate of 39,2 percent - a slight improvement on last year's results.

Speaking at a Press conference in Pretoria yesterday, Department of Education and Training director-general Dr Bernhard Louw said 79 779 of these candidates passed the Senior Certificate examination, which represented an increase of 24 percent over last year.

Pass rate

Last year's overall pass rate was 36,4 percent.

An additional 28 051 senior certificate candidates obtained a university entrance pass.

"This represents an increase of 61,2 percent on 1990," said Louw.

Results of 12 777 candidates were still outstanding. About 287 950 full-time candidates sat the examinations in 1991 compared with 233 411 in 1990.

● To page 2



A pupil at Etwatwa High School on the East Rand, Moses Beardman (17), is congratulated by his sister Portia (22) after passing matric with a distinction in English. Pic: LEN KUMALO

Interviews, background ● See pages 2, 6, 7 and 8

Prescribed
UNISA
stockist.

All the prescribed books you need.

Campus

Course and off-course reading.

Monday - Friday 08h 30 to 17h00
(Saturday 08h 30 to 13h00)

Cnr. Bertha and Ameshoff str.
Braamfontein

tel: 339-1711. Fax: 339-7971

P.T.O.

Another bad year

Sawyer 7/11/92 (S2)

● From page 1

Of the 82 220 candidates who wrote at DET-controlled schools, only 30 443 (38,6 percent) passed. The pass rate in the Northern Transvaal, where Louw said several schools were disrupted, plummeted from 44,3 percent in 1990 to 41,9 percent last year.

The pass rate in the schools under the Johannesburg region, which comprises Soweto and Alexandra, was 31,5 percent as against 26 percent in 1990.

Of the 31,5 percent pupils who passed in the region, 7,6 percent of them gained a university entrance pass - an increase of 2,6 percent on last year's figure.

Louw said the number of successful candidates under the DET increased by 13 045. The number of candidates who attained university entrance increased by 97,3 percent and those who attained senior certificates increased by 68,7 percent.

In the Free State where the disruption of education was "severe" in 1990, the number of successful candidates increased by almost 215 percent, said Louw.

The number of successful candidates increased by 87,7 percent in Johannesburg, 102 percent in the

Diamond Fields, 85,6 percent in the Orange-Vaal region and 75,7 percent in the Cape.

Commenting on the disruption of classes throughout the year, Louw said: "Those persons responsible for launching the defiance campaign obviously did it for personal or political gain. Nobody benefitted, while thousands of pupils had to suffer for it."

Louw said teachers would this year be encouraged to be faithful to the tenets of their profession. He said results had already been sent to all the regions, including schools in Ciskei, Bophuthatswana, Venda and Lebowa. Candidates can collect their results at the centres where they sat for the exams.

Amid fears that last year's results would be the worst, Louw said: "It is clear that the results of 1991 are considerably better in most respects than those of the previous year."

A total of 1 864 A symbols were attained in individual subjects and the number of candidates who attained an average A symbol had increased from seven in 1990 to 19 in 1991.

Louw said the number of candidates who attained university entrance and the Senior Certificate had increased by 10 654 (61,2 percent) and 15 430 (24 percent) respectively.

Bleak matric results a legacy of the past

Sowetan 7/1/92

52

FEARS and gloomy predictions about black matric results this year have been proved correct.

To many, this will not come as a surprise. Educationists, community and political leaders conceded as early as last year that the intensive learning and teaching campaign, called and supported by all black education and political organisation, was a flop.

Adding to the general breakdown of discipline and of the learning culture at schools was the Department of Education and Training's intransigence when dealing with demands to "normalise black schooling and to provide essential material".

Activists also contributed in bringing education into further disarray. Weeks were spent out of classrooms while pupils and teachers marched, protested and staged sit-ins at various DET offices.

More days were lost as those apprehended in these protest actions were shunted in and out of the courts while the DET suspended and fired teachers without making provision for effective education to continue.

Political violence also contributed greatly.

Classes were disrupted as scared teachers and pupils ran for their lives from marauding mobs who were terrorising most of the Reef townships last year.

However, not everything was lost in the 1991 school year - except valuable learning time.

The Schools For All Campaign scored a victory when the Government buckled under pressure and handed over empty



white schools to black education departments.

The greatest victory was the reopening of Orange Grove Primary School in Johannesburg as a completely integrated public school this year, probably the first in the Transvaal.

In addition, a number of other redundant white schools were handed over to the education departments in the House of Delegates and in the House of Representatives.

The gamble of education activists and the sacrifice of black children's education have paid some dividends but the full effect of the negative consequences are reflected in 1991 matric result, which has been described as "disastrous":

The release of matric results for black pupils has always been a sad tale. There were years when results were delayed till well into

the new year "because computers broke down".

Then came the human element when markers were not diligent because of the pay.

This seems to have been brought under control but black matriculants still have to wait until a day before schools open.

It is only then that they can plan their future and of those who fail, the chaos of "the following year" begins as they run from one school to the next trying to be admitted.

In the past 10 years the DET matric pass rate has fallen from 55 percent to about 36 percent, which has been interpreted by many as DET's failure to be the custodian of black education.

This loss of confidence in the department led to calls for the total overhaul of the country's education system.

The struggle to revamp the system has not been won but the call for the resignation of Dr Stoffel van der Merwe as the Minister of Education and Training bore fruit when he resigned to be general secretary of the National Party in August.

The Government, eager to prove its commitment to the new South Africa, released two documents with propositions to revamp education.

The first was the Education Renewal Strategy, which was immediately dismissed as not addressing the heart of the education crisis. It was unveiled towards the end of 1990.

The co-convenor of the Curriculum Research Group for the National Education Policy said the ERS was the Government's

attempt to control education at the time of political transition.

The ERS, distributed to interested parties, was rejected by many because "the Government saw education as a technical problem while it paid scant attention to the political demands that have characterised education for more than a decade.

Another document, titled A Curriculum Model for Education in South Africa, was released in November 1991 and also tabled for interested parties to discuss. It proposed seven years compulsory education and emphasised a shift to technical education.

It also proposed that Afrikaans should be compulsory at least for three years in secondary school. And that earned it its first rejection.

Azanian People's Organisation's head of the education secretariat, Dr Gomolemo Mokoae, warned: "The uprising (against Afrikaans) by courageous students of Soweto '76 should indicate to the powers-that-be that the black majority has the capacity to torpedo any racially inspired programme to force any language down our throats."

The latest discussion document, which would be implemented in 1995 if all goes well, was prepared by the Committee of Heads of Education Departments (Ched).

But, like the ERS, the black community does not seem to have been consulted or represented in putting the proposals together.

Another poor year for black matriculants

Blouay 7/1/92

52

PRETORIA — Black matriculants recorded another set of dismal results last year, with the 39,2% pass rate announced yesterday prompting renewed calls for urgent reform and unification of SA's education system.

Department of Education and Training (DET) director-general Bernhard Louw said 107 830 full-time candidates passed the 1991 matric examinations in SA and the self-governing homelands, Ciskei, Bophuthatswana and Venda — an increase of 32% over the previous year. Some 12 000 results are still outstanding.

The number of students sitting for the exams increased from 233 411 in 1990 to 287 950 — a 23% increase. Louw said the results were "considerably better in most important respects" than those of 1990. In 1990, 36,4% of pupils passed.

A total of 79 779 obtained the DET's Senior Certificate and 28 051 university exemption.

The latter figure was 61,2% higher than in 1990. There were 1 864 distinctions with 19 candidates achieving an A average, up from seven in 1990.

The results were worst in Soweto and Alexandra with a 31,5% pass rate despite the number of successful candidates in these two townships increasing by 87,7%.

National Education Crisis Committee general secretary Ihron Rensburg described the results as "extremely disappointing" as a majority of candidates again failed outright.

JONATHON REES

He said with Transvaal white matriculants achieving a 97% pass rate last year, government had clearly done nothing substantial in the past few years to address the crisis in black education. He said the record of dismal results would continue unless major structural changes were rapidly implemented.

The attitude and commitment of the apartheid bureaucracy, the continued existence of racially separate education departments, spending inequality and problems in the management of black schools all needed urgent attention, Rensburg said.

However, Sapa reports, he said the marginal improvement in results was an indication that the culture of learning in the black community was in a better state than anticipated.

DP education spokesman Roger Burrows said while the overall results were still appalling, his party was pleased to note a significant increase in the number of distinctions received.

Burrows said there was a real danger that with high unemployment levels black communities would begin to question the worth of education, when even matriculants could not find jobs.

Sacob chief economist Ben van Rensburg warned yesterday that only 7% of successful black matriculants were likely to find employment in the formal sector.

□ To Page 2

Matriculants

Blouay 7/1/92

52

□ From Page 1

He said the large percentage of failed students expected to repeat the year would add to the already enormous pressure on black educational facilities.

And the increased number of matriculants would place a heavy burden on technikons and universities.

Government should investigate the creation of more part-time educational facilities, like Unisa, Van Rensburg said.

Sapa reports the SA Democratic Teachers Union (Sadtu) said in a statement: "The poor conditions under which students learn at school have not improved substantially in 1991. Books once again arrived late, overcrowded classrooms were the order of the day, poor facilities and lack of effective resources have persisted.

"The education of our children will not improve dramatically under an ethnic department like DET."

CP spokesman for black education Schalk Pienaar said the results showed problems in black education were far from over and were likely to increase resistance among conservatives to the integration of schools. He said a single education system

would cause black educational problems to flow into white education, with a resultant lowering of standards and a growing lack of properly trained manpower.

The ANC said the 1991 results showed the government had made insufficient progress in addressing the gap between white and black education. State spending on white education is still almost four times more than that on black education.

Louw said the slight improvement in the results was because the DET had made study aids available to pupils and had inspectors and subject advisers on call to aid teachers. The department had also sponsored televised educational programmes in the three months before examinations.

Township intimidation and violence had, however, contributed to most failures.

Unrest and educational instability since 1976 meant many pupils reached matric without a sound educational grounding, Louw said.

Some schools had lost up to 70 teaching days and low attendances had also contributed to the unsatisfactory results, he said.

● Picture: Page 3

Cape up 10%

By BRONWYN DAVIDS

BLACK Cape matrics have come out tops in the DET exams, raising their pass rate by 10% — but in another leak year nationally, over 50% of pupils failed.

According to the Department of Education and Training results released yesterday, 107 830 pupils passed out of the 287 950 candidates.

The director-general of the Department of Education and Training, Dr Bernhard Louw, said the national pass rate increased by 2,8% to 39,2% compared with 1990.

Pupils in the Cape fared the best nationally with a pass rate increasing to 42,4%, 10 points higher than last year.

The number of pupils who received aggregates increased to 19 from seven while the number of exemptions

rose dramatically to 28 051 from 17 397.

A further 79 779 pupils obtained the senior certificate.

The National Education Co-ordinating Committee (NECC) general secretary, Mr Ihron Rensburg, said the 39,2% pass rate was not something South Africa could be proud of — but at least predictions of a new record low had not materialised.

He said the government should display the same courage as it did in the political sphere in addressing the problems in black education.

Dr Louw blamed the low pass rate on continued violence and intimidation in schools, and undisciplined teachers.

"There is evidence of candidates in many cases being prevented from giving the performance they are capable of by circumstances deliberately created by persons inside and outside the schools.

"In spite of urgent appeals by community and national leaders, pupils



DOUBLE JOY . . . There was twice the reason to rejoice in the Yemi home yesterday when 16-year-old Sharon (left) was declared the top matriculant and her twin sister Cheryl came fourth. Report — Page 3.

and teachers from certain schools and areas persisted in preventing principals, circuit inspectors and subject advisers from rendering essential professional, supportive and managerial services," said Dr Louw.

Besides the "defiance campaign" launched for "personal or political gain", many schools lost up to 70 school days because of absenteeism, attendances were less than 80%, and late arrival and early departure also marred the learning environment.

"Militant pupils created an impossible situation for teachers in some classrooms and on occasion teachers were threatened with knives and firearms and were not permitted to teach," he said.

The disruptions due to book shortages were a result of the pupils failing

Inside:

ALL DET RESULTS FOR W CAPE

See PAGES 5 — 7

to "take proper care of the books and to return them at the end of the year". (The majority of textbooks — 80% — for Cape matrics arrived only in May, while about 10% of the required books which had been "out of print" were delivered in the middle of the third quarter.)

Dr Louw said it was apparent that in some cases the exams were tackled by pupils who were totally unprepared.

"The inadequate motivation and professionalism of some teachers was apparent from their willingness to be absent from their classrooms, their failure to prepare for lessons and to give homework and their lack of personal discipline.

"A few schools lost up to 22 school days each as a result of teachers' strikes," he said.

The Cape had the highest pass rate of 42,4% compared with 31,3% in the PWV, 41,1% in the OFS, 39,9% in Orange Vaal and 41,9% in the Northern Transvaal region.

There were no Cape pupils in the top 20. The top pupil was Sharon Samukelisiwe Yemi of top school Sacred Heart Secondary School in Natal.

Local principals were thrown into a crisis as they will receive the results only later today, a day later than the Cape Times and newspapers throughout the country.

Sapa reports that the SA Democratic Teachers' Union said a comparison between the 39,2% pass rate for black schoolchildren and the 97%

To page 3

old narrows in DET results

for white children made clear the glaring racial disparities in education.

CP education spokesman Mr Schalk Pienaar said South Africa's whites did not want the chaotic problems of black education to become their problem and increased resistance against integrated education could be expected.

The executive director of Project Matric (Promat), Mr Larry Robertson, also said the DET should be scrapped, even before South Africa got a new constitution.

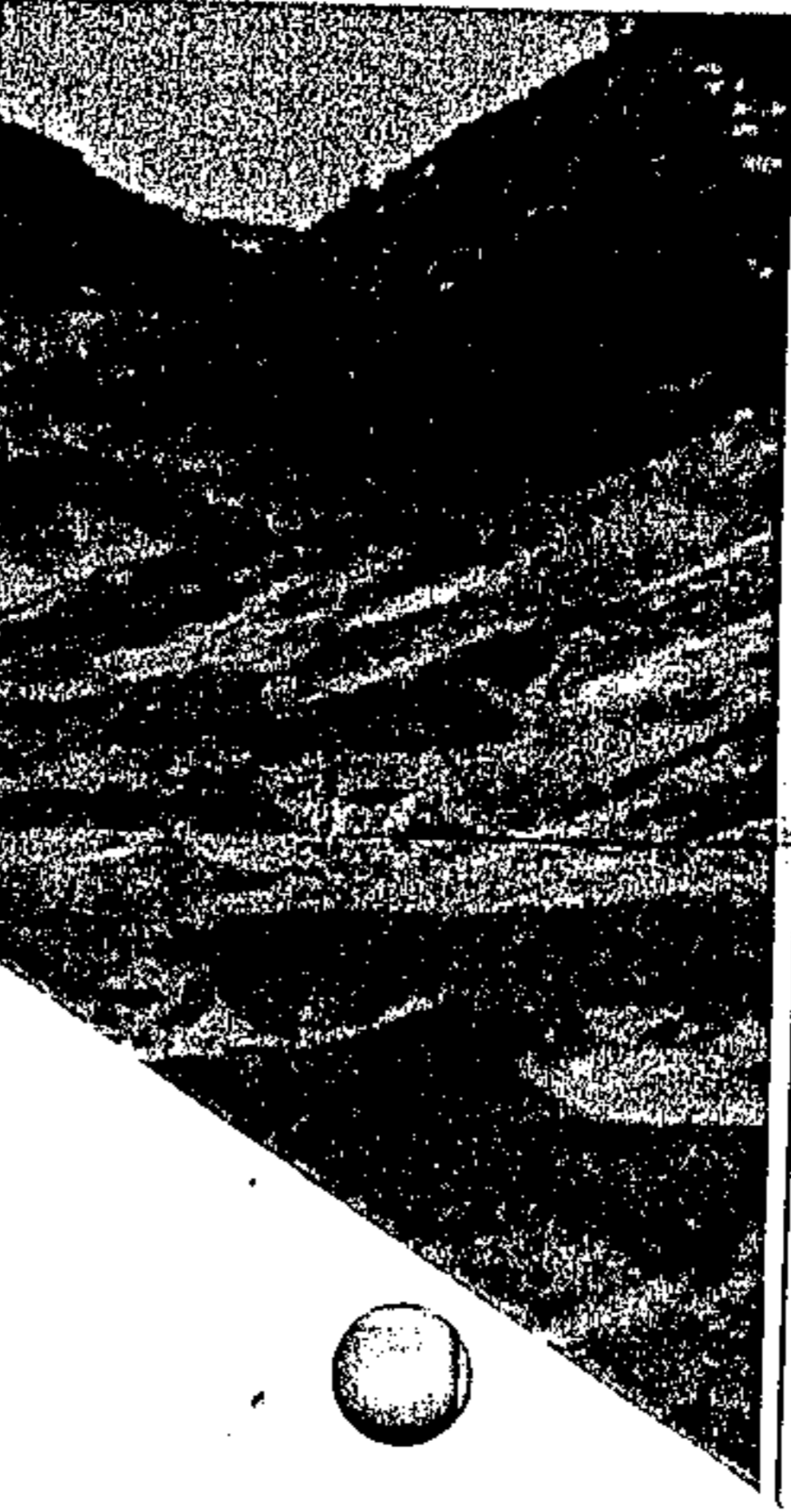
● Ten people are expected to appear in court later this year in connection with a leak of last year's Department of Education and Training's Std 10 question papers.

Dr Louw described the leakage as an isolated incident "caused by the irregular conduct of an officer who was responsible for the safety of the papers".

He said the 10 suspects had been arrested after his department received a report last October from Northern Natal that four of the question papers for the Std 10 examination had been leaked.

The suspects are on bail.

wn Africa



CAPE UP 100%

By BRONWYN DAVIDS

BLACK Cape matrics have come out tops in the DET exams, raising their pass rate by 10% — but in another bleak year nationally, over 60% of pupils failed.

According to the Department of Education and Training results released yesterday, 107 830 pupils passed out of the 287 950 candidates.

The director-general of the Department of Education and Training, Dr Bernhard Louw, said the national pass rate increased by 2,8% to 39,2% compared with 1990.

Pupils in the Cape fared the best nationally with a pass rate increasing to 42,4%, 10 points higher than last year.

The number of pupils who received A-aggregates increased to 19 from seven while the number of exemptions

rose dramatically to 28 051 from 17 397.

A further 79 779 pupils obtained the senior certificate.

The National Education Co-ordinating Committee (NECC) general secretary, Mr Ihron Rensburg, said the 39,2% pass rate was not something South Africa could be proud of — but at least predictions of a new record low had not materialised.

He said the government should display the same courage as it did in the political sphere in addressing the problems in black education.

Dr Louw blamed the low pass rate on continued violence and intimidation in schools, and undisciplined teachers.

"There is evidence of candidates in many cases being prevented from giving the performance they are capable of by circumstances deliberately created by persons inside and outside the schools.

"In spite of urgent appeals by community and national leaders, pupils



DOUBLE JOY . . . There was twice the reason to rejoice in the Yem! home yesterday when 16-year-old Sharon (left) was declared the top matriculant and her twin sister Cheryl came fourth. **Report — Page 3.**

and teachers from certain schools and areas persisted in preventing principals, circuit inspectors and subject advisers from rendering essential professional, supportive and managerial services," said Dr Louw.

Besides the "defiance campaign" launched for "personal or political gain", many schools lost up to 70 school days because of absenteeism. Attendances were less than 80%, and late arrival and early departure also marred the learning environment.

"Militant pupils created an impossible situation for teachers in some classrooms and on occasion teachers were threatened with knives and firearms, and were not permitted to teach," he said.

The disruptions due to book shortages were a result of the pupils failing

Inside:
ALL DET RESULTS FOR W CAPE
See PAGES 5 — 7

to "take proper care of the books and to return them at the end of the year". (The majority of textbooks — 80% — for Cape matrics arrived only in May, while about 10% of the required books which had been "out of print" were delivered in the middle of the third quarter.)

Dr Louw said it was apparent that in some cases the exams were tackled by pupils who were totally unprepared.

The inadequate motivation and professionalism of some teachers was apparent from their willingness to be absent from their classrooms, their failure to prepare for lessons and to give homework and their lack of personal discipline.

"A few schools lost up to 22 school days each as a result of teachers' strikes," he said.

The Cape had the highest pass rate of 42,4% compared with 31,7% in the PWV, 41,1% in the OFS, 39,9% in Orange Vaal and 41,9% in the Northern Transvaal region.

There were no Cape pupils in the top 20. The top pupil was Sharon Samu-kele of Yem! of top school Sacred Heart Secondary School in Natal.

Local principals were thrown into a crisis as they will receive the results only later today, a day later than the Cape Times and newspapers throughout the country.

Sapa reports that the SA Democratic Teachers' Union said a comparison between the 39,2% pass rate for black schoolchildren and the 97%

Field narrows in race down Africa



95% matric pass rate

Disadvantaged pupils shine

JOHN VILJOEN
Staff Reporter

52
MG8/1/92

TWO colleges for pupils with disadvantaged backgrounds have achieved an "outstanding" pass rate in the Joint Matriculation Board (JMB) examinations.

Of the 164 pupils at Cape Town-based Leadership Education and Advancement Foundation (Leaf) colleges who wrote the JMB examinations, 156 passed — a rate of 95 percent.

Leaf national director Mr Richard Todd said the JMB was generally accepted as the toughest of South Africa's matriculation examinations.

Leaf, whose national office is in Cape Town, aimed to provide excellent education for those "who will serve in the new South Africa and those who may lead it", in particular those from very poor backgrounds, Mr Todd said.

The colleges are All Saints College, Bisho, set up in 1986, and St Luke's College, Kyalami, started in 1988.

Mr Todd attributed the Leaf success to "really outstanding teaching" and the quality of pupils selected for the colleges. Leaf tried to select pupils with academic and leadership ability and were "getting good at it".

The colleges had only standards nine and 10 and had an enrolment which was mainly black, he said.

All Saints pupils fared especially well, 80 percent achieving university entrance passes, while at St Luke's 55 percent achieved this.

There were four higher-grade distinctions and four Bs in mathematics.

Mr Todd said it was essential for pupils to obtain matric passes which had a "real" value. At Leaf colleges 96 percent of pupils studied mathematics, with 96 percent of these passing the subject, while 85 percent wrote science, 67 percent passing.

"Leaf offers no soft options and matriculants were well prepared for tertiary study," he said.

While few Department of Education and Training pupils entered libraries or laboratories, Leaf pupils learnt the importance of investigation, he said.

A tragedy of the DET matric results was that many of those school-leavers believed their matric certificate was a ticket to jobs, he said.

But many of these matric certificates were worthless because they did not include essential subjects such as mathematics and science.

Leaf will open a tertiary college in Rondebosch next month.

Pupils face

Matric results delay causes confusion

Classes chaos

Sowetan 8/1/92

25 28

256



Members of the Naledi Extension 2 Civic Association look over registering pupils at a new school in the area yesterday after the DET imposed restrictions. Parents were told the DET wanted only Tswana, South Sotho and Pedi-speaking children, not those who are Zulu or Xhosa-speaking.

CONFUSION will greet thousands of pupils who are expected to flock to Department of Education and Training schools today to start the 1992 academic year.

The confusion arises from the delayed matric results and the chronic accommodation problems at black schools. Educationists also say little has been done to alleviate the chronic problems associated with DET schools in preparation for the new year.

Many pupils at schools in the Pretoria-Witwatersrand-Vaal and Northern Transvaal regions went to their schools to ascertain their matric symbols only to be told by their principals

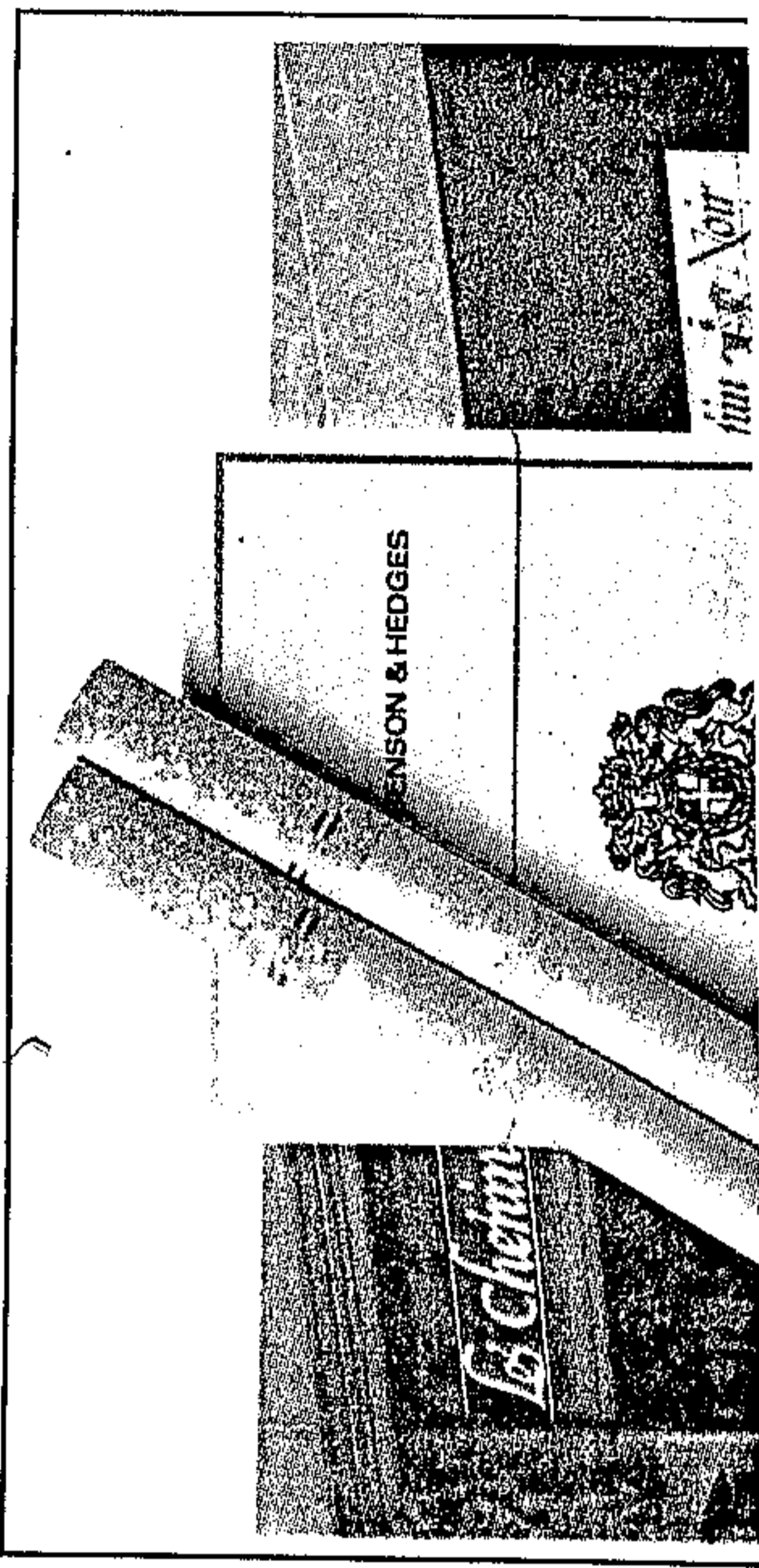
By PHANGISILE MTSHALI, NKOPANE MAKOBANE, MOKGADI PELA and KENOSI MODISANE

that they had not yet received them.

The DET announced earlier that results of 12 777 candidates were still outstanding. The department said outstanding results were mainly those of pupils who had written their examinations at the wrong centres.

These pupils had also sat for exams for which they had not registered, according to the DET.

P.T.O.



Sowetan
8/11/92

Teachers threatened by pupils

By ALINAH DUBE

TEACHERS at Tiyelani High School in Soshanguve ran for their lives on Monday after they were allegedly threatened by pupils who demanded that a "pass one, pass all" system be adopted.

Sources who asked not to be named for fear of reprisals, said the incident took place about 9am while teachers were awaiting the release of matric results.

"We were chatting among ourselves when we saw a group of boys entering the school yard. They produced knives and shouted that they would kill all teachers should they fail the examination," a source said.

The teachers ran in different directions as the alleged troublemakers confronted the principal.

Those who witnessed the incident expressed concern and further pointed out that the group consisted of boys who were not dedicated to their studies last year.

A DET spokesman yesterday said he would investigate the matter.

Blacks may be damning themselves

233
2052

Sowetan 8/1/92

By MONK NKOMO

BLACKS will condemn themselves to self-imposed slavery if teachers do not have the will to teach and pupils the will to learn, a leading Pretoria educationist, Professor Cornelius Marivate, warned yesterday.

In an interview with *Sowetan* yesterday, Marivate said teachers must be urged to stop using education as a reason to stage marches and chalk-downs against the unjust political system.

He was reacting to reports issued by the Department of Education and Training that the pass rate in the Northern Transvaal had decreased from 44,3 percent in 1990 to 41,9 percent last year which has been attributed to the constant disruption of classes.

Mr Sy Kutumela, chairman of Nafcóc's education committee, also attributed the high failure rate to

"chalk-down" campaigns by teachers and disruption of classes by pupils.

Marivate added: "Anybody who is not educated will not be developed. We are going to condemn ourselves to self-imposed slavery if we continue with the blame game."

Both Marivate and Kutumela conceded that there were problems experienced by teachers.

"But these problems

should be channelled through the correct procedures. Discipline and effective teaching must be upheld at all times."

Both educationists also blamed apartheid for the poor results.

"There is insufficient funding by the Government for black pupils. There is a lack of proper facilities at black schools. The high teacher-pupil ratio is also a contributing factor towards the bad results," said Marivate.

Need is for action, not words

STAR 8/1/92. 52

THE greatest tragedy of South Africa plays itself out without fail at about this time every year. This is the time when the black matric results are announced, the time when all and sundry face condemnations for the poor performance of black children, but more importantly, the time when blacks realise that an additional 100 000 or so children have been added to the list of job seekers without much prospect of success.

That South Africa can continue to relegate the education crisis to the backburner, and continue full-speed to seek a political solution to the problems of the country, is one of the great mysteries of our time. Not that there is no need for a political solution. Rather, even with a political solution, the problems — both social and economic, created by the "marginalised youth" (for that, read all those youngsters who have been dumped by the education system and political agendas since particularly 1976) — will continue to haunt us.

The lost generations, often

issue of the physical aspects of the system will need to be dealt with. Which all indicates that the problem will still be with us next year this time.

SADTU has said it believes that the quality of education in the classroom is greatly determined by the quality of the teacher. "SADTU has, therefore, planned programmes to assist in the in-service training of teachers, par-

found and then lost again because nobody seems to know how to deal with the problem, are a direct result of the education morass in the black community. Over 50 percent of those who wrote the matric examinations under the Department of Education and Training at the end of last year will join this group. Over 287 000 students wrote matric examinations, and of those, only just over 100 000 passed. Just over 28 000 of those obtained matriculation exemption, which demonstrates the gravity of the lost-generation problem.

There are clearly many and varied factors which militate against good matric results. The issue of black matric results has only in the last 10 years become an issue of general public knowledge. For as long as the system of Bantu Education has been in place, there has been a deterioration in real terms in the pass level of black pupils.

Then, as is the case now, there was a general level of satisfaction with "school leaving" certificates. That category indicated over all those years that somebody within

ticularly in the problem areas of maths, science and English."

The organisation also believes that there is a "management crisis" at schools where "inspectors and principals have lost control over the effective running of schools". They have also "agreed" to a workshop with the inspectorate of the DET to work out an "acceptable system of evaluation of classroom teachers".

the education department decided to rule that some black children HAD to leave school and enter the labour market, which, then, was gobbling up every black coming onto the market.

The South African Democratic Teachers Union said this week in a statement that the results of the DET exams could not be viewed in isolation from the results in other education departments. "If one, therefore, compares the 38,6 percent pass rate of the DET with the 97 percent pass rate of white students in the DEC, House of Assembly, it is clear there are still glaring racial disparities in education which are the sad legacies of the divide and rule strategies of the apartheid regime."

Yet it must be clear that even the SADTU itself is not entirely blamefree. While it is the union's democratic right to take actions to improve the general working conditions of their members, there just seemed to be too many occasions which resulted in disruptions at school. It is for this reason that calls have been made — even ahead of the announcement of the

All these undertakings will go some way towards reconstruction of the education system. But, in the final analysis, action programmes, not words, are required to bring black education back on track. □

results — to teacher organisations to commit themselves to a full teaching programme with little or no disruption.

While matric results for 1990 were the worst yet, very little seems to have been done to look at the reasons for this.

It has to be realised that the pupils who were going through matric since 1987 in some areas, and 1988, 1989 and 1990 in other areas, have not had even one year of trouble-free schooling. Disruptions, either from security force raids, or from student activists, or even criminal elements in some cases, had become part of the school programme.

Most of these pupils do not know what it is like to sit in a classroom without broken windows and desks, or other facilities.

With that culture cultivated in black education, even calls by major political leaders have fallen on deaf ears.

Even among the current crop of teachers are products of this period of disruption and political activity.

They, at least, are the lucky

ones who have managed to beat the system and worked into it, often with a disadvantaged background themselves, to try to bring disadvantaged students out of their own situation now.

Last year, during the same period of condemnation, organisations such as the Azanian People's Organisation and the Pan Africanist Congress stopped short of blaming the poor results on the African National Congress and the United Democratic Front. Both, however, stressed that the policy of 1977 of "liberation now, education later" was to blame. "We are reaping the whirlwind" said Azapo then.

The calls for the dismantling of the Department of Education and Training persist — and last year, there were even hints that the department was being phased out. However, it clearly cannot be phased out into a vacuum.

It must surely require a more focused effort, involving all the major political players and educationists of all races, to find a solution to the structural issues of education. Then, of course, the

Call for pupil discipline after poor matric results

Monday 8/11/92

(52)

IN THE wake of this week's announcement of dismal 1991 black matric results, the Department of Education and Training (DET) and its traditional opponent the SA Democratic Teachers Union (Sadtu) both supported calls for improved discipline in township schools.

A DET spokesman said yesterday the department would address on "a fairly large scale" the learning culture in schools by impressing punctuality, regular attendance and improved study habits.

It would aim to improve teachers' professionalism and try to make parents aware of their responsibilities in ensuring pupils' regular attendance.

However, National Education Co-ordinating Committee (NECC) general secretary Ihron Rensburg told a news briefing yesterday the education crisis would not be addressed as long as education authorities pinpointed disruptive stayaway action and an alleged lack of commitment by teachers and students as the primary causes of the crisis.

"Such depictions are merely a smoke-screen to (prevent) real change in education," he said.

Rensburg said the NECC hoped serious negotiations on construction of a new education system would start "in due course".

He emphasised the need to establish a national education negotiating forum which would have the capacity to implement its decisions.

The NECC argued that standards in schools were fundamentally determined

VERA VON LIERES

by teaching and learning conditions.

"Standards are therefore essentially about available resources, quality teachers, relevant curricula, effective learning materials and ... the restoration of a learning environment."

The NECC would focus this year on the establishment of democratically elected parent-teacher-student associations.

Sadtu official Thulas Nxesi said teachers and students needed to agree on a code of conduct and to discuss the question of discipline at schools.

Sadtu said in a statement the DET should stop "punitive acts of victimisation against progressive teachers".

It said it was planning education management courses, both locally and internationally, aimed at creating effective management of education at school level.

The ANC Youth League said yesterday the disastrous matric results were another reminder of the gravity of the education crisis in SA.

"The results point to the urgency of the abolition of the Bantu education system in its entirety and the installation of an integrated and democratic education system in its place."

The DET's northern Transvaal region yesterday blamed the area's disappointing results on teacher unions which had waged defiance campaigns last year.

● Comment: Page 4

'A lesson can be learnt from the results in rural areas' (52)

EDWARD MOLOINYANE
Staff Reporter

MG 8/1/92
WITH no apparent end in sight to the decades-long crisis in black education in South Africa, critics suggest there could be lessons to be learnt from the situation in rural areas where pupils have been consistently outperforming their township counterparts.

Of the top 20 matric pupils this year, only eight were from Department of Education and Training (DET) schools in "white" South Africa. The rest were from schools in the "independent" states or the self-governing territories.

Schools in these homelands are controlled by separate education departments with their own budgets and answerable to their own governments, although overall funding is provided by South Africa.

According to DET liaison officer Mr Edgar Posselt, all black matric candidates follow the same syllabuses and the DET handles the setting, marking and processing of exam scripts. He was not prepared to venture a guess as to why pupils in the rural areas often fared better.

But reasons for the relatively higher pass rate in these rural areas are often speculated on in the town-

ships, and the apparent lack of politics among pupils in the rural areas is commonly cited as an important factor.

Concerned about the state of affairs in township schools in the post-1976 and post-1984 eras, many concerned parents are known to have sent their children to schools in rural areas where disruptions are virtually unknown.

Describing the matric results as a "disgrace" and a personal disappointment, senior lecturer at UCT's School of Education Dr Mzobz Mboya said the high pass rate in the rural areas was a "political issue".

"They are trying to say that those territories are better because they are governing themselves. It's a way of enticing pupils to go there to keep South Africa white.

"You know facilities are better in South Africa and there is no reason why rural pupils should fare better ... it's a political ploy," he said.

He was concerned about the matric results because it had come to his attention that "policemen" were among those marking scripts last year, he added.

"Can you say such people are accountable to the black community?"

Failures seen as policy 'design' ⁽⁵²⁾

ARG 8/1/92

The Argus Correspondents

JOHANNESBURG. — Several organisations have blamed the 60 percent black matriculation failure rate on the legacy of apartheid — and many called for the abolition of the Department of Education and Training (DET).

The Azanian Students' Movement (Azasm) said the results were "not a mistake but a design" by the government to further its Verwoerdian dream. "What the DET calls improvement in comparison to last year's results, is an insult to the black community," Azasm acting general secretary Palesa Rachidi said.

Azasm said the "disastrous" matric results once more exposed the inability of the Department of Education and Training (DET) to serve the interests of the black community.

The ANC Youth League said the government had yet again demonstrated its "indifference and deliberate educational sabotage" by ascribing the high failure rate to community struggles against "Bantu education", which, it said, had not been abolished in its entirety.

The National Education Co-ordinating Committee (NECC) and others also called for the abolition of the DET. General secretary Ihron Rensburg said blaming teachers and pupils for the crisis in education was a "smoke screen" to resist real change. It also protected the "real agencies and causes" of the crisis.

The South African Council of Churches said black students did more poorly than white students because less money had been, and still was, spent on their education, facilities were abysmal, classrooms were overcrowded and many teachers were "poorly trained by design of the apartheid system".

The SACC said the pass rate was unacceptable, and it denounced attempts to put a "positive face on the matter" by highlighting the slight improvement in results.

The South African Democratic Teachers' Union said nothing had changed in 1991 in DET schools with regard to poor conditions.

Promat executive director Larry Robertson said the DET should be scrapped even before South Africa gets a new constitution. "The DET is an apartheid institution with virtually no credibility among pupils and the community at large... the department as a whole is beyond repair," Mr Robertson said.

Read Education Trust chairman Irene Menell said "no government in South Africa" could solve the education crisis. The private sector should be spending millions to build literacy at all levels in South Africa from primary school right through to adult education.

Education Foundation director Dr Johan van Zijl called for a national convention on education, saying the country now needed the same commitment as witnessed in the Convention for a Democratic South Africa (Codesa) to address its educational concerns.

Mandela calls for return to classrooms

By Phil Molefe
Education Reporter

ANC president Nelson Mandela has called for a massive return to school by all black pupils and appealed for 1992 to become a year of serious learning and effective teaching.

Speaking at the ANC's 80th anniversary in Bloemfontein yesterday, Mr Mandela said: "If the aim of racists is to keep us ignorant and under-qualified, as the disastrous matric results have shown, we should challenge this by improving our performance even within this limited environment."

"At the same time, we must make a space for the introduction of democratic, nonracial and equal education for all."

Disruption

He said it was necessary for structures involved in education to exert pressure for the abolition of all racist measures.

Mr Mandela said, however, the overriding aim should be the creation of better conditions in which intensive learning could take place, rather than the disruption of the educational process.

Some organisations have blamed the 60 percent black matric failure rate on the Department of Education and Training, which in return said the dismal results could be attributed to factors such as stay-aways, disruptions and last year's teachers' boycott.

At a press conference in Johannesburg yesterday, the Congress of South African Stu-

dents (Cosas) said while it was committed to the call for students to return to school, it could not rule out the possibility of mass action because this was a "weapon to force the Government to meet demands".

"We cannot denounce mass action or strikes because the root cause of such campaigns is not being addressed by the Department of Education and Training," Cosas deputy president Tsietsi Setona said.

Mr Setona said mass action was not intended to disrupt classes but the aim was to engage in actions to remove obstacles that retarded the process of learning. "To denounce mass or protest action would be political suicide."

He said many pupils had to struggle to get textbooks. Black schools were characterised by overcrowding and a shortage of teachers.

Cosas has come in for criticism from various quarters which view mass action as disruptive and retarding the process of learning.

● The National Professional Teachers Organisation of South Africa (Naptosa) has called for an urgent in-depth investigation into the complex reasons for the poor black matric results.

In a statement issued in Cape Town, Naptosa senior vice-president John Stonier said that while the small improvement in the pass rate was noted, there was an urgent need to investigate reasons for the high failure rate.

"Contributing factors for this state of affairs seem to be too lenient a system of promotion in the lower standards and the unrealistically large percentage of pupils attempting subjects on the higher grade," he said.

In SA a sword is mightier than a pen

By Delly 9/1/92

52

NOMAVENDA MATHIANE

IN JANUARY 1988, after parents and community activists had met and decided that the children should go back to school, I met a colleague while doing township rounds and for hours we discussed what we should do about the school crisis.

We were both appalled at the lackadaisical response to the "back to school" calls. We had to make a decision whether to report the truth — that children were not returning to school despite claims to the contrary — or to keep quiet about it.

We chose to remain silent. We made that choice out of fear. And, of course, the developing tragedy in black education unfolded in that silence. When the end of the school year came the exam results were unprecedentedly and understandably bad.

The children's education was in ruins and we could not even stand up and say "we told you so" because we had failed to alert the community to what was going on. If we had reported the true picture, parents could probably have done something about it.

At the time, we were hoping the schoolchildren would see reason and start taking their lessons seriously. We argued that having been through almost five years of disrupted educa-

tion, they had come to realise they could become perpetual students.

But events proved us wrong. The disruption of education continued and far from creating a reaction in students, they began to take the disruption as the norm.

In retrospect we should have told the black community the truth about their children; that unlike those in coloured, white and Indian schools who were in the schoolyards at 8am, black children were hanging around the bus stops or walking the streets long after school opened.

While other children were diligently preparing for examinations and their destinies in a new society yet to come, black children were contending with education as a site of struggle. And struggle translated into "stayaways", and teachers being accused of being "stubborn", or being stabbed or having their motorcar tyres slashed.

Black school children, in a very real sense, became double victims and, as their future prospects were liquidated in "struggle", most

journalists stayed silent out of fear of their own liquidation.

Instead of being mirrors of the society, which is what our calling is all about, we thought it wiser to sit on the stories and leave the community in ignorance of what was going on all around them and of what was happening to their children.

In mitigation, being a black person in that poisoned atmosphere was difficult, but being a black journalist was doubly difficult. For at the back of our minds we always knew things did not just happen in isolation and the atrocities were there because of apartheid. Knowing the root cause of the problems in the community, it became even more difficult to come out and condemn actions taken.

This has not changed to the present day. Unless one wants to earn the label of being a Pretoria apologist, one must not condemn actions of students and one must not question personalities who make statements on behalf of legitimate political leaders.

Mathiane was a staff member of Frontline magazine in 1988. She now writes for the Sunday Star. This is an extract from an article published in the current issue of the Rhodes University Journalism Review, on the intimidation of black journalists.

LETTERS

fund money. — Sapa-Reuter
UPI

opened the Kleinmond Golf Club. He scored an eagle on the first hole.

Picture: ANNE LAING

Luhlaza pupils lead the field

Staff Reporter

PUPILS at Luhlaza Senior Secondary School in Khayelitsha scored an 80% pass rate in the matric examinations, making it the top black school in the Western Cape.

The top Cape pupil was Nombeko Mbava of the Isilimela Comprehensive School in Langa.

Of the 35 schools in the Eastern Cape and five in the Western Cape which entered the examina-

tions, the overall pass rate in the Cape was 42% compared with 32% in 1990, according to a detailed breakdown of results provided by the DET yesterday.

Five of the top 20 pupils, who all obtained C-aggregates, came from Western Cape schools.

The Vusisizwe Senior Secondary School in Worcester doubled its pass rate.

But Mr Bill Staude, regional chief director of the DET in the

Cape, said the results of Western Cape schools compared unfavourably with those in the Eastern Cape.

"I am naturally very concerned about our continuing low overall percentage pass rate, especially compared with that of other departments.

"On the other hand, the improvement — both in terms of regional averages and in cases of individual schools — is encouraging."

... they would accept her then, she says

They beat the system but they'll battle for jobs

w/m aul 10/11 - 16/11/92

(52)

A DRIVER'S licence is worth more than a matric certificate these days, a prominent educationist once said of the South African post-1976 era.

That assessment may be a little dramatic, but employment prospects are decidedly bleak for those matriculants fortunate enough to have beaten the system last year.

This week, the Department of Education and Training announced a 39,2 percent pass rate in its final exams — slightly up on last year's 36,4 percent. Ninety-seven percent of candidates passed in the schools run by the House of Assembly's Department of Education and Culture, 82 percent in the House of Representatives and 95 percent in the House of Delegates.

"The reality is that only about 10 percent of those with matric certificates get jobs," said Sheila Sisulu of the Joint Enrichment Project, which has commissioned a national profile of the millions of youths marginalised by socio-economic and educational disadvantage.

South African Chamber of Business (Sacob) economist Ben van Rensburg was reportedly even more pessimistic, saying that only seven percent of black matriculants were likely to find work in the formal sector.

Sacob labour affairs manager Gerrie Bezuidenhout said though that a slight economic upturn was expected — a 1,5 to two percent growth rate for 1992/3. Those who could not find jobs should prepare for this by studying further or acquiring work experience, even if informal, he said.

"Over the past 20 years the labour absorption rate has decreased steadily because of lower economic growth rates and population increases," Van Rensburg said. The public sector, he added, was virtually saturated because of the government's cash squeeze. He advised those who were unsuccessful on the job market to improve their qualifications with more marketable skills, especially in commercial and technical areas.

Only 39 percent of black matric candidates passed their exams — but even they will have a tough time finding jobs. PORTIA MAURICE looks at the bleak prospects for matriculants

A glance at the classified section of any newspaper illustrates the extent to which matric certificates have, in fact, been devalued. There are very few opportunities for straight school-leavers and specialised experience is in demand.

Sisulu pointed out that, although it was useful, a matric certificate was no guarantee for black students against losing out.

Black teenagers were often criticised for lack of forethought about the future, she said, but severe demoralisation had set in. "Writing matric for them is like a gamble these days, and you don't plan on the basis of luck," she said.

For the 276 487 candidates who failed, the DET has promised supplementary exams (for those with over 25 percent average) in March, and in May/June for those below 25 percent. There will be no space for them to receive the extra tuition they need in already overcrowded classrooms. At a press conference this week, Education and Training director-general Dr Bernhard Louw encouraged students "of mature age" to use adult education centres. "Our first responsibility now is to the new students," he said.

The DET matric pass rate has declined steadily from 55 percent 10 years ago to an all-time low last year. Education organisations — among them the South African Democratic Teachers' Union, the National Education Co-ordinating Committee, Project Matriculation and the Azanian Students Convention — blamed the poor result on the inadequacies of apartheid education.

Bleak future for most school-leavers

STAR 11/11/92

(52)

SOUTH Africa's lost generation is growing at an alarming rate and the latest crop of matriculants — black and white — may soon be added to the group.

Educationists and manpower experts say that less than one in every 10 of a nationwide total of 400 000 new matriculants is likely to find jobs in the informal sector. This leaves a grim scenario for the millions of unemployed South Africans.

While the future for white matriculants is not bright, black matriculants have virtually no prospects at all.

The South African Defence Force recently indicated it had received more volunteers than ever — more than it could cope with, in fact — and the South African Police has accepted only 4 000 new recruits this year out of 15 000 applications. These conditions could lead to an increase in the crime rate.

James Duncan of Anglo American's Gold and Uranium Division — one of the country's biggest employers — indicated this week that his company would recruit fewer matriculants this year than previously.

In the banking sector, conditions are the same. Dr John Verster, general manager of human resources at Standard Bank SA, said his institution had recruited about 350 matriculants, the majority of them women, since the beginning of this month. The figure for January last year was approximately 500.

He said recruitment would continue throughout the year. New recruits with a university exemption could be sent to a tertiary institution for further education.

"The banking sector is very female-oriented. We have an employers' market as there is an oversupply of matriculants. Acceptance requirements are very high," he said.

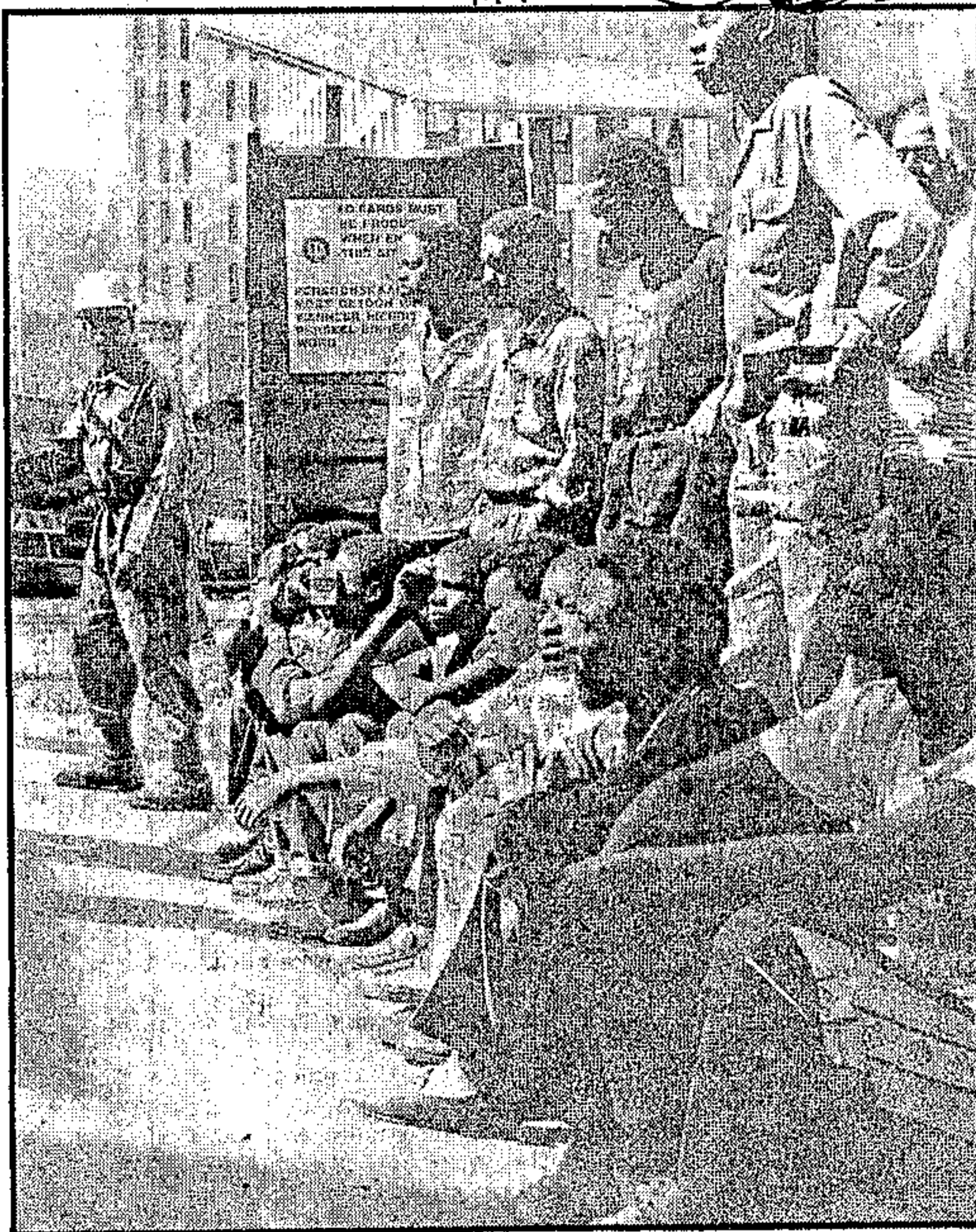
Employment agencies expect a boom in job hunters by the end of January — but their message will only reinforce the gloomy picture.

Kelly Girl MD John Dawkins said the employment outlook for matriculants was the worst in a decade. Companies simply did not have job opportunities for unskilled entrants into the job market.

Instead of hiring unskilled workers, companies were now demanding higher productivity and greater skills from existing employees.

Most of the thousands of matric students who approached Kelly Girl for job placement services were advised to study further, be it a three-month secretarial or public relations course, or a university degree.

A matric certificate no longer guaranteed entry into the workforce.



DOWN AND OUT ON CIVVIE STREET: With the economy in the doldrums, it could be a long wait for these work-seekers.

AL-AMEEN KAFAR and MANDY JEAN WOODS

"If an employee has a choice of hiring someone with experience against a new job-seeker for the same money, chances are they will choose the person with experience," Mr Dawkins said.

Each crop of matriculants would produce a body of unskilled, unemployable people.

"The Department of Manpower does offer free training courses at various technikons but the skills taught there are so rudimentary; they won't really give job-seekers entrance into the job market," he said.

Hersey Brooke, branch manager of Churchill Personnel in Hyde Park, said the past few years had been difficult for matriculants seeking employment.

Those who found a job did so mostly through friends or family in the workplace. Since the beginning of the year, Ms Brooke's agency had managed to secure just one position — for a woman who recently completed a secretarial course.

"We mainly deal in secretarial and clerical positions. For women there is a little bit of movement because there is always a need for a secretary or a receptionist. But men find it very difficult to get employment."

"For matriculants it is never easy to find a job because most companies demand at least one year's experience before they hire anyone," she said.

But while a tertiary education

seemed to aid job-seekers in their search for employment, it appeared as if the quota of students enrolling at institutions this year is more or less the same as in 1991.

University of the Witwatersrand media spokesman Lyrn Thurnham estimated that this year's first-year entries could be even slightly lower than last year.

She said the entry requirements for the various faculties had remained more or less the same.

Peter Mahr, public relations officer of Vista University, said entry requirements had been tightened and a full matric exemption was now needed for entrance to its faculties.

Mr Mahr said he expected roughly the same number of students to enrol at the Soweto campus as last year.

But despite the gloom facing new matriculants, the option of entrepreneurial spirit was still left to them.

Dawie Crous, head of Johannesburg's Small Business Development Corporation, said he had advocated a total change in economic vision for the last 10 years. He said formal education was not worth much if a candidate was unable to secure employment.

"We will have to create positions for ourselves by putting our hands in our pocket and using the skills we have. We have sympathy for the school-leaver who is unable to find a job."

"If they can produce a feasible business plan, the SBDC would strongly consider supporting them financially in their ventures," he said.

But retired educationist Dr Franz Auerbach said youth employment needed to be addressed at national level by the Government, employers' and community organisations. A national policy should be devised to address the issue without waiting for the restructuring of the education system.

"Currently, emphasis is on school-leavers with certificates, while others who could contribute greatly to the economy are ignored. We need to set up employment opportunities for people leaving school, not just the ones with papers," he said.

Lloyd Vogelmann, director of the Project for the Study of Violence at Wits University, said the inability to secure formal employment would lead to frustrations which could be expressed in different ways, one of which was crime.

A higher unemployment rate would add to South Africa's deteriorating social conditions.

He said many youths had become dependent on crime — and there were enough examples that crime did pay.

Grimly groping in the dark

52

REQ 11/1/92

THE grim scenario of unemployment facing thousands of new matriculants opens up prospects of deteriorating social conditions and of increased crime in embattled townships, researchers warn.

Educationalists and manpower experts say fewer than one in 10 of a nationwide total of 400 000 new matrics is likely to find a job in the informal sector.

Black matrics have almost no prospects and for their white counterparts the future is not bright.

These conditions could lead to an increase in the crime rate, especially from township youths who have seen older friends making ends meet through crime.

The director of the Project for the Study of Violence, Wits' Mr Lloyd Vogelman, warned that the inability to secure formal employment would lead to enormous frustrations. These could be expressed in different ways, one of which was crime.

He said many youths between the ages of 15 and 25 had become dependent on crime and for them there were many examples that crime did pay. He said crime gave them a sense of status, as well as income.

The Defence Force said recently it had received more volunteers than ever — more than it could cope with — and the police have

accepted only 4 000 recruits this year out of 15 000 applications.

Mr James Duncan of Anglo American's Gold and Uranium Division — one of the biggest markets for jobs in the country — this week indicated that his company would recruit far fewer matrics than previously.

In the banking sector conditions are the same.

Dr John Verster, general manager of human resources, Standard Bank, said his institution had an ongoing intake of matrics. About 350, mostly women, had been recruited since the beginning of this month, against about 500 for January last year.

Dr Verster said recruitment would continue throughout the year and that the positions filled so far were mainly clerical. Recruits with a university exemption could be sent to a tertiary institution.

"The banking sector is very female oriented. Currently we have an employers' market as there is an oversupply of matrics. The requirements for acceptance are also very high," he said.

The job crisis has led employment agencies to expect a boom in jobhunters by the end of Janu-

ary — but their message will only reinforce the gloomy picture.

The managing director of Kelly Girl, Mr John Dawkins, said the employment outlook for matrics was the "worst in a decade". Firms no longer had jobs for unskilled entrants into the job market, he said.

Instead of hiring a lot of unskilled bodies to work, companies were demanding higher productivity and greater skills from existing employees.

Most of the thousands of matric students who approached Kelly Girl for jobs were advised to study further, whether it be a three-month secretarial or public relations course or a university degree.

The position of blacks who could not afford to pay for further education was serious and, considering the economic climate, unlikely to change for a long time, he said.

"The Department of Manpower offers free training courses at various technicals but, frankly, the skills taught there are so rudimentary they won't really give jobseekers an entrance into the market."

According to the branch manag-

er of Churchill Personnel in Hyde Park, Hersey Brooke, matrics have found it difficult to find jobs over the past few years.

Those who did find jobs did so mostly through friends or family in the workplace.

Since the beginning of the year her agency has secured only one position — for a woman who recently completed a secretarial course.

"We deal mainly in secretarial and clerical positions. For women there is a little movement because there is always a need for a secretary or a receptionist. But men find it very difficult to get jobs.

"It is never easy for matrics to find jobs because most companies demand at least one year's experience before hiring anyone."

But while a tertiary education seems to aid jobseekers, the quota of students enrolling at institutions this year is more or less the same as in 1991.

The media spokesman of the University of the Witwatersrand, Miss Lyrn Thurston, estimated that first-year entries this year could in fact be slightly lower than last year.

She said entry requirements for the different faculties had re-

mained about the same. The public relations officer of Vista University, Mr Peter Mahr, said entry requirements had been "tightened" and that a full matric exemption was now needed. In the past a conditional exemption had been sufficient.

Mr Mahr said he expected roughly the same amount of students to enrol at the Soweto campus as last year.

In spite of the gloom facing new matrics, the option of entrepreneurial spirit is still open to them.

The head of Johannesburg's Small Business Development Corporation, Mr Dawie Crous, said that for 10 years it had advocated a total change in economic vision. Formal education was not worth much if a candidate could not find a job.

"If they can produce a feasible business plan, the SBDC will strongly consider supporting them financially in their ventures."

But according to retired educator Dr Franz Aubach, youth employment needed to be addressed at national level by the government, employers and community organisations.

He said a national policy should be devised to address the issue. This could be done immediately without waiting for the restructuring of the education system.

Black pupils can excel, Promat colleges prove

STAR

11/1/92

PATRICK LAURENCE

S2

THE CONSISTENTLY poor matriculation results at black schools under the Department of Education and Training contrast with the high pass rate of black pupils at Promat schools.

The 1991 results are no exception: at DET schools barely more than 39 percent of the candidates passed, whereas at Promat colleges the pass rate was 87 percent.

Promat, or Project Matric, is a registered non-profit-making institution. It runs five colleges — four in the Transvaal and one in Natal — and, like the DET, draws its pupils from townships. Its results have been consistently good during the past 10 years.

It accepts pupils after Std 8 and gives them a chance to matriculate in one year, meaning that they complete Stds 9 and 10 in a single year.

Promat executive director Larry Robertson comments: "Our results prove what can be achieved in

op the perception that they cannot get anywhere in life. Nowhere in the debates over the years has the public been told emphatically that black pupils can do as well as whites, given the same circumstances.

Noting that Promat is the "biggest full-time matriculation institution in the country, with about 850 students a year," Mr Strydom attributes Promat's success to several factors, including highly trained teaching staff and a favourable teacher-to-pupil ratio.

The critical point is that black pupils respond positively if they are given equal educational opportunities, Mr Strydom says.

Given the chance, "they thirst for knowledge" and overcome the difficulties of completing two years in one, of learning through the medium of a second rather than a home language, and of their relatively deprived backgrounds.

black education. Considering that our students complete Stds 9 and 10 in one year, their results compare favourably with those in white schools."

Hans Strydom, who serves as liaison officer for Promat, believes it is very important to highlight black education successes.

It is necessary to combat the negative image projected by the poor performance of black pupils at DET schools and to counter the didactic and unfair deductions made about black intelligence made by right-wing whites, Mr Strydom says.

"Because of the selective projection by television, radio and newspapers, rightwingers believe their warped perceptions about black people's (inferior) intelligence. Blacks, on the other hand, tend to devel-

Grimly dropping in the dark

52

REC 11/1/92

THE grim scenario of unemployment facing thousands of new matriculants opens up prospects of deteriorating social conditions and of increased crime in embattled townships, researchers warn.

Educationalists and manpower experts say fewer than one in 10 of a nationwide total of 400 000 new matrics is likely to find a job in the informal sector.

Black matrics have almost no prospects and for their white counterparts the future is not bright.

These conditions could lead to an increase in the crime rate, especially from township youths who have seen older friends making ends meet through crime.

The director of the Project for the Study of Violence, Wits' Mr Lloyd Vogelman, warned that the inability to secure formal employment would lead to enormous frustrations. These could be expressed in different ways, one of which was crime.

He said many youths between the ages of 15 and 25 had become dependent on crime and for them there were many examples that crime *did* pay. He said crime gave them a sense of status, as well as income.

The Defence Force said recently it had received more volunteers than ever — more than it could cope with — and the police have

South Africa's lost generation is growing alarmingly and it is feared the latest matriculants, black and white, may join the group. Weekend Argus Reporters **AL-AMEEN KAFAAR and MANDY JEAN WOODS** investigate.

accepted only 4 000 recruits this year out of 15 000 applications.

Mr James Duncan of Anglo American's Gold and Uranium Division — one of the biggest markets for jobs in the country — this week indicated that his company would recruit far fewer matrics than previously.

In the banking sector conditions are the same.

Dr John Verster, general manager of human resources, Standard Bank, said his institution had an ongoing intake of matrics. About 350, mostly women, had been recruited since the beginning of this month, against about 500 for January last year.

Dr Verster said recruitment would continue throughout the year and that the positions filled so far were mainly clerical. Recruits with a university exemption could be sent to a tertiary institution.

"The banking sector is very female oriented. Currently we have an employers' market as there is an oversupply of matrics. The requirements for acceptance are also very high," he said.

The job crisis has led employment agencies to expect a boom in jobhunters by the end of Janu-

ary — but their message will only reinforce the gloomy picture.

The managing director of Kelly Girl, Mr John Dawkins, said the employment outlook for matrics was the "worst in a decade". Firms no longer had jobs for unskilled entrants into the job market, he said.

Instead of hiring a lot of unskilled bodies to work, companies were demanding higher productivity and greater skills from existing employees.

Most of the thousands of matric students who approached Kelly Girl for jobs were advised to study further, whether it be a three-month secretarial or public relations course or a university degree.

The position of blacks who could not afford to pay for further education was serious and, considering the economic climate, unlikely to change for a long time, he said.

"The Department of Manpower offers free training courses at various technikons but, frankly, the skills taught there are so rudimentary they won't really give jobseekers an entrance into the market."

According to the branch manag-

er of Churchill Personnel in Hyde Park, Hersey Brooke, matrics have found it difficult to find jobs over the past few years.

Those who did find jobs did so mostly through friends or family in the workplace.

Since the beginning of the year her agency has secured only one position — for a woman who recently completed a secretarial course.

"We deal mainly in secretarial and clerical positions. For women there is a little movement because there is always a need for a secretary or a receptionist. But men find it very difficult to get jobs.

"It is never easy for matrics to find jobs because most companies demand at least one year's experience before hiring anyone."

But while a tertiary education seems to aid jobseekers, the quota of students enrolling at institutions this year is more or less the same as in 1991.

The media spokesman of the University of the Witwatersrand, Miss Lyrr Thurston, estimated that first-year entries this year could in fact be slightly lower than last year.

She said entry requirements for the different faculties had re-

mained about the same. The public relations officer of Vista University, Mr Peter Mahr, said entry requirements had been "tightened" and that a full matric exemption was now needed. In the past a conditional exemption had been sufficient.

Mr Mahr said he expected roughly the same amount of students to enrol at the Soweto campus as last year.

In spite of the gloom facing new matrics, the option of entrepreneurial spirit is still open to them.

The head of Johannesburg's Small Business Development Corporation, Mr Dawie Crous, said that for 10 years it had advocated a total change in economic vision. Formal education was not worth much if a candidate could not find a job.

"If they can produce a feasible business plan, the SBDC will strongly consider supporting them financially in their ventures."

But according to retired educator Dr Franz Aubach, youth employment needed to be addressed at national level by the government, employers and community organisations.

He said a national policy should be devised to address the issue. This could be done immediately without waiting for the restructuring of the education system.

Only 50km away, pupils of all races flock to join school

5/Time 12/1/92

AS FARMERS threaten war in Verkeerdelei, the Free State's first non-racial school — at Tweespruit, 50km to the south-east — is enrolling pupils of all races.

A former whites-only agricultural school, the "Model D" Tweespruit High School officially opens on Wednesday.

History was made this week when an excited crowd of prospective pupils wrote their entrance examinations. It was "standing-room only" in the school hall.

Ironically, farmers in the eastern Free State were directly responsible for the opening of the non-racial school.

The chairman of the Ladybrand Farmers Association, Mr Jan van der

Berg, said he had written to the education authorities saying there was a dire need for the school as farm schools only went to Std 5 and then children were forced to move to the cities to continue their education.

"I think all the farmers will support the move as the school would have closed down otherwise. We must use our common sense. The greatest need is a school."

Headmaster Blackie Swart described the school's opening as exciting and said there had been no threats from right-wingers.

Mr Kippie van Vuuren, the father of twin boys who will be attending the school, said he did not mind his children studying alongside black pupils.

"We must learn to live together," he said.

By CHARLENE SMITH
TLADI High School is
Soweto's worst
school.

Most classrooms have no blackboards, not all teachers arrive for classes, inspectors are too terrified to visit and last year only three percent of its matrics passed.

It is only recently that all teachers obtained their matric certificates.

Six of the 189 pupils who wrote the matric exams passed last year. Only two of those who passed obtained matric exemptions enabling them to attend university.

The Department of Education and Training in Soweto says it is their worst school and the headmaster, Mr Abner Saule, admits they may be right.

Flee

The last time a Department of Education and Training inspector visited the school, in 1989, he was stoned, his car destroyed, and according to Tladi DET manager Mr Sylvester Ncala, the man had to flee for his life.

Mr Saule says he remembers the incident, but is not sure if the attackers were from the school or thugs that hang around the school gates.

That was the last time a school inspector visited the school, which means that although the school is in a chronic state of disrepair no maintenance teams are prepared to go there for fear of being attacked.

Mr Saule, the headmaster since 1989 and a teacher since 1971, says he believes maintenance of the school facilities is the worst in Soweto. He says the school has persistently sent in lists of needed repairs but these have been ignored by the DET.

Hazard

Some of the 36 classrooms in the school of 1 000 pupils and 40 teachers are not even in use. Most windows are broken, many classrooms have no blackboards, ceilings have been ripped out and doors stolen.

"It is a health hazard to the children" says Mr Saule.

Although the school year began last Wednesday, only stationery supplies have been received — no textbooks.

The school has consistently bad matric results, no discipline and almost non-existent punctuality — with the headmaster sometimes not arriving for a month, according to the DET.

Sorry shambles as only six in 189 get through

STimes 12/1/92

(52)

Mr Saule admits to the poor punctuality at the school and says it is a problem in all of Soweto. "It would be a waste of time asking teachers why they are late. As from Monday I will suggest we should try to be at school at 7.50am." He won't comment on his alleged non-appearances.

A parent who is also an educationist says that many teachers don't go to classes because they are ashamed of their poor qualifications. Until recently many teachers did not have matric. "If they are underqualified they tend to lack confidence," she says.

Last year two teachers obtained degrees, making them and Mr Saule the only graduate staff at the school.

DET manager Mr Ncala says inspectors won't go to the school. "They know what will happen. It's the law of the jungle."

Violence

Early in 1990 the DET sent the headmaster a letter terminating his services. However, Mr Ncala says, "teachers organised pupils to come to these offices and threaten us with violence. We haven't tried to terminate Mr Saule's services since then."

Mr Saule denies knowledge of this incident, but says the DET has a hostile attitude toward the school because he is opposed to Bantu education. "The children are highly politicised too. The DET thinks they are dangerous. They are not. They believe, however, that inspectors are puppets of the system."

On a positive note, Mr Saule says the high level of politicisation among the children will help him when he asks them on Monday to apply themselves to learning — a call that has come from political organisations. He says he has already put this suggestion to the teachers, who welcomed it.

"Dr Verwoerd said the Bantu should not rise above the level of certain forms of labour. When children have done better it has been a question of

chance. Poor results are not an accident: they are the fruits of the Bantu education policy."

Mr Ncala says the matric class this year, because of the high failure rate, has more than 300 pupils — "but they are wasting their time at that school. They will all fail. There is no proper teaching taking place. Mr Saule

will destroy the nation."

Despite the dismal matric results and poor teacher attendance, Mr Ncala says the headmaster appears to have the support of the parents. "We don't know why. We believe the time will come when the parents will say enough is enough. Their children are going nowhere."



CLASSLESS ... school's out for Patience Picture: PIERRE OOSTHUYSEN

A TALE OF TWO

By TERRY van der WALT

VUKUZAKHE High School's motto is "This is the way to the stars", and all but one of the 65 pupils who wrote matric last year passed — a 98-percent pass rate.

The school — in the sprawling township of Umlazi outside Durban — was one of the top achievers in an otherwise disappointing year for the Kwazulu Education Department.

The school credo is to strive for excellence despite trying circumstances, and to achieve at all costs.

Though preferring to stay clear of publicity, the principal, Mr Isaac Kubeka, reluctantly agreed to the Sunday Times featuring the school's achievements.

The smart new school has been constructed round eight classrooms, each of which was part of the humble beginnings of the school in 1971.

It is the smallest of 98 schools in the township, which has a population of 500 000, excluding informal settlers.

Attacked

The English-medium co-ed school has produced doctors, and it is particularly proud of two students who have won MSc degrees in civil engineering.

Mr Kubeka arrived at the school in 1972, and has seen it grow — and also come close to destruction.

"As far as I am concerned 1985 was the worst year of my life. One day in August a Putco bus was set on fire on that road over there, and then the school was attacked by outsiders. Usually we escaped such attacks, but that day we had to defend the school. It was stone-to-stone combat.

"But we were back in the classrooms once the dust had settled," he says.

Mr Kubeka makes sure that politics stays outside the gates.

"The IFP/ANC struggle does not reach beyond our gates; extraneous matters

SOUTH AFRICA'S black schools this week turned in disastrous matric results for a second year running. Sixty percent of candidates failed. The Sunday Times picked one of the schools with the best results in the country and one with the worst.

98% pass rate as pupils strive to reach the stars

have no bearing on teaching the children.

"My ambition has been for the students to succeed despite the circumstances, because complaining about facilities does not help.

"When I was in matric in 1950 we had a geography and biology teacher who only had matric, but she was honest and would tell us when she did not know something, and we would make do and find the answers ourselves.

"Our philosophy at this school is to emancipate the teachers and let the children discover things on their own, letting them discover instead of being told everything.

"And, with the shortage of teachers in the country, it makes it imperative that the child is independent of the teacher," he says.

The school has science laboratories and two large rooms suited for a computerised language laboratory, but lacks equipment and computers.

There is the usual shortage of laboratory equipment and the school has no playing fields.

"All along Natal has been doing well educationally, and one would hope that this is rewarded with

some incentives," Mr Kubeka says.

Reflecting on the 1991 academic year, he says it was "quite a hard year", with stayaways across the country, but each time the pupils and teachers turned up.

"Time management does not allow for time to be wasted. We have a goal to achieve success, so we can't waste time.

"There was one day that I could not come to school because it was too dangerous, but some of the kids came to see if there were any teachers that day, which shows the dedication they have," he says.

Poverty

Mr Kubeka says the curricula were meaningful and subjects offered were those the pupils wanted.

"From its inception the school has offered the science curriculum, and in 1986 we introduced the commercial subjects, and all our pupils have to do mathematics to get matric."

In a community where poverty, overcrowding and violence confront the pupils daily, studying after school is not easy.

So instead of the school day starting at 7.30, the pupils arrive at 6.30 and have an hour of study before classes. Then they stay until five in the afternoon for more studying after classes end at 1.30.

"They call the school a factory, but it is comforting to know that the children have at least some hours of study each day," Mr Kubeka says.

It might sound gruelling and unappetising, but the children are full of praise for their school and echo Mr Kubeka's enthusiasm and determination.

Lungile Xulu, 17, has been accepted at Wits to study for a BSc in electrical engineering.

She sums up the reason for her classmates' success: "The teachers and students co-operate with each other, and our motto makes us strive to reach the stars."

Balungili Mteshane, 19, says she and her fellow students attained their matric passes through hard work and making sacrifices.

Their English teacher, Mrs Patience Buthelezi, says the study periods at the beginning and end of each day have paid dividends.

SCHOOLS.

S/Times 12/1/92

52

Sowetan 14/1/92

Rewrite School results good (52)

By PHANGISILE
MTSHALI

THE Sowetan/BP Matric Rewrite School justified its existence by notching up a pass rate much above the national average.

Four hundred of the 800 pupils who registered at the supplementary school after failing their matric in 1990 have passed.

The head of the school, Mr William Smith, said:

"This is a good result as it must be remembered that these pupils had all failed in 1990 - so they were not even an average group - and 15 percent more than the average pass for 1991"

However, a majority of the pupils attend the programme to upgrade their symbols.

"In their case, more than 90 percent did just that, with a few pupils achieving an A and several obtaining B passes. This is an excellent achievement."

Registration opens on January 27 and from January 31 to February 2 between 1pm and 5pm at The social science block of Wits University.

A copy of matric results, an ID document and registration fee of R60 and R40 for each subject are required.



Zola Mahobe with girlfriend Snowy Moshoeshoe and well-wishers after his release from jail yesterday. Picture: ROBERT BOTHA

Bop posts matric pass rate of 63%

52 KATHRYN STRACHAN

THE pass rate in Bophuthatswana for SA's Department of Education and Training (DET) matric exam is 63%, significantly higher than the overall rate of 39,2%.

Bophuthatswana's results are 12% higher than last year's and the homeland's education department has bought advertising space in newspapers to congratulate its schools and matriculants.

Ten schools had pass rates of 90% and higher, with Mariasdal coming out tops with a 100% rate.

At the weekend it was reported that children from the wealthy Bafokeng tribe in Bophuthatswana had registered an 84% pass rate.

The tribe's acting chief George Molotlegi said he ascribed the good results to the platinum mining royalties the tribe enjoyed. The tribe was fortunate to have money to give its children a good education, he said.

The tribe runs five high schools. The pass rate represented a 14% improvement on 1990.

The Bophuthatswana government advert quoted from President Lucas Mangope's speech at the Codesa conference last year, in which he said: "Our enrolment figures of primary and secondary scholars rate in the first 10 in sub-Saharan Africa, and our 1990 matriculation results were second to none."

All independent states and self-governing territories in SA, with the exception of Transkei, write DET matriculation papers.

Zola Mahobe wants his soccer club back

A FIT-looking Zola Mahobe walked to freedom after a four-year stint in jail yesterday and announced: "I want my Mamelodi Sundowns football club back."

Mahobe, 36, sentenced to 16 years in 1988 for defrauding the Standard Bank of at least R6m, had his term reduced to 12 years on appeal and was released on parole yesterday.

The big spender who reputedly owned a R10m business empire which included nine companies and three valuable horses before his arrest, was met on release by his lover, Snowy Moshoeshoe, 33.

There was no sign of Mahobe's wife Sizakele.

Moshoeshoe was released last year after serving two years of a 10-year sentence for her part in the fraud.

"I am physically fit, mentally stable and emotionally balanced — and I want my Mamelodi Sundowns football club back," said Mahobe as he

THEO RAWANA

came out of the prison gates.

But he would not answer questions relating to his future plans, except to say: "I am going to see the Krok brothers (Twins Pharmaceuticals owners and present Sundowns owners who bought the club from Standard Bank) and talk to them about getting the club back."

One of his many spending sprees was footing the bill for a first-class trip for 53 soccer fans to the 1987 FA Cup final in London.

Five Sundowns players, who were on hand to welcome their former boss yesterday, said they wanted Mahobe back with the club.

"We want no other owner but Mahobe," said Mbongeni Mdlalose, one of the players.

Abe Krok would not comment yesterday. "No one has approached us about the club, and I don't want to comment now," he said.

Tour operator opens sports section

THOMPSON International tour operators has opened a new section devoted to putting together sports packages.

Director Delene Oelofse said yesterday the first tour would leave for the World Cup cricket tournament in Australia and New Zealand.

Oelofse said the price of R14 995

GAVIN DU VENAGE

would include all international and internal flights, transport to and from matches and hotel accommodation. Meals were not included, nor were the semifinal or final matches. "Only those games featuring the SA team are covered by the tour," she said.

Hotels line up for

Soweto schools full to the brim

By Phil Molefe
Education Reporter

Scores of pupils have nowhere to go because overcrowded Soweto high schools have put up house-full signs, barely a week into the new school year.

Concerned teachers blame the accommodation crisis in the Department of Education and Training schools on the increase in student population figures and the high number of pupils repeating their matric.

New pupils were registered for admission when schools reopened on Wednesday, but many were still anxiously waiting to be admitted this week, long after the schools were full up.

The situation is threatening to reach crisis point at Moletsane High

School, where pupils from three feeder primary schools have still not been admitted because there is no room at the school.

Pupils from Matubeng, DAB Watson and Dikwankwela primary schools are being accommodated at their respective old schools as education authorities try to address the problem.

Yesterday the principal of Moletsane High School was locked in meetings with DET officials and later with student representatives in an attempt to address the situation.

Teachers at the three primary schools said hundreds of their pupils had been returned from the high school and it was feared that there were plans to reincorporate the promoted pupils back into their primary schools.

"If these pupils are brought back to us, where are they going to be accommodated and who is going to teach them, because we have other children from lower classes?" asked a teacher at one of the primary schools.

Most Soweto high schools are full to the brim, with the schools having to cope with pupils promoted from primary level.

The principal of Orlando West High School, Haccius Lekgetho, said he had already reached the 1400 mark, which was all the school could take, even before he could consider matric pupils who wanted to repeat the year.

The Johannesburg chief regional director of the DET, Richard Motau, said the situation was being monitored closely.

Kaunda offered Tambo's house

LUSAKA — The ANC in Zambia had offered former president Kenneth Kaunda one of its Lusaka homes, the ANC in Lusaka said yesterday. *B/Dan 16/1/92*

The house was the residence of former ANC president *Other* Tambo, the ANC said. *(S)* United National Independence Party fund mobilisation committee chairman Gen Malimba Maseke could not confirm the offer. He said he had heard of it and it was being considered, along with other offers.

ANC spokesmen in Johannesburg had not heard of the offer. Meanwhile, the Lusaka City Council has evicted 45 ANC exiles from council houses, say ANC members.

South African Sam Ndhlovu said the council in a joint operation with paramilitary officers stormed into his house on Tuesday and ordered him out immediately.

Minister of Home Affairs Newstead Zimba said he was not aware of the evictions. Minister for Local Government and Housing Michael Sata was not immediately available for comment. — Sapa.

Back to school call by education groups

B/Dan 16/1/92

THE National Education Co-ordinating Committee (NECC) and the Congress of SA Students (Cosas) have appealed to students and teachers to "move their struggle out of the streets and back into the classroom".

NECC chairman Monde Tulwana yesterday predicted that the crisis in education would deepen this year as black school enrolment was expected to reach unprecedented levels.

Some schools had reported up to 120 pupils per classroom and many students were being turned away.

Tulwana warned 1992 could be a repetition of the past. He said there was a shortage of schools, teachers were underdeveloped and many schools had not received books and stationery.

To address this the NECC said it would be campaigning for an "intensive learning" programme, by establishing 50 community-based learning centres and tuition programmes around the country.

The campaign also intends looking at ways in which parent bodies can become more involved.

While much of the blame for the crisis in education lay at the door of

(S)
KATHRYN STRACHAN

the Department of Education and Training (DET), Tulwana said that discipline among students and teachers and "gangsterism" had been major problems in the past.

He said the NECC would not allow harassment of principals and teachers.

Meanwhile, Cosas yesterday called on students to stop paying school fees as they believed many principals were not keeping proper accounts.

Cosas also accused teachers of being unprofessional and added that some had still not reported for work.

Sapa reports education authorities attributed an abundance of unemployed teachers in urban areas to a migration of newly qualified personnel from the homelands.

DET spokesman Corrie Rademeyer said many teachers preferred jobs in specific areas and were reluctant to be placed elsewhere.

According to reports this week, in at least one homeland no new posts existed. More than 2 000 newly qualified candidates entered the market.

Infant deaths inquest told of drip contamination

B/Dan 16/1/92

ANDREW KRUMM

Microbiologist Prof A Janse van Rensburg, cross-examined by Peter Soller, attorney for some of the families who lost babies, confirmed however, that three similiar drip solutions tested under replicated conditions did not exhibit significant levels of contamination.

Van Rensburg also confirmed that the proliferation of the klebsiella bacteria took place in the "cold-chain cycle", the cold storage of the drip during manufacture and distribution.

He said a break in the cold-chain process, by exposing the drips to

higher temperatures, would enhance bacterial growth.

Van Rensburg told *advocate* B Burman, appearing for the Morningside Clinic, that should the product, manufactured by Sabax, contain bacteria and be non-sterile after manufacture, these bacteria could grow while in cold storage, for at least 72 hours.

An independent probe by microbiologist Prof Margaretha Isaacson found procedures in the microbiological laboratory to be unsatisfactory. Also, an area close to the laboratory was found to be "highly contaminated".

INDEPENDENT testing of a potassium-based intravenous drip solution, implicated in the deaths of 13 babies in April and September 1990, found the drips might have contained high levels of bacterial contamination and toxins, an inquest into the babies' deaths heard yesterday.

The inquest, entering its third day in the Johannesburg Magistrate's Court, heard that the potassium-based drips, known as K-Cocktails, when stored in "ideal (low-temperature) conditions", became significantly contaminated within a short period when injected with minimal concentrations of klebsiella bacteria.

local purchases and the extent of exports.

W
A
S
S
I
T
I
E
I
N
I
N
T
E
R

1711-251119 (4) (52)

■ THE 1991 matric pass rate in Bophuthatswana was 63 percent — way ahead of the rest of the country.

The overall 39,2 percent pass rate announced last week was an average for full-time candidates in the DET as well as schools of the six "self-governing" territories and Bophuthatswana, Venda and Ciskei. The pass rate in kwaZulu was 35 percent, in kaNgwane 37 percent, in Lebowa 31 percent, in Venda 54 percent and in kwaNdebele 29 percent.

Figures for Transkei, Ciskei, Gazankulu and QwaQwa were not available at the time of going to press.

Promat Colleges get best results

Promat Colleges came out with flying colours in their final examinations by obtaining more than double the number of the Department of Education and Training (DET) matric passes.

The DET landed a 39 percent pass rate compared to Promat's 87 percent pass record. Promat also boasts a 43 percent university entrance pass, which is three per cent higher than that of white education.

University

The DET obtained only eight percent university entrances.

Other reasons for rejoicing, according to the colleges' executive director, Larry Robertson, was the fact that Promat students completed their standard Nine and 10 in a single year. *New Nation (Learning Nation)*

Symbols

The college obtained 55 "A" symbols and a 100 per cent pass rate by 31 students attending a special mathematics and science course.

Only four did not get university entrances while seven got distinctions.

GUIDELINES FOR STUDENTS

The Education Information Centre (EIC) has released a publication in which it outlines guidelines for students and parents when choosing an inner city school or "street academy".

In the 10 page newsletter, the EIC warns that many "street academies" were not as good as they claimed to be and that several of them have had worse pass rates than those of the government schools. Some "street academies" have had between six and 10 percent pass rates in 1990.

Warning

Also contained in the newsletter, is the warning that several of these schools close down before the end of the year and their principals or owners disappear, leaving students and teachers stranded. The collapse of these schools has often been due to bad management and lack of accountability before the school community, namely parents, teachers and students.

Other schools, according to the publication, lack proper learning facilities or environments.

These schools, usually charge huge amounts of money in school fees, due to the fact that they function solely on the payments of the students. Several of them lack qualified

teachers, or employ underqualified staff, since they can not afford to hire qualified teachers.

Due to the various problems faced by students in these schools, the EIC advises that:

- Students and parents should start looking for a school round about June/July before the year in which the student is supposed to start attending such a school.
- Find out about the conditions and requirements of several schools, before making a choice.
- Students and parents should rather choose schools which have been in existence for some time and whose performance records are readily available.
- Students and parents should avoid paying school fees for the whole year when they are admitted, as this would place them in a predicament should the school collapse before the end of the year.
- Receipts of the amounts paid should be demanded and the identity of the school should be clearly displayed on these documents.
- Parents and students should also find out whether the school has been registered as an exam centre with an exam authority, or whether it functions only as the learning centre. If it is only a learning centre, students should find out, before hand, when the

exams are written and what the procedures for registration for such exams are.

- Parents as well as students and teachers should form committees which will become the forums where any problems facing the school will be discussed.

For advice, in instances of conflict, they should contact the Southern Transvaal regional office of the National Education Co-ordinating Committee or the Legal Resources Centre. The EIC is also available to assist in such problems, the publication concluded.

New Nation

Learning Nation

17/1/92 - 23/1/92

20 JAN 1992

REPUBLIEK
VAN
SUID-AFRIKA



REPUBLIC
OF
SOUTH AFRICA

Staatskoerant Government Gazette

R0,80 Prys • Price
R0,08 Plus 10% BTW • VAT
R0,88 Verkoopprys • Selling price
Buitelands R1,10 Other countries
Posvry • Post free

Vol. 319

PRETORIA, 17 JANUARIE 1992
JANUARY 1992

No. 13728

GOEWERMENSKENNISGEWINGS

ADMINISTRASIE: VOLKSRAAD

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. 247 17 Januarie 1992

VERKLARING VAN OPENBARE SKOLE TOT STAATSONDERSTEUNDE SKOLE

Kragtens die bevoegdheid my verleen by artikel 29 (2A) van die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988), verklaar ek, Pieter Gabriel Marais, Minister van Onderwys en Kultuur, hierby die skole in die Bylae tot staatsondersteunde skole met ingang van 1 Januarie 1992.

P. G. MARAIS,
Minister van Onderwys en Kultuur.

BYLAE

TRANSVAAL

Hoër Seunskool Helpmekaar.
Hoërskool Roodepoort.

No. 256 17 Januarie 1992

VERKLARING VAN OPENBARE SKOLE TOT STAATSONDERSTEUNDE SKOLE

Kragtens die bevoegdheid my verleen by artikel 29 (2A) van die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988), verklaar ek, Pieter Gabriel Marais, Minister van Onderwys en Kultuur, hierby die skole in die Bylae tot staatsondersteunde skole met ingang van 1 Januarie 1992.

P. G. MARAIS,
Minister van Onderwys en Kultuur.

BYLAE

TRANSVAAL

Laerskool Bryanston.
Laerskool Dr. Havinga.
80—A

GOVERNMENT NOTICES

ADMINISTRATION: HOUSE OF ASSEMBLY

DEPARTMENT OF EDUCATION AND CULTURE

No. 247 17 January 1992

DECLARATION OF PUBLIC SCHOOLS AS STATE-AIDED SCHOOLS

Under the powers vested in me by section 29 (2A) of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), I, Pieter Gabriel Marais, hereby declare the schools in the Schedule to be state-aided schools with effect from 1 January 1992.

P. G. MARAIS,
Minister of Education and Culture.

SCHEDULE

TRANSVAAL

Hoër Seunskool Helpmekaar.
Hoërskool Roodepoort.

No. 256 17 January 1992

DECLARATION OF PUBLIC SCHOOLS AS STATE-AIDED SCHOOLS

Under the powers vested in me by section 29 (2A) of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), I, Pieter Gabriel Marais, hereby declare the schools in the Schedule to be state-aided schools with effect from 1 January 1992.

P. G. MARAIS,
Minister of Education and Culture.

SCHEDULE

TRANSVAAL

Laerskool Bryanston.
Laerskool Dr. Havinga.

Summit planned to tackle crisis

w/m cul

17/11-23/11/92

ANATIONAL education summit may be planned for Fort Hare University at the end of February although organisations appear divided on how best to address the education crisis.

At a planning meeting on Wednesday prominent educationists agreed to bring together all stakeholders in a bid to find solutions to the perennial problems plaguing South African education.

The initiative stems from the delegation convened by African National Congress president Nelson Mandela in February last year and which mandated representatives to sit on the Joint Working Group on education with the government. Included were representatives from universities, political organisations, unions, churches, homelands and teacher and student bodies.

Emerging from the slack festive season, educationists this week hedged around the prospect of a "patriotic front", mooted at the end of last year. With the collapse of its political counterpart in December, the option now appears less realistic.

One source this week described the period as a "very uneasy, difficult maturation" in which organisations have to choose between the politics of protest and that of power. "We can no longer afford a simple-minded emotional response to the problems which

After last year's dismal

black matric results,

progressive organisations

are planning a national

summit to resolve

the education

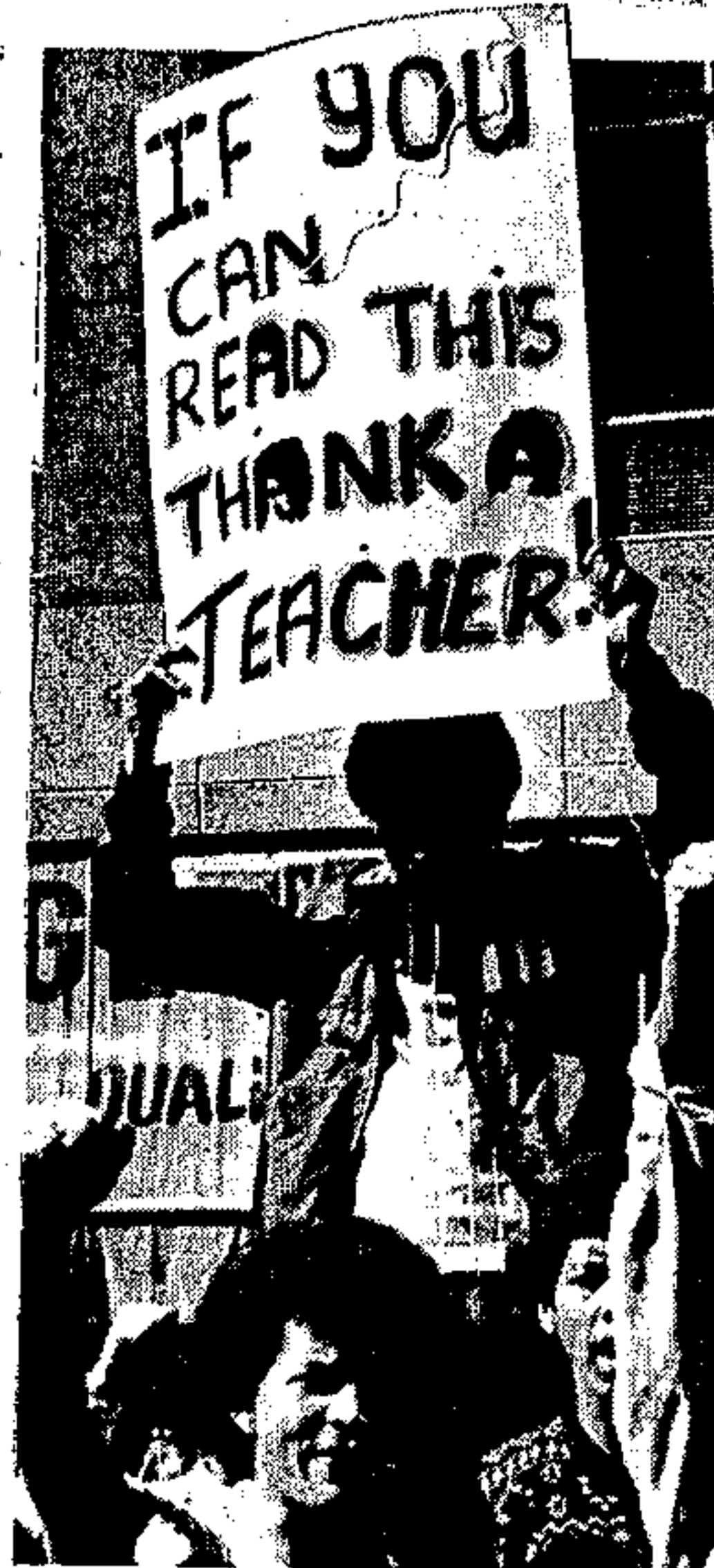
crisis, reports.

PORTIA MAURICE

beset our education system," he said. "Now is the time for principled engagement with the state."

Other sources urged politicians in the Convention for a Democratic South Africa (Codesa) to address the schools crisis as a matter of urgency. At its preparatory meeting unemployment and education were raised as priorities, and indications are that the government will at last be willing to put the issue on the negotiating table.

"Cuts in the white education budget are inevitable if there is to be redistribution of resources," the source said. "Much political power is vested in the system through white parents and teachers and the government will find it easier to make changes via Codesa than to move openly and alienate its rightwing."



Unsung heroes: Unemployment is rife among black teachers

Meanwhile, the Pan Africanist Congress this week reiterated the call for a "patriotic front" on education and an end to school stayaways. In a statement, PAC education secretary Joel

Gwabeni urged pupils to make learning a priority and parents to organise themselves in order to "speak with one voice".

Amid reports of overcrowding and high unemployment as the new school year began, the National Education Co-ordinating Committee committed itself to a "Back to learning" campaign which would "create resources and materials for effective learning and teaching at grassroots level".

NECC national chairman Monde Tulwana told a press conference on Wednesday the organisation planned to establish 50 community learning centres nationally at which volunteer teachers would offer extra tuition.

"In the last few years the education struggle has tended to move from the classroom into the street," Tulwana said. "Although the state played a major role in spreading this 'disease', it should be stopped."

He said discipline, demoralisation, punctuality, gangsterism and harassment would also be addressed as part of the campaign and promised a code of conduct by June.

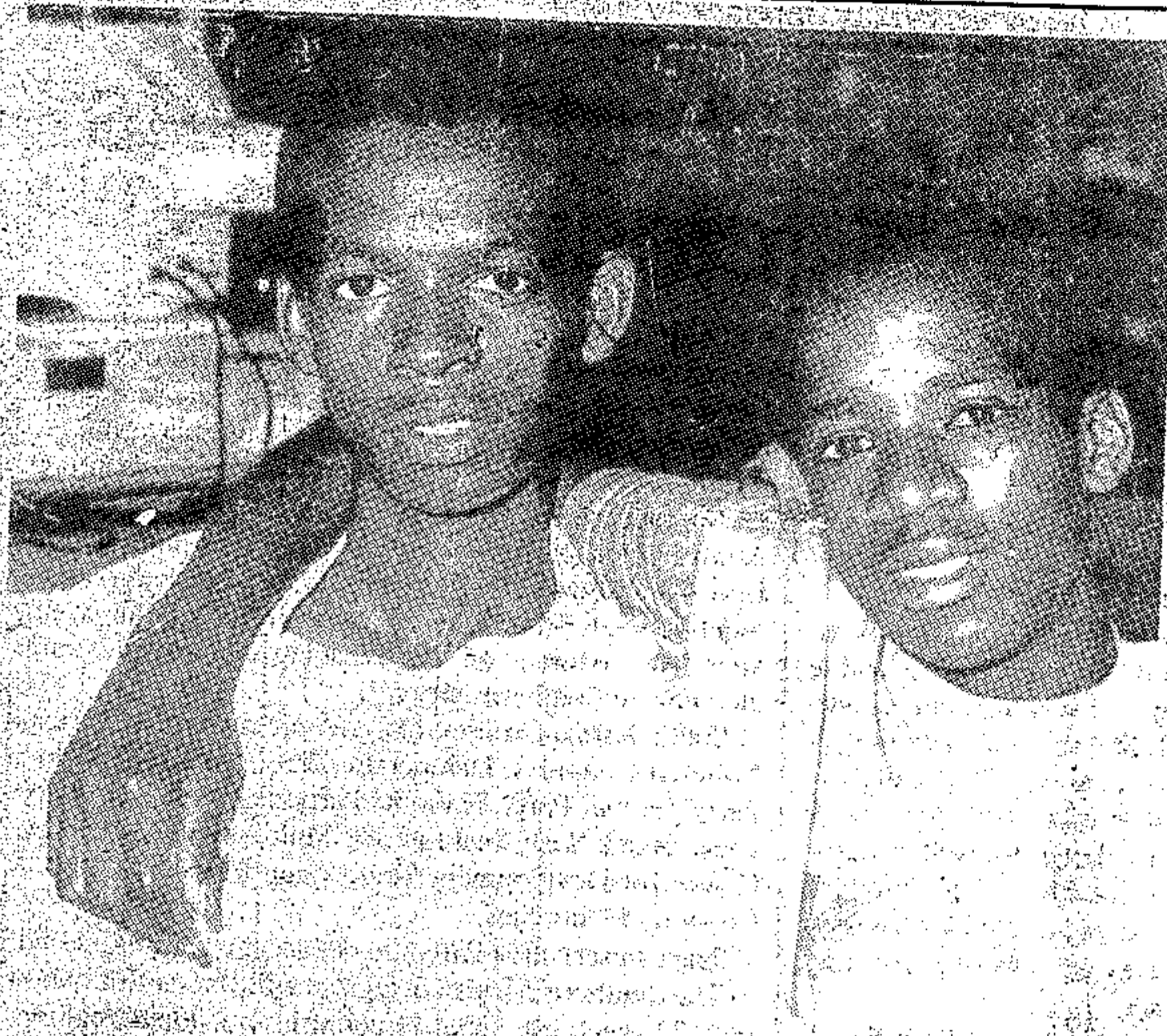
Tulwana urged pupils who had not yet returned textbooks to do so immediately and warned the government that the under-employment of qualified black teachers was "explosive".

On a number of issues the NECC appeared to differ with its student wing, the Congress of South African Students, which had held a press conference an hour earlier.

Cosas called for a boycott of school fees, alleging that in some Soweto and Alexandra schools principals were withholding exam results and refusing admission to pupils who had not paid.

However, the NECC said the issue was a sensitive one, and urged its components to allow the issue to be discussed at local level before taking disruptive action.

Whereas Cosas threatened protest action if classroom space was not made available for unsuccessful matriculants to return, the NECC's James Maseko said his organisation would be negotiating their future with the DET.



Seasa pupils, Trevor Mokadi, formerly of Thomas Mofolo High, gained a distinction in English (HG) and B symbols in physical science (HG) and biology (HG) and Itumeleng Boikanyo, formerly of Thutolore High, who scored distinctions in mathematics and physical science (HG).

Seasa starts extra tutoring

Sowetan 17/1/92
By MOKGADI PELA (52)

THE Science and Engineering Academy of South Africa, whose students did well in last year's matric exams, has opened registration for its Saturday tuition programme.

Of a total of 179 candidates who completed their Standard 10 supplementary classes with Seasa in 1991, 139 passed their matric. This represents a 77,6 pass rate. Two of Seasa pupils were among the country's top 20 matriculants.

Seasa's chairman, Dr Gordon Sibuya, said new applicants doing Standards 7-10 can register at their offices, Cape Towers, 16th Floor, 11 Maclaren Street, Marshalltown on Mondays to Fridays between 8am and 4pm. The telephone number is 838-1560. There is no registration on Saturdays.

The fees are R150 for existing pupils and R190 for new ones and cover the tuition cost in all subjects for the year. The full amount is payable upon registration, irrespective of the number of subjects taken. New applicants must bring two identification photos.

Sibuya said teaching will start on Saturday, January 25 at the University of the Witwatersrand. Classes will take place every Saturday, except Easter and Sharpeville Day, from 8.30am to 2pm. No registration is done at Wits.

"Our programme is geared towards preparing pupils to meet the requirements for admission into faculties of science and engineering at tertiary institutions," he said.

Grey turns down black pupils

Staff Reporter

BLOEMFONTEIN'S Grey College, which recently adopted a Model B admissions policy, turned down 17 black applicants at the start of the new school year as being "unsuitable". They had apparently all failed an admissions exam.

Headmaster Dr Michael Heyns said he was "very sorry" about the results of the admissions

exam because the school had a "broad outlook and would not have opted for Model B if it had not been serious about implementing it."

Special care was taken over the admissions criteria. The primary consideration was that the pupil be able to cope with his new environment. For this reason, simple maths and language tests were devised to assess the pupil's aca-

demic and communicative skills, he said. ⁽⁵²⁾ CT 17/11/92/

One of the Std 6 candidates interviewed had been a possible contender for admission but Dr Heyns feared that "there might have been problems" if he was to admit only one black child into a school of 900 white boys.

He said that he was not prepared to admit fewer than eight or 10 black pupils to start with.

School in funding row

S/Times 19/11/92

(25) (52)

CLAIMS of a secret plot to use government money for the purchase of a private school have emerged in a bitter row between the staff and the head of the school.

Maths teacher Norris Barker alleged in affidavits in the Rand Supreme Court this week that Mr Alton Masondo, managing director of Somerset School in Johannesburg, had intended to use Department of Education and Training subsidies to buy the school from Mr Andre de Meyer.

Mr Barker and four other teachers at Somerset School, a private school catering almost exclusively to black pupils, have applied for the liquidation of Mr Masondo's company, Black Pearl, a non-profit educational institution which also owns Somerset.

The teachers, who are demanding unpaid salaries, handed in to the court a copy of a letter Mr De Meyer had allegedly written to Mr Masondo on August 16 1991, offering him the school if Mr Masondo would pay him R5 000 a month in "grant-in-aid".

Changed

Mr Barker claims in his affidavit that the letter was intended to be a secret document to secure for Mr De Meyer a sinecure of R5 000 a month for life "as well as to defraud the South African government, which was expected to provide a subsidy for Somerset School which would be siphoned off by Mr Masondo as a 'grant-in-aid' to Mr De Meyer".

"If De Meyer is successful in having the subsidy accelerated from this year (1991), an amount of R300 000 will be paid," according to the document.

The affidavits by the teachers claim that Mr Masondo, a former DET official, had changed the name of his school six times.

Its names were: Somerset School, Summerhill Primary, Status Acres, Sunshine Acres, Black Pearl Educational Development and Maluti Modern Institute.

"As the debt temperature warmed up in each business, Masondo cooled off the temperature by changing hats and then carrying on the same business under a new name," Mr Barker claims.

"All the schools were

Supreme court told of secret plot to use government money

By HEATHER ROBERTSON

conducted as one mixed-up business without one separate physical or financial identity, and were merely different hats worn by Masondo as each of the businesses ran into debt," he says.

The schools charged parents R275 a month, but only five out of 267 matric pupils passed in 1991.

The affidavits claim that from December 1990 to June 1991 Black Pearl occupied the whole Sentrusts Building at 14 Plein Street, Johannesburg, administered by Sanlam. Rental for the whole period, R78 000, was not paid by either Mr De Meyer's company, Aetiology Today cc, or Black Pearl.

From August 1991 to December 1991 Black Pearl occupied the Standard Bank's Fountain Head Properties at 51 Juta Street, Braamfontein. The rent, R1,5-million, was also not paid by either De Meyer or Black Pearl.

Signed

From August 1991 to October 1991 Black Pearl also occupied a building at 20 Juta Street owned by Westbraam (Pty) Ltd. The rent for the building, R49 872,19, was not paid.

Seventy teachers who had not been paid for five months lodged a criminal

complaint at the Department of Manpower, and 2 000 pupils were given an extended holiday.

After meetings held in August 1991 between the Minister of Education and Training, Mr Sam de Beer, who was then Minister of Local Government, Housing and Works, and a Mr Stighling of the Urban Foundation, the old Goede Hoop School in Railway Street, Germiston, was donated to Black Pearl.

According to the indemnity form signed when the school was handed over, Black Pearl was entitled to any income derived from the property.

Mr Masondo, claims Mr Barker, now denies that he

is carrying on business as Black Pearl and has painted the name Status Acres on the door of his new offices in Market Street, Johannesburg.

He is soliciting applications for pupils at another primary school, Sunshine Acres.

In her affidavit Mrs Cathy Booie, a former financial manager and administrative manager of Black Pearl, claims that Mr Masondo used the funds of Black Pearl for a wedding party, costing R20 000, and bought a BMW 518 from pawnbrokers for R9 000.

The return date for the application for Mr Masondo's liquidation is Tuesday.

Teacher knifed in fight

Sowetan 20/11/92
By ALINAH DUBE

A TEACHER was stabbed and four others assaulted at Soshanguve, Pretoria, schools over the past week.

A *Sowetan* investigation revealed that a day after a teacher was assaulted by Tiyelani High School pupils, when he went on a revenge spree and fired four warning shots inside the schoolyard.

The teacher allegedly came to work armed with a firearm to scare off his assailants.

Two women teachers at Hlomphanang and Hlanganani Secondary Schools were allegedly beaten up by schoolboys who demanded that they be promoted to a higher class despite failing their examinations.

A Walmansthal High School teacher was allegedly assaulted after last week's meeting to discuss the education crisis at the school. An argument allegedly broke out between him and a member of the Congress of SA Students.

The school's principal, expelled by pupils on the day the Department of Education and Training schools opened 11 days ago, was allegedly manhandled before she left.

Examiner axed over test scripts

S2 Sowetan 20/1/92

THE Department of Education and Training has fired a white examiner who failed to submit 200 electronics papers after last year's matric papers had been marked.

The DET's liaison officer, Mr. Edgar Posselt, said yesterday they had found internal problems with the examiner who failed to submit the scripts in time.

Disciplinary action against the examiner followed complaints by teachers at Modiri Technical High School in Mamelodi in Pretoria where 50 of the 86 matric pupils who wrote the subject last year did not receive their marks.

The school attained a 34 percent pass rate with only seven pupils achieving university entrances and 20 school-leaving certificates.

Teachers told *Sowetan* that pupils were frustrated because they had been declared failures in the subject despite the fact that they had good symbols in

By MONK NKOMO

all other subjects.

Most of the pupils said they had also not received

their marks in drawing.

Posselt said they received the electronics scripts this week and the results would be sent to the respective centres soon.

School closed due to violence and disruptions

By MONK NKOMO

(52)

THE Department of Education yesterday closed the Tiyelani Secondary School in Soshanguve indefinitely because of continued disruption since schools re-opened this year.

Sowetan 21/1/92
Police yesterday reported that the Walmansdal Secondary School in the same area, was seriously damaged after arsonists set it alight causing damage estimated at R115 000 at the week-end.

Northern Transvaal Police liaison officer Captain Marietjie Louw said the school's administration block was set alight at about 4am on Sunday. No arrests had been made.

DET'S regional chief director, Mr Job Schoeman, confirmed Tiyelani was temporarily closed because of disruption.

"Pupils were demanding pupils for a 'pass one, pass all' policy and unconditional admissions, teachers have been assaulted by pupils and no effective teaching has taken place at the Tiyelani Secondary School since schools re-opened," said Schoeman.

The DET could not allow the current situation to continue and had no option but to close the school.

The Azanian People's Organisation, in a statement released yesterday, said reports of pupil defiance of teacher authority at a number of schools in Soshanguve, was "extremely distressing".

Head of Azapo's education secretariat Dr Gomolemo Mokae said they were very concerned about the burning of the schools.

He added: "This is not conducive to learning. We urge the pupils to abandon stupid programmes like 'pass one, pass all' and accept failure with dignity."

Mokae said Azapo was going to try and help resolve the crisis at all affected schools in Soshanguve.

'Pass all' school closed

PRETORIA — Pupils' demands for a "pass one, pass all" system and the subsequent stabbing of a school teacher has led the Department of Education and Training to close down the Tiyelani Secondary School in So-shanguve, north of here.

DET Northern Transvaal regional director Mr Job Schoeman said in a statement that the department could not allow the chaos at the school to continue.

The head of the education secretariat at the Azanian People's Organisation, Dr Gomolemo Mokahe, called on pupils to put more effort into their

studies and to stop "stupid demands such as pass one, pass all".

In Soweto yesterday morning a small crowd of parents staged a placard demonstration in front of the Johannesburg DET regional offices in Braamfontein to demand the removal of a school head.

A delegation from the crowd of mainly middle-aged parents was at the same time meeting DET officials.

Demonstrators said they were demanding that the principal of a school in Meadowlands be removed from her post for mismanaging school affairs. — Sapa

(52) CT 21/1/92

hit. He said Bhyat "had always per-
his formed his tasks in a responsible
and manner".

School closes ⁵²⁾ after stabbing ²²⁾

PUPILS' demands for a "pass one, pass all" system, which culminated in the stabbing of a teacher, has led the Department of Education and Training (DET) to close Tiyelani Secondary School in Soshanguve, north of Pretoria.

DET northern Transvaal regional director Job Schoeman said in a statement the department could not allow chaos at the school to continue, Sapa reported.

After the stabbing incident last week, the injured teacher allegedly fired shots in the schoolyard.

KATHRYN STRACHAN reports that DET liaison officer Geoffrey Makwakwa said the 1 000 students could not be taken in by other schools in the area as they were overcrowded. *Biday 21/1/92*

Makwakwa said the DET had called a meeting of parents but only 15 had arrived.

aking.

5.

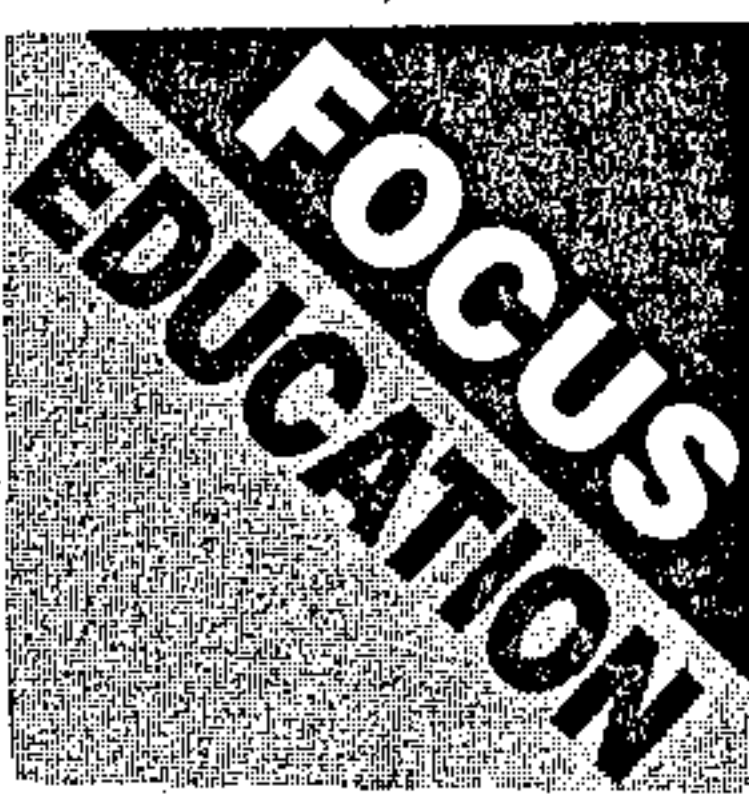
Millions of rands

go down the drain

By MATHATHA

TSEDU

MILLIONS of rands are going down the drain each year as a result of damaged textbooks and unused stationery being thrown away by schoolchildren.



And unless parents and those involved in education take an interest in what happens to the books that their children are given, complaints of shortages of both textbooks and stationery will continue. These are the views of

Venda's director-general of education, Mr AK Madzaga, who spoke to *Sowetan* about the endemic shortage of books in black schools. Madzaga said pupils were "extremely careless" about the books given to

Sowetan 23/1/92

(S2)

them by the government.

"You can go into any school during the holidays and you will see what I mean. Books, very valuable books that are to be used by other pupils the following year, lie strewn in classrooms.

Tax money

"Some books are torn, while others have been eaten by termites. These are books that must be used by those coming into those classes the following year. But our children do not seem to care. Parents, too, do not seem to realise that

this is their money," Madzaga said.

Another problem was the wastage of stationery that was never used by pupils.

"I have a child at school too and I know what I am talking about. The exercise books are never filled up and more than half of each book is wasted each year and is more often used as a score board for games of cards.

"Unless we find a way to utilise these unused pages, it is tax money going down the drain. And each year we are going to end up using

millions of rands to replenish both text and exercise books that we could have saved and used the money to build the much more needed classrooms," he added.

Failing

Many schools in Venda were without books last week, leading to criticism by parents and student organisations that the department was failing to plan its programmes.

While he was commenting on the situation in Venda, the scenario he described is applicable to all black areas.

Crisis drives pupils away from Soweto

Small *23/1/92* *(SL)*

THE reopening of coloured schools this week was marked by an increased number of black pupils seeking admission as more parents look to white, Indian and coloured institutions to educate their children.

The deepening crisis in township schools, characterised by another year of disastrous matric results, overcrowding and lack of facilities, is driving thousands of children to the suburbs and neighbouring coloured and Indian areas.

Teachers in Riverlea, Western Township and Eldorado Park say they have to deal with a growing number of pupils from black schools seeking admission.

"We have been enrolling children from Soweto since 1986 but there has been a remarkable increase this year," said a teacher in Eldorado Park.

When Model B and Model D schools announced they were full, parents turned to Indian and coloured schools.

A school principal at Riverlea said: "We admit all children but the bottom line is that we cannot admit more than the school can accommodate."

"A great number of parents from Soweto applied this year but our problem is space, so we had to turn many of them away" - *Sowetan Correspondent.*

FOCUS EDUCATION

Sowetan 23/1/92

Chaos as pupils disrupt classes

By ALINAH DUBE

TEACHING came to a standstill in Mamelodi yesterday after a rampaging mob disrupted classes at all secondary schools.

Lieutenant Jan Crouse, Press liaison officer for the Northern Transvaal, said police were called to J Kekana Secondary School after receiving reports that pupils were refusing to attend classes because of overcrowding and the high failure rate.

"Two police vehicles sent to monitor the situation were pelted with stones but no serious damage was reported," Crouse said.

A spokesman for the Department of Education and Training confirmed that classes had been disrupted.

He said trouble started after pupils allegedly threw stones at policemen who retaliated by firing shots to disperse them.

Pupils then started disrupting classes at nearby schools.

This led to the disruption of teaching at all secondary schools in Mamelodi, the spokesman said.

But Crouse denied that police had fired shots. He said they took "no action at all".

Meanwhile, the DET spokesman said the department was trying to arrange a meeting of parents at Tiyelani High School on Sunday.

Other DET schools in the Northern Transvaal were said to be quiet and busy enrolling pupils.

ER school faces threat of closure

Savefam 23/1/92

PARENTS of pupils at KwaDukathole Secondary School in Kaitshong have been urged to attend a meeting next weekend to save the troubled school from closure.

The chief director of the Department of Educa-

tion and Training in the Highveld region, Mr JH Booyesen, said yesterday that co-operation from the parents was needed if the 1992 academic year was to be salvaged.

Outlining events at the East Rand school since it

reopened on January 8, Booyesen said: (52)

●Pupils were demanding to be given their reports although they had not returned textbooks;

●Pupils had forcibly attempted to take reports from a woman teacher. This had led to a scuffle and threats were made to the entire white staff;

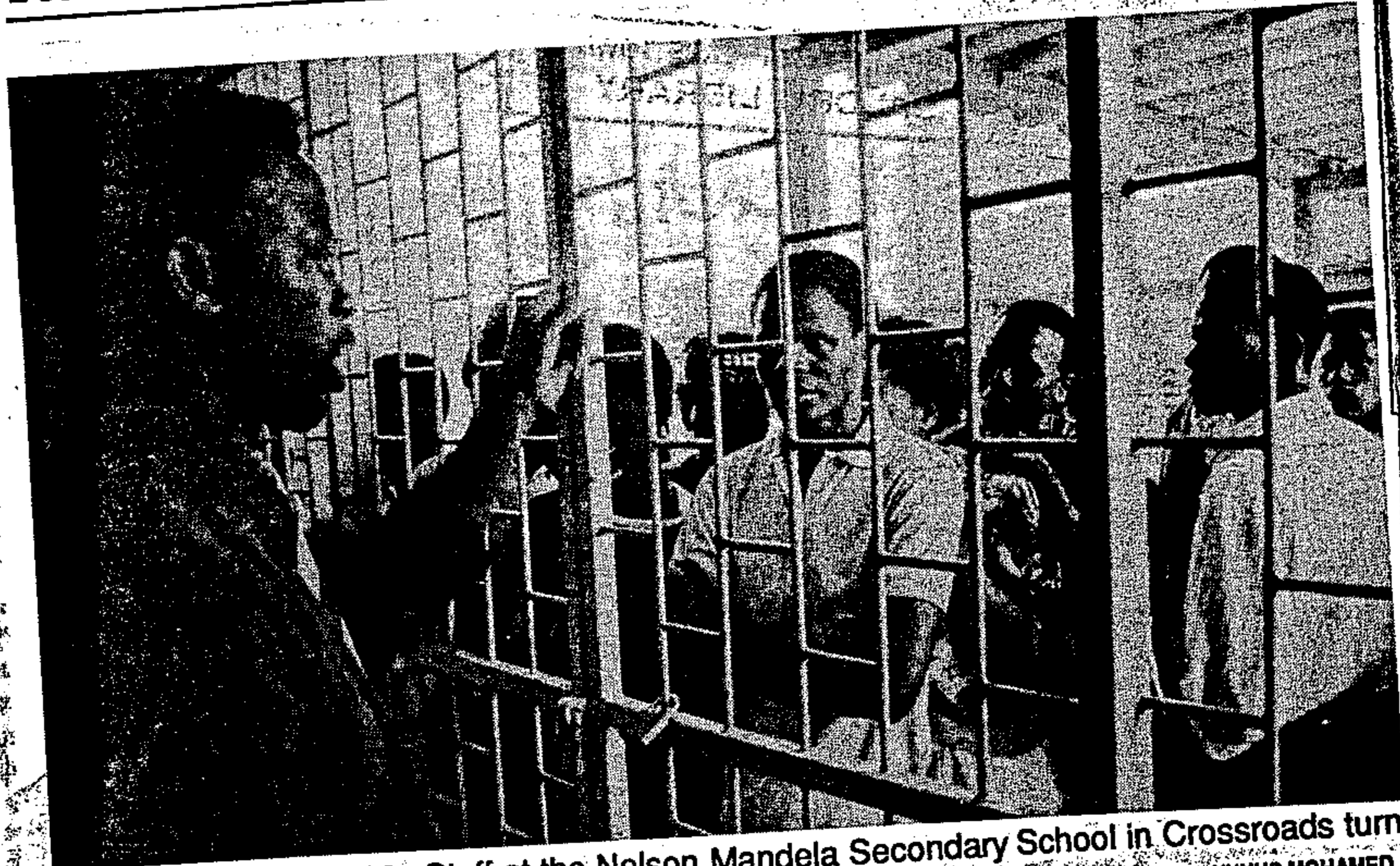
●A pupil stoned a car and was arrested by police. Fellow pupils protested by smashing the windscreens of several other cars; and

●Pupils then took teachers hostage and marched them to the police station where they demanded the release of their colleague.

"Against this background it is obvious that the enrolment of pupils and the starting of classes is impossible," said Booyesen.

"The department has no option but to suspend enrolment and school activities from today (yesterday) until a meeting is held with parents on February 1."

Sana



SORRY, WE'RE FULL: Staff at the Nelson Mandela Secondary School in Crossroads turn away applicants after 1 600 new pupils registered on Tuesday
South 23/11 - 29/11/92
PIC : YUNUS MOHAMED

University doors close on first-year applicants

By Quentin Wilson

ACCESS to tertiary education has diminished sharply in the face of spiralling university fees and limited places. Almost 6 000 University of the Western Cape applicants will not be accepted this year as UWC tightens its belt to deal with financial crises. A spokesperson for UWC's registration department said it received about 9 000 applicants for first-year places but can only accommodate 3 352. Although this represents a growth of four percent, UWC has to cope with a

massive 45 percent slash in government subsidies. Students who secure a place face rocketing fees. Last year, a BA degree course cost R2 100 a year. Now arts students have to fork out R3 575. To add insult to injury, students have been informed this year that they have to pay a registration fee of R125 as well as a deposit of R600 on their fees. Explaining the new payment system, UWC finance director Mr Andre de Wet, said: "The registration fee is necessary as the subsidy is only available from April, so in the first three months

we have to finance ourselves." The South African Students Congress (Sasco) has slammed both the subsidy cuts and the nation-wide increase in tertiary education fees. "We see this as an attempt to exclude students on financial grounds, and in this light are appalled that increases at Wits and Rhodes are as high as 20 to 30 percent," they said. "In the same vein, the government's decision to reduce subsidies must be slated, as it increases the financial burden for education on these institutions and the individual students," it said.

Get your story

High hopes for schooling after smooth start

South 23/11-29/1/92

52

By Anthony Ndlovu

MOST Department of Education and Training (DET) schools in Cape Town this week reported a smooth start to the first term of 1992.

And hopes are high that this year's matric results would improve over 1991's dismal performance.

At the Nelson Mandela Secondary School in Crossroads, 1 600 new students registered, according to principal Mr Zalisile Mkhontwana. Yet no additional teachers will be employed.

He said the school could cope with its present resources even though he was still waiting for more equipment from the DET.

At the Matthew Goniwe Secondary School at Site B, Khayelitsha, hundreds of pupils flocked to register for the new term.

At Langa Secondary School, 1 100 pupils were registered on Tuesday and the school needed at least two more teachers, principal Mr Joel Magwaca said.

At Luhlaza Secondary School in Khayelitsha, which had an 82,3 per cent pass rate last year, about 1 400 pupils were turned away because of a shortage of space.

About 1 500 pupils were admitted at the Oscar Mpetha Secondary School in Nyanga.

At the Good Hope College of Education, 224 new students were accepted, said rector Mr E Scholtz.

He said he was troubled by the fact that students who had completed their studies in 1990 and last year were struggling to find jobs in the DET schools.

Meanwhile, plans to improve black education are underway as the National Education Co-ordinating

Committee (NECC) launched three projects this year.

NECC spokesperson Mr Fred Barron said the Intensive Learning Project aimed to assist students with study guides and establishing study centres for extra tuition.

The Education Governance Project aims to establish controlling structures at educational institutions, and the People's Education Project will focus on the development of educational material and curricula for a new South Africa.

The South African Democratic Teachers Union (Sadtu) has called for the immediate dismantling of the DET and all "own affairs" departments and the establishment of a single education department following last year's appalling matric results.

Sadtu spokesperson Mr Randall van der Heever said education standards would not improve under an ethnic department like the DET.

"Educational provision will only be improved by fundamental political change and improving teachers' proficiency and their commitment to excellence," said Van der Heever.

He said all education organisations and parent committees should be involved in the restructuring of education.

He said there had been a management crisis in education, with principals and inspectors losing control over schools.

DET spokesperson Mr AE Ndamase said although there were few posts available towards the end of last year, it was still too early to say how many teachers would be employed in 1992.

"The Department will do its best to make this year a successful year of study," Ndamase said.

Vaal pupils allocated classes at last, but forced to double up

By Phil Molefe (52)
Education Reporter

STAR 23/1/92

About 900 pupils at a Sebokeng high school were assigned to classes for the first time yesterday, two weeks after other black schools under the Department of Education and Training had reopened.

Katleho-Impumelelo

Secondary School pupils had to stay at home when schools reopened because there was no building in which they could be accommodated.

The school has been without premises since it was founded last January, and pupils, teachers and parents have lost hope that they will ever acquire any.

"We have made representations to the DET since last year, but our

pleas have fallen on deaf ears," said a teacher.

Pupils at the school had been accommodated at Fundulwazi High School, but the arrangement was terminated at the beginning of the year because there was not enough room for two schools sharing a building meant for one.

The pupils returned to Fundulwazi yesterday after teachers from both schools held a meeting to resolve the matter.

The schools have been forced to resort to the "platoon system", with one group of pupils reporting in the morning and the other group coming to school in the afternoon.

Katleho-Impumelelo is one of more than 30 schools in the Vaal Triangle without its own classrooms, and the situation is threatening to undermine plans to restore intensive learning this year.



Hoping against hope . . . black pupils wait anxiously to be admitted to a coloured school in Riverlea, west of Johannesburg.

THE economic policy document prepared over the weekend positions Cosatu some way to the left of its ally, the ANC, in economic terms. Why?

Cosatu is an independent organisation. We have an alliance with the ANC and SACP, but that does not mean that our policies have to be the same. We are reflecting the interests of a particular constituency — the most dispossessed. There will therefore be different points of emphasis between ourselves and our allies. At its core, though, we do not see any substantive differences between ourselves and our allies on the need for economic growth to be generated in a way that it begins to meet the basic needs of the majority of people. While winning the vote is an important political goal, we argue that unless we deliver some of those basic needs like jobs, housing, education and employment there is not going to be stability in SA.

While accepting these concerns as real, are your policy prescriptions serious ones? Or are they merely slogans and wishful thinking, or perhaps just your opening bargaining position for an economic forum — one which in the hard light of day is going to have to be reconsidered quite substantially?

If there are slogans, they indicate the depth of anger and frustration among workers. We are certainly not going to sweep our members' views under the carpet. We see the document as a series of propositions about the way we think economic growth can be stimulated so that it benefits the majority.

Cosatu could easily enter negotiations with employers that deliver those needs to our members only. But looking after only the interests of the employed is not the road to stability. Our propositions are aimed at resolving these problems, and we will take them into negotiations. If employers have alternatives, they have the right to put them to us. Let us negotiate about the type of vehicle needed to reach the common goals we have identified.

YOUR document talks about the state increasing production of basic necessities of life like electricity, housing and so on. Can the state realistically be expected to provide all of these things in, presumably, a short period?

There is no suggestion that we can achieve these things overnight. What

Cosatu refuses to be bullied into a new deal for SA

B. DAY 3/4/92.

Cosatu general secretary Jay Naidoo talks to ALAN FINE about the organisation's recently published economic policy document.

is important is that we develop coherent strategies which are accepted by all the major players. We need to talk about a process, so that, if the squatter in Phola Park is not going to get his house tomorrow, then he understands that his representative is at least there and negotiating about the problem.

There is an apparent contradiction between your proposal that there be a "slim state" but also one which would be highly interventionist and control a wide range of productive industries and services.

We need a slim state which has been rid of bureaucracy but designed to deliver effectively and efficiently housing, education and health facilities. We are talking about an economy that is essentially driven on market principles, not a bureaucratized one as was the case in eastern Europe.

The section on industrial policy talks of a policy that would encourage labour intensive production, ensure a living wage for all, and simultaneously ensure that SA industry is internationally competitive. Successful export economies elsewhere have relied either on low wage labour intensive industry, or on high-tech capital intensive production. Cosatu seems to want the impossible. We are not suggesting that all activities in the economy have to be labour intensive. But we need some mechanism that begins to give people jobs. We are even prepared to back public works programmes where working conditions are less favourable, for a time, than in the formal sector.



□ NAIDOO

Obviously there are certain sectors of the economy that have to function on the notion of export orientation, on a high-tech basis. We want to achieve a balance between a labour intensive and a high-tech sector.

We have set certain goals. We need to talk about how our strategies fit into meeting these objectives. But

we are not prepared to accept investment of the type that abuses trade union and human rights, or the fly by night investors who come in on a concessionary basis and invest nothing in research and provide no technology transfers.

You talk about the need for "appropriate tariffs". Does Cosatu accept that protectionism is one of the biggest obstacles to international competitiveness? And, if so, does Cosatu have the guts, and its membership the will, to accept its removal even if this means job losses in the short term?

We accept in principle the need to remove tariff protection. The issue is how to phase it out. No government anywhere has phased out tariffs overnight. We need to examine what steps should be taken to prepare our industries for greater competition. Nowhere have we proposed increased subsidies for industry. We want our industry to be efficient and competitive. There is no dispute about that. But we oppose government's incoherent and ad hoc approach. And we have to prevent dumping, and imports which are the consequence of the oppression of union rights elsewhere in the world.

On the question of nationalisation, is Cosatu serious, in this day and age, when it says that public ownership is the most desirable form of ownership?

Those sectors of the economy relating to the provision of basic goods and services must be under state control. There is no country in the world where a public sector does not

exist. Further, if we find in strategic sectors that monopolisation or price-fixing is obstructing the delivery of needs to the majority, something would need to be done.

In the pharmaceutical industry, for example, medicine prices have risen substantially, and we are convinced this is because of price fixing. A government would have to intervene in such a situation, either to set up a competing firm, or to nationalise, or to put in place regulations which eliminate price fixing.

Why do you talk of nationalising institutions and sectors like Eskom, or education, which are already in state hands?

Because we do not trust this government not to go ahead and try to privatise some of these sectors, even in the next few months. It has "commercialised" some for this very purpose.

Is Iscor on your list of targets for nationalisation simply because you are still peeved that it was privatised without your consent?

Yes, that is one reason. But the more important reason is that it produces a basic commodity for the manufacturing sector. And this is one of the key sectors for growth.

Many people in business, who see your policies as way beyond the scope of conventional economic thinking, ask whether there is any point in attempting to negotiate these issues with Cosatu.

I think Cosatu is doing the country a service. We are not concealing the real feelings of our people. We say: these are our propositions. Enter into negotiations with us. We will not enter into agreements in boardrooms without referring back to our constituency. Any such agreement would have no legitimacy and would be a disaster.

When we talk about changes, we also need to talk about what changes industry is prepared to make — industry which has benefited from apartheid. What commitments are they prepared to make in relation to the goals we have espoused. Then we will be able to enter negotiations.

We will not accept being told that our views are irrelevant. We will not be bullied from the outside into relinquishing our views. It will be through negotiations where we reach some agreement on an economic strategy for the future. We are hard negotiators. But we are not hardliners. It is important that we have a public debate about all these issues.

LETTERS

Economic forum

B. DAY 3/4/92

WEDNESDAY'S meeting between representatives of organised business and labour and Economic Co-ordination Minister Derek Keys and his associates brings closer the establishment of a forum which could be as important in shaping South Africa's future as a fully representative Parliament.

Remarkably, employers and unions have not taken long to develop a consensus on the structure, powers and functions of an economic forum. In addition, their proposals do not seem incompatible with the transitional council concept advanced by government as part of its proposed arrangements for interim rule.

It is fortunate that the Cabinet has a person of Keys' stature to represent it in this endeavour. His practical experience in the private sector will ensure that he has the necessary finesse to usher the proposed forum into existence. Regret-

tably, this is a task for which the next most obvious candidate, Finance Minister Barend du Plessis, is demonstrably inadequate. In his handling of the VAT fiasco, only the latest example, Du Plessis has shown that he lacks the sensitivity and grasp of negotiation processes required for success.

An economic forum brings with it much promise of more stable and certain economic and fiscal planning, and new hope for growth. But it also embodies serious dangers, of which participants will need continual reminders.

The forum could help build less adversarial relationships between labour and management and the state, and produce a government more responsive to the needs of the real economy. And, while the proposed forum is designed primarily to operate during the transitional period, it could be an invaluable tool later on to ensure that economic policy is debated by a broad range of interests.

Co-operation between the economy's major stakeholders has been a feature of most of the world's most prosperous nations. Here, our history of racial division has helped make South Africa one of the last bastions of Marxist thought, and this has left a gulf in economic thinking between labour on the one hand, and business on the other. It may be, though, as Cosatu's Jay Naidoo suggests elsewhere on this page, that an intensive interaction of ideas could narrow that gulf considerably.

One of the greatest dangers, though, is that big business, labour and a future government develop too cosy a relationship, striking deals protecting their narrow and short-term industrial interests. This would halt any trend towards greater international competitiveness, and leave the unrepresented — the unemployed and those in the informal sector — on the margins of society with ever less hope of entering the formal economy.



Determined . . . Salaminah Mthenjane (19) is still looking for a top education after quitting township schools. Pictures: Sean Woods

Schoolgirl battles for good tuition

By Phil Molefe
Education Reporter

Overcrowding, disruptions and poor facilities in township schools have driven a Standard 9 Soweto pupil to seek her education elsewhere.

Salaminah Mthenjane (19) has sought admission to almost all the open white schools and she is now trying her luck at coloured schools, which reopened on Tuesday.

Sheer determination has driven her to places she has never been to before — to no avail. Now she is hoping for a miracle.

"There is little education in township schools and I have decided to look for a place elsewhere if I want to achieve my goals," Salaminah said.

The Star found Salaminah yesterday among

a group of black pupils queuing at a coloured high school in Riverlea waiting for their turn to know their fate.

"We have been told the school is full, but I have decided to wait in case the principal has a change of heart," Salaminah said.

She said she had been to all the high schools in the coloured areas of Bosmont and Western and was now trying her luck at Riverlea.

"I first tried white government schools because my parents cannot afford high fees charged at private schools — now I really don't know what to do.

"I have spent a lot of money on taxis but I don't want to give up. I pray someone out there could feel for me and get me into a better school

for the sake of my future," she said.

Disruptions, overcrowding and a shortage of essential teaching facilities in township schools have driven thousands of black pupils to other education departments' schools.

More parents are looking to white, Indian and coloured schools for a better education for their children.

A teacher at Riverlea High School said the situation was very serious and the authorities had to give the matter urgent attention.

"We have listened to very sad stories and it breaks my heart to tell these parents that the school is full because we are governed by the availability of classrooms.

52
23/1/92
S.M.

Teaching suspended after strife

By Abel Mabelane
East Rand Bureau

202
52

Classes and enrolment of pupils has been suspended indefinitely at the Kwa-Dukathole Comprehensive School in Katlehong because pupils armed with an assortment of weapons have been "interfering" with the admission procedure and intimidating staff.

The chief regional director of the Department of Education and Training on the highveld, JH Booyesen, said the suspension was with effect from yesterday.

Mr Booyesen said the department had been meticulously monitoring the deterioration of an atmosphere conducive to enrolling students and commencement of classes at Kwa-Dukathole Comprehensive since the

reopening of schools on January 8.

He outlined the factors leading to the closure of the school.

● Pupils whose reports were withheld until they returned school books issued to them last year, had demanded their reports.

● Pupils had accosted a woman teacher and tried to take reports she was carrying, resulting in a scuffle. Subsequently, the entire white staff was threatened with violence, making it necessary to withdraw them from the school.

Mr Booyesen said two inspectors who paid a visit to the school last Friday owe their lives to the person who intervened in the corridor when a group of students surrounded them in order "to deal with them".

The two inspectors were warned by the group not to set foot on "their school campus, on pain of death, which would include the setting on fire of their vehicles".

On Tuesday an official car of the neighbouring technical centre was stoned by a pupil who was later arrested by the police.

A group of students stoned cars at Kwa-Dukathole and smashed windscreens.

The teachers who were at the school at the time were taken hostage and forced to march to the police station to secure the release of the arrested pupils.

Mr Booyesen said that against this background, the DET had no choice but to suspend enrolment and activities at the school until a meeting had been held with pupils' parents.

STAR 23/1/92

White schools 'colour-blind' on statistics

ARG 23/1/92 (52)

SHARON SOROUR
Staff Reporter

FORMER whites-only schools which opened to children of all races have gone "colour-blind" in a move towards non-racial education in South Africa, refusing to disclose "racial" statistics.

As thousands of pupils went back to Western Cape schools this week, several Cape Town principals closed ranks and refused to reveal the extent of black enrolment.

Other schools — including Rondebosch Boys' High, Rustenburg Girls' High and Camps Bay High — refused to comment at all on whether they had admitted black pupils.

While the "colour-blind" approach is being seen as a positive sign of an emergent non-racialism, there is concern that it could frustrate efforts to measure the effectiveness of Model B education.

Democratic Party spokesman on

education Mr Roger Burrows said he did not believe schools were refusing to give the information because they were admitting few black pupils.

There was a concerted feeling throughout the country, at school board and teacher levels, that schools should not differentiate between pupils, he said.

"It is not only prevalent in the Western Cape but nationwide ... and schools are determined not to provide that information, not even to the education departments," he said.

But Mr Burrows added: "The key question here is whether there still are empty places at the schools. This is what I will be looking at this year."

Cape Education Department spokesman Dr Orland Firmani said statistics of black pupils who enrolled at former whites-only schools were not yet available.

Several rural schools have been saved from imminent closure by adopting the Model B admission policy.

Mr Marius Stander, the principal of the Kenhardt High School — which increased its enrolment by a third — said the opening of the school was "a community blessing" and the only solution to save rural schools from closing.

"Last year there were 10,6 million children in South African schools. In white schools there were 170 000 empty places. Even if you filled every place in every white school it would represent less than one percent of all school children in South Africa," Mr Burrows said.

"We have moved past apartheid and now the utilisation of facilities is important."

According to Dr Firmani, 307 of the 719 ordinary public schools in the Cape had applied for and received permission to adopt Model B which admits pupils of all races.

Of 103 ordinary public schools in the Parow School Board area, which included the northern areas, Franschhoek, Paarl, Stellenbosch and the Strand, 84 — about 82 percent — had adopted Model B.

In the Cape Town School Board area, which included schools in the Peninsula, 89 out of 107 — about 83 percent — applied for and received permission to adopt the Model B policy, Dr Firmani said.



FIRST DAY: Elton Jooste, 13, shows off his batting abilities on his first day at Voortrekker. Cheering him on are, from left, Renier Geldenhuys, 16, Reinhard Koorts, 17, Mario Adams, 13, and Eugene Herandien, 14.

A Bergvliet High School spokesman said 26 blacks had been admitted. The school had had more than 40 telephone calls yesterday from potential pupils, but the school was full. A Jan van Riebeeck High School spokesman said 20 black pupils were admitted this week.

Sans Souci Girls' High School was "colour blind" and did not keep racial statistics, according to a school spokesman.

The deputy principal of Rhodes High School in Mowbray, Mr Clyde Broster, said schools were being asked to "classify pupils as black".

About 100 out of the 300 pupils were black and 50 had enrolled this week while the others had been at the school since last year.

A spokesman at Good Hope Seminary said: "We don't specify. All children are children."

Fish Hoek Senior High School principal Mr D F Duxbury said all pupils were "Fish Hoek pupils and nothing else."

At Norman Henshilwood High School in Constantia, about 65 percent of the 108 new pupils were black.

Cape school is 'a model' for racial harmony

Staff Reporter

(52) ARG 23/11/72

ONE of Cape Town's top Afrikaans schools is a success story in racial integration.

The principal of Hoerskool Voortrekker in Kenilworth, Mr Willem du Preez, said few people expected mixed schools to work, but his school is a prime example that they could.

"This is a happy school where pupils accept one another on the basis of friendship and not colour.

"We have had no negative comment since the first pupil of colour enrolled. The children mix easily," he said.

Lindie Ruiters was the first pupil to cross the colour line at Voortrekker. She did it because she liked the idea of the challenge and she has never regretted it.

Valerie Erasmus, who joined the school in the middle of last year, said: "I made my best friends here within the first day. We don't think of one another as different."

Anescé Collair, who is in Standard 7 this year, said she was very happy at Voortrekker. There were many more opportunities to pursue her interest in sport and other extra-mural activities.

The number of enrolments at the school has increased this year and Mr Du Preez attributed this to the school's high academic standard and wide range of sporting and other activities.



Eskom might offer its colleges to the NECC

The National Education Co-ordinating Committee (NECC) has entered into discussion with Eskom on the possibility of utilising the company's colleges for learning centres.

NECC's Southern Transvaal regional secretary, Amnon Msane, said the discussions were at an advanced stage and Eskom's Midrand college could be made available to the organisation some time next month. *Abul Mphahlela (Learning Nation)*

He said other centres were being identified in several parts of the country. The establishment of learning centres is part of the NECC's Back to Learning Programme. 24/11-30/11/92



Permanent

He said that in order to make the plan successful the NECC would hire permanent teachers and acquire resource equipment for the use of students.

"We would not use voluntary teachers because there is the danger of them abandoning students at any stage as they wish. We will hire specialist teachers on subjects that we believe students need more assistance on," Msane said.

He said students would be expected to attend classes on Saturdays and the possibility of resource centres being open to students on Sundays was still being discussed. During school holidays, he said, the students would also be expected to attend classes at these centres.

Funding for the project is still being discussed with several organisations, including the private sector, he said.

The National Education Co-ordinating Committee (NECC) has entered into discussion with Eskom on the possibility of utilising the company's colleges for learning centres.

DET closes Third PWV school over disruptions

Soweto
24/1/92 By PHANGISILE MTSHALI
AND ALINAH DUBE

THE Department of Education and Training indefinitely closed a Soweto primary school yesterday, the third this year.

Yesterday DET Johannesburg Region announced the indefinite closure of Morutathuto Primary School in Meadowlands, Soweto, because of disruptions.

"There was no learning taking place because of power struggles. One group of parents wanted the principal to be expelled while the other wanted her to remain in charge," region liaison officer Mr Solomon Moshokoa said.

The closure of Morutathuto came less than 24 hours after the Highveld region "suspended activities" at KwaDukathole High School in Katlehong.

On Monday Tyilelani High School in Soshanguve was closed by the Northern Transvaal region.

However, teachers and parents of the affected school expressed disappointment at the unilateral decision to close schools.

KwaDukathole teachers and pupils and the Soweto Education Co-ordinating Committee said they would disobey the order.

SECC chairman Mr David Maepa said he received a letter saying the DET wanted "to restore order and discipline and reinstate the principal".

CBD's distractions beat lessons any day

STAR 25/1/92

STAFF REPORTER

S2

THEIR parents think they are swanning it out at school. But with trendy hairstyles and designer jeans, pupils from the colleges and schools in Johannesburg's CBD are enjoying city life.

With township schools still in chaos, many black parents have opted to send their children to the growing number of public and private schools operating in and around the city centre.

But the CBD is offering a chaos of its own.

In a 30-minute visit to the Smal Street Mall this week, at 10 one morning, the Saturday Star counted nine uniformed pupils and about 14 others with

out uniforms carrying school books and doing some window shopping.

Some of them claimed they were there to buy books while others said it was their lunch time. Others refused to speak.

A student from Soweto who declined to give her name said it was normal practice for some students not to go to school during the first three weeks after reopening of schools because "serious teaching" did not take place as the teachers were busy registering students.

According to the student, some pupils come to school with pairs of jeans in their school bags, just in case they

some students. There are movies, there is fashion and there are these grown-up men who have money to buy girls lunch," he said.

According to Godfrey, the majority of students who attend school in town leave the township schools because of the disruptions there — "but to some, it is the easiest route to all the glamour offered by the CBD", he said.

Linda Dakile (18) spoke of another side to the problem. He said he knew a number of pupils who had left school because they had used their school fees money to buy expensive clothing, so as to be on a par with those students from

rich families".

"They end up roaming the streets throughout the year because they get expelled from school for not paying the fees and they are afraid to tell their parents about their problems."

Pascal Mathuma (16), a Std 8 pupil from a CBD school, said the environment in the city was not conducive to schooling.

"If those schools operating in town could be given premises elsewhere, the situation could change because there would be no distractions in those schools."

He said some students had friends who owned flats in town who often invited them for drinks and mischief.

St Enda's - hope amid despair

STAR 25/1/92

52

THERE is a pulse beating through St Enda's.

It is the pulse of hope. It vibrates through the corridors and in the classrooms, the staff room and even outside on the grounds.

And it has been hope, compounded with dedication and hard work, that has carried the school from its early days - in a dusty warehouse in Lea Glen near Soweto with a principal, a volunteer staff of six and a pupil count of 80 - to its present premises in the former Jobert Park Primary School.

There are now 21 members of the teaching staff and a pupil enrolment this year of 290.

The concept of St Enda's began on the day in 1986 that a Soweto mother telephoned mathematics teacher Lucie Pursell and asked her to tutor other two children. Education in the townships was in turmoil and beset by boycotts, intimidation and violence.

But as Mrs Pursell was to find out, the children were desperate for education. Within 10 days of agreeing to tutor the two children, the group arriving at Mrs Pursell's home grew to 50.

The only answer was to find larger premises and more teachers. On February 17 1986 the school opened in a section of a warehouse near Soweto which they were able to use free of charge thanks to the generosity of David Sussman of Price and Pride.

The children themselves had helped to scrub and paint the rooms and, with a few kitchen tables serving as desks, lessons began.

Originally named the Freedom Centre which in those turbulent times raised the ire of the security forces - the children also lived under threat from the "comrades" in the townships and often had to run the gauntlet of mobs as they made their way to and from school.

There was a minimum of equipment, and even books were hard to come by.

However, the school, which had been renamed "A School with a Heart" mushroomed in size. Because the warehouse was needed by the owners and because the quarters were now crammed with 120 pupils, a



INDIVIDUAL TUITION: Principal Lucie Pursell guides a pupil through a problem.

LINDSEY SANDERSON

move became imperative.

The South Africa Institute of Management, recognising that managers could not emerge from strife-torn schools, stepped in and offered to act as facilitators and to help, among other things, with fund-raising.

Two donors, Joshua Doore and the Anglo American/De Beers Chairman's Fund, provided R40 000 and the school was able to move into premises in a Braamfontein office block.

The school's name was again changed - to St Enda's, after a school founded by Irish patriot Patrick Pearse in 1908.

For four years it continued in the Braamfontein building until the Government decided to make certain unused white school buildings available for black school premises.

In July 1991 the school moved across to the premises of the former Jobert Park Primary School in Pieterse Street. For the first time in its history, real classrooms with real desks and wall-mounted blackboards were available for teaching.

In less than six months the school had a fully (but not luxuriously) equipped science lab. Work on the biology lab is in progress and the library, with shelves of books in abundance and tables for study, is yet another mark of achievement at St Enda's.

The librarian, after showing me around, produced a record book which showed that during 1990 pupils borrowed 65 books from the library. By the end of 1991 the number of books borrowed was nearly 2 000.

The parents take part where they can in school activities, and the tuckshop is run by one of the mothers who is a skilled cook.

On an educational level the achievements at St Enda's have been remarkable, as reflected in matric examination results.

● In 1989, when 52 candidates wrote the exam, there was a 79.6 percent pass rate, with two pupils earning distinctions.

● In 1990, 45 candidates wrote, there was an overall pass rate of 89 percent and 41 percent earned university exemption. There were eight distinctions.

Compared to the university exemption rate of 21.3 percent at DET schools, the results speak for themselves.

● In 1991, one of the top 20 DET matriculants was a St Enda's pupil. He achieved an A aggregate with distinction in English and an overall average mark of 78 percent. The pass rate for 1991 at St Enda's was 91 percent with several pupils gaining distinctions.

The DET does provide a grant to St Enda's, but the bulk of the funding has to come from school fees donations and fund-raising activities.

This year the school expanded its teaching facilities to include Std 6 and increased its enrolment from 170 to 290 pupils. At the same time it launched itself as a fully fledged community college to fulfil the desperate need of the disadvantaged sector of the community for effective education at affordable fees.

As a community college it will now offer specialist secondary education for pupils who have failed Std 8 or 10, it will provide evening classes for adults who wish to matriculate, and it will provide tertiary education in business and industrial management at diploma level.

With black education in general still in a state of disarray and far below adequate, St Enda's stands out as a shining light in a sea of despair.



HOPE FOR THE FUTURE: The aim of St Enda's is to provide an all-round education that enables the children to become productive members of society once they have left school.

'There was blood on the floor'

ANC rejects Govt's constitutional plan

Esther Waugh, Political Reporter *STAR* 1/4/92

By Esther Waugh Political Reporter

The Government has strongly objected to the tone of the ANC proposals for a constitution-making body.

One delegate said "there was blood on the floor" at Codesa yesterday after the Government's retaliation.

The ANC proposed that an elected sovereign multiparty constituent assembly sit in Parliament to draw up the constitution within four months.

Government sources yesterday told the Star the tone of the ANC document was "insulting".

However, ANC negotiator Albie Sachs said: "Their proposals are insulting".

"Many aspects of their proposals are ludicrous, I am sorry to say."

"If the cap fits, let them wear it," said Mr Sachs.

He said the Government proposals for a constitution-making body excluded 9 million people in the homelands from its proposed structures.

Another ANC negotiator, Dr Frene Ginwala, said it was hoped the Government would look at the content of the ANC's proposals and "not worry about bruised egos".

"The negative tone of the ANC document is not in line with what has been happening at Codesa," one Government source said.

It is understood the Government is particularly incensed at a reference in the ANC document to the Government's proposed bicameral Parliament, which says: "Indeed, it seems to represent the kind of elementary confusion between the functions of a CMB (constitution-making body) and those of a legislature, that would fall a first-year law or political science student."

The ANC has proposed that an elected constituent assembly of at least 400 members should sit in Parliament to compile a new constitution within four months.

The movement thereby rejected the Government's proposal of a two-chamber Parliament drawing up the new constitution.

In a strongly worded attack on the Government's proposals, the ANC said: "What we need are not two Houses at each other's throats, fearful of and antagonistic towards each other, but a single, multifaceted body representing the nation in all its variety and seeking to establish fair ground-rules for the realisation of the principle that South Africa belongs to all who live in it."

Nevertheless, both parties still agree on the principle of an elected body functioning as a legislature and a constitution-making body.

The ANC yesterday proposed at Codesa that:

● A sovereign constituent assembly be elected through a system of proportional representation and should include the TBVC states.

● Based on the assumption that there should be one representative for every 50 000 voters, an assembly of 400 people would be required for a voting population of 20 million.

● A cut-off point to be used for political groups to take part in the constituent assembly could be negotiated.

● Decisions in the constituent assembly were to be taken by a two-thirds majority.

● Should the constituent assembly fail to complete its work in four months, it should be dissolved so that new elections could be held.

● The assembly would choose, on the basis of proportional representation, a 40-person drafting commission.

● A steering committee, also elected on the basis of proportional representation, would handle the management of the constituent assembly.

● An independent constitutional panel would be elected to hear

any disputes. It would also verify that the constitution, as finally adopted by the constituent assembly, did not contradict general constitutional principles agreed to at Codesa.

The ANC said it was in the interest of democracy that such a body be elected. Elections would play an "historical healing role" and signal that citizenship had arrived for all.

"Elections will be the proof that we really are in a new South Africa. They will signal a compelling acknowledgement of our common South African-ness," the ANC said.

Elections would also remove the sense of distance and incomprehension which separated the general public from Codesa.

The ANC denied that elections would encourage further violence.

"The danger of this argument is that if the existence of violence is accepted as a reason for not holding elections, then those who are fearful of losing an election will have a stake in maintaining the level of violence," the ANC said.

● New hope that IFP, Bop will sign declaration — Page 8

'Reconstitute security forces'

By Esther Waugh, Political Reporter

The Natal Indian Congress and the Transvaal Indian Congress have called for the reconstitution of the security forces.

The two organisations, which are represented by a joint delegation at Codesa, yesterday said the security forces should include the South African Defence Force, Umkhonto we Sizwe as well as the security forces of the homelands and self-governing territories.

The Government has argued against the reconstitution of the security forces, saying members of armies could join the SADF on an individual basis.

'Intervene over Ciskei chief'

The eastern Cape region of the Congress of Traditional Leaders of South Africa (Contralesa) has asked Codesa, President de Klerk and Foreign Minister Pik Botha to intervene in the alleged harassment of Ciskei Paramount Chief Maxobaya-kawuleza Sandile by the homeland administration.

Contralesa said yesterday that the chief received a threatening letter last week from the Ciskei Council of State because he refused to sell "cards" of the African Democratic Movement.

The body has also requested a meeting with Ciskei military ruler Brigadier Oupa Gqozo "pointing out to him that we wished to discuss the issue of intimidation of traditional leaders to sell these cards". — Political Reporter.

Local govt proposals 'insidious'

Staff Reporters

The ANC has accused the Government of trying to restructure local government unilaterally and has urged all parties involved in local negotiating forums — such as the Metropolitan Chamber — to withdraw from talks until the Government clarifies its intentions.

The organisation has called particularly upon its own branches, civic associations and trade unions to "resist this insidious move".

The ANC's stance is a

reaction to last week's statement by Planning and Provincial Affairs Minister Leon Wessels, who urged local authorities to ensure that multi-racial local authorities were set up in terms of the Interim Measures on Local Government Act before January next year, "otherwise the national negotiating process will catch up with local negotiations".

The Act provides for statutory powers for various forms of multiracial local government or administration.

The ANC yesterday

branded the minister's call as another attempt by the Government to circumvent democracy.

His statement has also drawn fire from the Cape Town City Council, which is angered by plans to use fiscal measures to force municipalities to fall in line with the Interim Measures Act.

Mayor Frank van der Velde yesterday said the council welcomed Government acceptance of the principle of one city, one tax base. However, the options offered under the Act could not secure

this goal.

The ANC's criticisms of the Act are that it "lacks vision to carry the process of local restructuring beyond apartheid", seeks to elevate collapsing and discredited local authorities and allows right-wing local authorities to entrench apartheid.

In yesterday's statement, the ANC noted that, face-to-face with an ANC delegation, Mr Wessels had viewed Codesa as the correct forum in which to table the issue of negotiations on local government.

NEWS

'Hidden agenda' behind chaos at TVI school

STAR 25/1/92 (S2) PRETORIA BUREAU

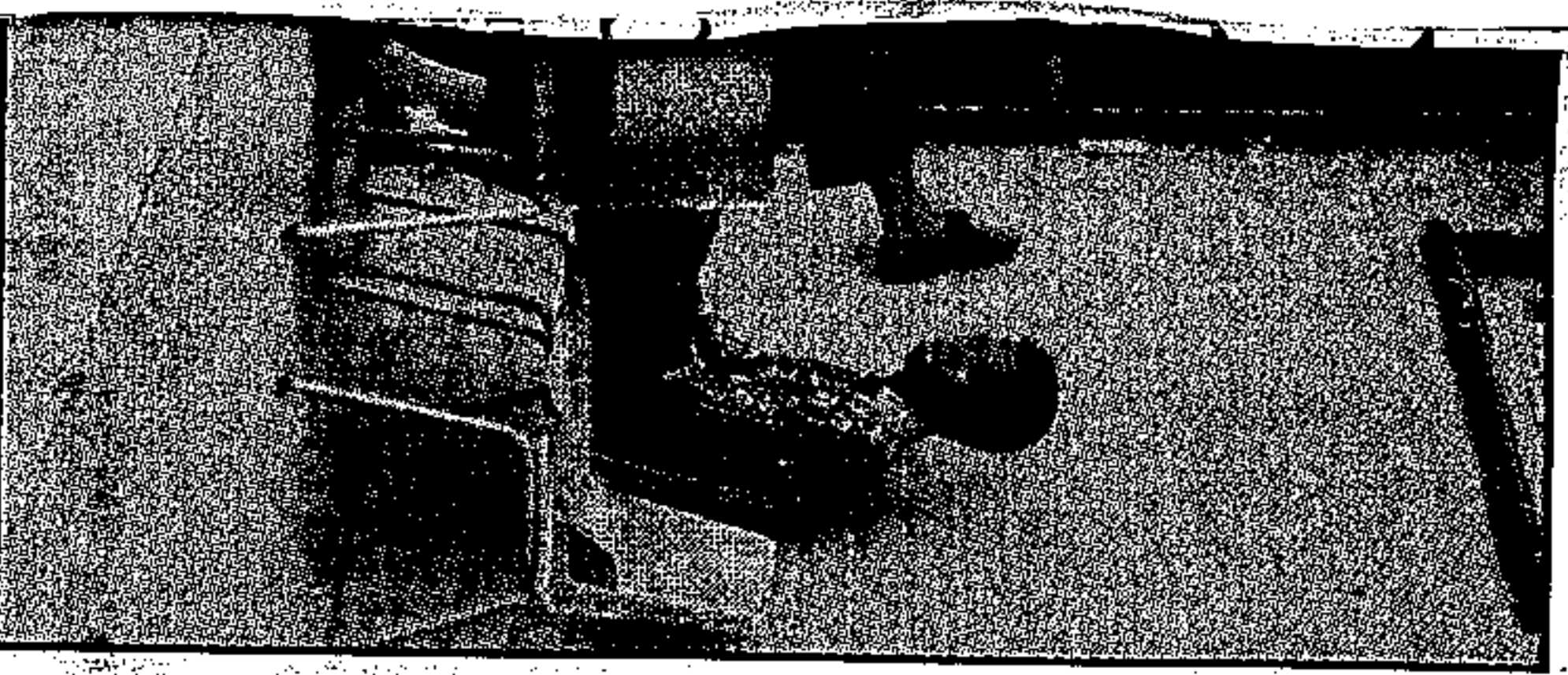
PUPIL power has arrived at the Tiyelilani Secondary School in Soshanguve north of Pretoria — and has left the town's education system in ruins.

The Department of Education and Training has had to step in and close the school indefinitely.

In their attempt to take over the running of Tiyelilani, pupils have disrupted classes, assaulted teachers, burnt classrooms and tried to take over the admission of new pupils.

They have demanded that certain teachers be transferred, a "pass one, pass all" examination policy and a free admissions policy for the already overcrowded school.

Pupils blame the situation on a number of issues, including the lack of school textbooks, shortage of classrooms, teachers loafing during school hours



as: MOTLHALEFI MAHLABE

and the refusal by staff to admit new pupils.

But in the view of teachers and education authorities, the pupils' demands are a ruse hiding a political agenda.

It was only after the DET's decision to close Tiyelilani on Monday that most of the residents saw the seriousness of the situation at local schools.

Fears have been expressed that the chaotic situation may soon spread to other schools in the area.

Interviews with some leaders of various organisations in the township revealed the struggle for political recognition by pupils to be one of the major causes of the education crisis.

At Tiyelilani, pupils took over the admission of pupils, and assaulted teachers during a meeting to discuss the admission problem.

They also demanded the transfer of a local head of department for allegedly coming to school carrying a firearm.

Both demands were not accepted by members of the staff who, as a result, were also threatened with violence. One teacher was reportedly stabbed and others were assaulted.

The pupils also accused the local branch of the National Education Co-ordinating Committee (NECC) of trying to implement major changes to the township's schooling system without proper consultation with the community — and particularly the students themselves.

Silas Tlou, a Std 10 pupil at Tiyelilani, said: "We are going to pass a vote of no confidence

in the NECC (local branch), the joint working committee (allegedly initiated by the DET) and the local civic body because they were not democratically elected and do not represent the interests of the pupils".

He denied that the attack on teachers had taken place, saying the pupils had only demanded that the teacher be transferred.

He appealed to the staff to report for classes instead of reporting at the local circuit inspector's office.

Silas said the situation would return to normal only if the DET transferred the "armed" teacher.

Teachers, on the other hand, say the main cause of the problems at school was the struggle for political recognition by groups of pupils who felt that teachers' bodies, the local edu-

cational structures and the civic body wanted to "rip them off" of their political rights.

A representative of the SA Democratic Teachers Union said students were represented at all meetings held in Soshanguve and that all local bodies were democratically elected by the community.

DET spokesman W J van der Westhuizen said the department would not allow pupils to take over control of any school but was ready to work with any individual or body trying to normalise the situation.

In an attempt to find a solution to the crisis, the general council of the local civic body held an urgent meeting of all structures in the township to discuss the problems — but to no avail.

Another meeting of all parents has been convened.

3/4/92

Nehawu elects new leadership

One of Cosatu's most troubled affiliates, the National Education, Health and Allied Workers' Union (Nehawu) convened its first national congress in almost three years.

Lack of funds, attacks on membership, mainly in the health sector, and structural weaknesses prevented the union from holding its third congress due last year.

Despite its problem-ridden past three years, the union has increased paid-up membership from 9 500 in 1987 to almost 50 000 at present, making it Cosatu's biggest public sector union.

The federation's other affiliates in the public sector are the Post and Telecommunications Workers Association (Potwa) and the South African Railway and Harbour Workers' Union (Sarhwi).

Given the fact that the union has had to cope with a serious lack of skilled negotiators in a sector characterised by hostility to organised labour, Nehawu's growth has been remarkable.

It nevertheless seems insignificant when measured against the size of the labour force in the sector, estimated at between 300 000 and 400 000.

The union, however, identified as its primary goal for the next nine months, finalising short-term mergers

with the Health Workers' Union and two homeland-based public sector unions.

Former Nehawu general secretary Sisa Njikelana told the national congress at the weekend that, while the growth was encouraging, structures had remained weak or non-existent.

The union still does not have regional structures, which are crucial to co-ordinating national activity. Regional structures are crucial also from the point of view that the majority of the union's membership is located in provincial administrations.

Congress

And although national committees and branch structures, which are key to the growth of the union, have been established, these have not functioned effectively enough, Njikelana told the congress. Structural weaknesses have also prevented growth in important areas. Nehawu has clearly established itself as the affiliate with the greatest potential for building a Cosatu presence in the homelands, where the civil services remains the biggest employers.

Njikelana did not stand for re-election and his post was filled by Phillip Dexter.

Public sector workers have also been at the forefront of campaigns for trade union rights in most of the home-

lands, except in Bophuthatswana.

Strikes in Qwaqwa Ciskei, Transkei, kwaZulu and Lebowa were all led by public sector workers. The biggest of these strikes involved an estimated 10 000 civil servants in Qwaqwa.

In Lebowa, 8 000 workers went out on strike in protest against allegations of corruption and in support of the demand for recognition of Nehawu.

Beyond the homelands, most of the strikes occurred in the health sector, the most significant involving 12 000 workers at 17 hospitals in the

Transvaal.

Recognition, wage parity with white staff and an end to the casual status of black workers were some of the demands that forced the Transvaal Provincial Administration into negotiations with Nehawu.

Some of the most important weaknesses identified during the strike were lack of planning, which added to the problems created by the spontaneity of most of the strikes, and the lack of consultation, which was true particularly of the health sector strikes.

Disciplinary action against nurses involved in the industrial action continues even now. This week, nurses who had gone on strike at the Natal-spruit Hospital in 1989, appeared before the SA Nursing Council for their part in the action.

Nehawu and its allies in the public sector have also not been able to sustain the anti-privatisation campaign. This in turn allowed government to proceed with privatisation in various forms resulting in a severe impact on jobs.



Nehawu's national congress in Soweto last weekend set the union on a course to meet some of the most difficult challenges yet in its brief history

Thor workers' condition getting worse

PIETERMARITZBURG. — The condition of two former Thor Chemicals employees thought to be suffering from mercury poisoning is deteriorating.

One of the men has been put on to a breathing apparatus and the other is becoming increasingly ill. The condition of a third man remains unchanged.

The three men initially admitted to hospital were Mr Peter Cele, Mr Engelbrecht Ngcobo and Mr Albert Dlamini — it is not clear who is

in what condition, however.

The director of the National Centre for Professional Safety, Professor Anthony Davies, is due to start helping with the investigation into the cause of the poisoning tomorrow.

The SA Department of Manpower has announced a public inquiry into the alleged poisoning will be held as soon as extensive medical tests are completed. — Sapa.

White collars on black seam

White collar workers are working underground to keep up production, reports PRAKASH NAIDOO.

CHRIS de la Rey, Durnacol coal mine's personnel officer, normally works behind a desk, dressed in a collar and tie.

But on Friday he donned an overall and worked an eight-hour shift as a transport operator underground.

"I've never worked underground before, but I think it's important that we keep the mine operational," he said.

Mr de la Rey is just one of the more than 200 "white collar workers" at the troubled northern Natal mine who, in the past week, have swapped their normal administrative duties behind a desk for the more rugged work underground.

A fortnight of industrial action at the mine has brought production to a standstill and the scene now seems set for a stand off between the mine management and the powerful National Union of Mineworkers.

At least 2 000 workers have been dismissed from the mine since an alleged hostage drama and several sit ins underground and the mine management was granted a court order last week declaring the action illegal.

Union officials have vowed to seek a similar order to have the workers reinstated.

Management at Durnacol are standing firm on their decision to fire the workers after two weeks of disruptions underground brought production to a virtual standstill.

The once bustling tiny mining village and hostel at number five shaft at Durnacol is now a virtual ghost village since the dismissed workers left.

The chief accountant at Durnacol, George Fien, said a new employment strategy was being formulated, but even when this was in place and rehiring started, it would be a long time before the normal hub returned to number five.

"The decision to fire the workers was not an easy one. It was a last resort," said Mr Fien.

"It will take a while before work at the shaft is back to normal, because even after we employ new workers, the learning phase is quite lengthy".

According to the management, the strike action taken by the workers was in contravention of an agreement signed with senior union officials last year, which postponed any negotiation about wage increases until July this year.

However, the regional organiser for NUM in Newcastle, Moses Gladile, said the action taken by workers was related to a list of grievances submitted to management a year ago.

Mr Gladile said the list contained 42 grievances, among which were issues relating to racial discrimination, unfair labour practices, annual bonuses and unfair dismissals.

He also challenged the assertion that 15 miners were taken hostage underground on the first day of the strike two weeks ago and said statements taken from the workers underground revealed that no one was held against his will.

This was supported by another union official, Clement Zulu, who said that when he went underground at the time of the drama, at no time did the white and Indian supervisors indicate they were hostages.

However, during a visit to the mine on Friday, the Tribune spoke to one of the mine workers who was underground at the time of the alleged siege, who described the incident, as one of the most harrowing he had encountered.

"I have served in the British navy for 12 years and been shot at on the odd occasion, but I have never come this close to someone threatening to kill me," said Garth Holmes, who is an underground fitter.

"I wouldn't want to go through that again and I would never wish it on my worst enemy," he said.

Nine shop stewards have been arrested by police in connection with the incident and have been released on R1 000 bail pending the outcome of investigations. □

Marais in labour talks

CAPE TOWN — Stalled talks on restructuring the National Manpower Commission and labour rights for farm workers will be addressed by Manpower Minister Piet Marais over the next 10 days.

The restructuring of the NMC will be the focus of discussions when Saccola chairman Bokkie Botha and a National Employers' Association delegation meet Marais on Thursday.

A spokesman for Marais confirmed yesterday he would meet lawyers on Saturday to discuss hitches in extending industrial rights to farm workers.

The issue of farm workers' rights would also be taken up when Marais met representatives from the SA Agricultural Union and Cosatu on Friday.

Cosatu's meeting with Marais follows a meeting on March 3 when he indicated that basic labour rights could be extended to farm workers by the end of April. — Sapa.

Tiff over school premises

By LULAMA LUTI

Clippings 26/1/92
TROUBLE is brewing in the East Rand township of Duduza following a decision by pupils at NN Ndebele High School to "take matters into their own hands".

Pupils met on Friday to demand a chance to solve a chronic accommodation shortage.

"Give us a chance to do it ourselves," demanded a pupil to cheers of approval.

A plea for patience drew the shout: "We will probably have to wait until the next century!"

A teacher said trouble began last year with a rumour that parents at Iphahamiseng Lower Primary wanted to reclaim their premises from NN Ndebele.

On Friday morning a group of Iphahamiseng parents and pupils marched to NN Ndebele to demand "our school

back" and disrupted classes.

Pupils at NN Ndebele have been housed at Iphahamiseng since it opened in 1987.

The teacher said: "The kids at Iphahamiseng are currently accommodated at Zakheni and Mmuso Primaries. Parents decided that they now wanted the school back.

Protestor Nonhlanhla Matlala said it was inconceivable that their chil-

dren should suffer while they had a school.

"While our kids were accommodated at Zakheni (primary) they were kicked out without explanation."

Duduza Education Coordinating Committee chairman Ratshwene Montoedi said the DET had not met its promise to build another school.

A mass meeting will be held today at the local community hall.

'Godfather' project for kids

By LULAMA LUTI

26/1/92
SOWETO businessman Godfrey "Godfather" Moloi is to fund a Saturday matric project to assist battling pupils.

52
He is awaiting applications from pupils and volunteer teachers before the project goes ahead.

3
"Only a limited number of pupils will be accepted on this project," he said this week.

"We are looking at about 100 pupils to benefit from free extra lessons on Saturday."

The classes will take place at the Mapetla High School. Moloi said the lessons would start at soon as

school teaching began in earnest.

Most schools are experiencing disputes but the DET claims registration and the handing out of stationary are causing delays.

Moloi appealed to local teachers and university graduates, especially those trained in science and commerce, to come forward and offer their services.

"We are going to be very strict in our selection. We want people who are serious about their work.

"When they bring back the forms, pupils must be accompanied by their parents.

Application forms are obtainable from the Blue Fountain in

Mapetla. The telephone number is (011) 986-1142.

Meanwhile, the DET has closed yet another school, Morutathuto Primary in Meadowlands, Soweto.

PTA chairman, Abbey Lekoaletsoa, said Morutathuto had been running normally without disruptions. "The school was closed without notice."

Lekoaletsoa said that following the refusal of headmistress Hilda Grootboom to hand over the schools financial records to the PTA, he had approached the DET.

The DET response had been to summarily close the school.

Pupil power fuels results

By S'BU MNGADI

WHEN over half of Jabulani Mabaso's matric classmates failed in 1987, the then 18-year-old schoolboy decided to do something about it.

Today, just over four years later, Mabaso, 22, heads a matric improvement project which boasts an average 85 percent pass rate.

This is in startling contrast to the national average for black students of 36 percent last year.

Conceived by eight friends at a Durban municipal library in 1988, the Matric Student Movement (Masmove) runs 12 centres catering for 700 students countrywide.

The project's pass rate was 99 percent in 1988, 98 percent in 1989, 87 percent in 1990, and dropped to 68 percent last year.

Mabaso attributed this decline to the 200 percent increase in last year's intake, political violence which destabilised learning centres at Empangeni, Port Shepstone and Newcastle, and a scarcity of resources - including



JABULANI MABASO ... Self-motivation and self-discipline pay off.

learning centres.

However, he is confident this year's pass rate will return Masmove to its former glory.

Masmove has offices in central Durban and now has five full-time staffers.

Nine branches run by area co-ordinators have been set up throughout Natal and there are three in the Transvaal.

What makes Masmove such a success? Where the official education sys-

Schoolboy vision that became a ⁽⁵²⁾ great reality

Cipres 26/1/92

tem is authoritarian and teacher-centred, Masmove is learner-centred. Masmove insists that pupils take responsibility for their own education. Its learning process calls forth enormous pupil self-motivation and self-discipline.

The project encourages pupils to look at the constraints on their education - such as inadequate supplies of textbooks, demoralised teachers or political violence - as problems whose solutions provide valuable learning opportunities.

All the teachers are volunteers and the pupils have the major voice in teacher evaluations.

Pupils meet in small study groups which must recruit the best teachers

they can persuade to help them - usually about three afternoons a week.

A key factor is that pupils help each other.

Mabaso has persuaded several Natal schools to try his methods - one from Std 8 onwards.

The project is expanding the number of its learning centres rapidly. The number roughly doubled this year in Natal.

He is also widening his curriculum to include human resource development - including study and life skills, time management and career planning.

He hopes a political settlement will make reconstruction of the tattered school system a priority.

Pupils take over enrolment

By Abel Mabelane
East Rand Bureau

Pupils at the Sizwakele Secondary School at Secunda yesterday stopped teachers from enrolling pupils and took over the enrolment of pupils themselves.

A spokesman for the Department of Education and Training's Highveld region, Levy Tshetlo, said the teachers were sidelined while the enrolment was done by

pupils.

He said there had been complaints that those carrying out the enrolment only admitted their friends and relatives to the school.

Mr Tshetlo said two inspectors had been sent to Secunda to investigate the situation at the schools.

At Fumana Secondary School in Katlehong black teachers have demanded the return of their white col-

leagues — who were assaulted last week — before they would resume teaching.

The white teachers were sjambokked and chased away from the school, allegedly by members of the Pan Africanist Student Organisation (PASO), last Friday.

Mr Tshetlo said the white teachers at Sijabulile who were also sjambokked and chased away by PASO members on Friday had returned to school.

STAR 29/1/92

52

Chaos plagues Reef schools

Duffen 29/1/92

By PHANGISILE MTSHALI
and ALINAH DUBE

CHAOS at Reef schools continued yesterday when pupils from an East Rand high school demanded a refund of their fees while in Pretoria unknown people burnt down a principal's home.

The house of Mrs Priscilla Makhafola, a principal at the Moretele Primary School in Mamelodi, was burnt down while she was at work, a Department of Education and Training Northern Transvaal spokesman said.

Police are investigating the incident.

A spokesman for the Katlehong branch of the Congress of South African

Students said classes were disrupted at Ntombizodwa High School when a group of pupils chased the principal away.

There has been no effective teaching at four other Katlehong high schools since last week.

In another incident pupils at the Sizwakele Secondary School in Secunda yesterday took over the enrolment of pupils themselves.

A spokesman for the DET's Highveld region, Levy Tshetlo, said pupils

locked the gates and took over enrolment and allegedly admitted only their friends.

In Soshanguve, community leaders visited homes of pupils who were considered to be troublemakers. A meeting was held with them which led to an agreement barring teachers and pupils from carrying dangerous weapons at schools.

Father Smangaliso Mkhathshwa of the Soshanguve Residents Association said problems affecting local schools were

discussed at a meeting and some of them were resolved.

"A new positive and constructive spirit is now prevailing. Both the teachers and pupils have agreed to work together to solve their problems," Mkhathshwa said.

Teaching is back to normal at Tiyelani High School following a parents meeting on Monday.

A DET spokesman said the parents condemned the "pass-one, pass-all" pupil's demand. They also decided that the principal and teachers should admit pupils and adhere to the quota set for the school.

Parents undertook to monitor the situation and to ensure order and discipline for effective education.

The Duduza Education Co-ordinating Committee has also warned of imminent school disruption over platooning of schools, a system under which the premises are used in shifts by more than one set of pupils due to a shortage of accommodation.

Govt hints at non-racial local elections next year

CAPE TOWN — It was unlikely that the 1993 municipal elections would be like those of 1988, which were racially based, Local Government Minister Leon Wessels said yesterday.

The final negotiations for future structures of local government would be conducted nationally, though government still encouraged local talks, he told a news briefing.

"We are negotiating structures for central government at national level, but at the same time putting together structures for local government at national level," Wessels said.

"The final negotiations on future structures of local government will be national."

There had been more negotiations on local level than anywhere else.

"That set of negotiations will continue without undermining the spirit of negotiations at a national level.

"We are in favour of these negotiations, and are encouraging people to set up joint structures with mutual consent."

Negotiations at Codesa, however, would ultimately decide the law of the land and whether there ought to be one city, one tax base.

Wessels said the dynamics of urbanisation in SA had simply overtaken the ideology of apartheid.

The country needed a vision on how to provide space and shelter for all South Africans, but government, faced by budgetary constraints, could

not do this alone.

Government was waiting for two reports to be released shortly which would deal with the formation of a comprehensive housing policy for the whole country.

These were the President's Council report on urbanisation, and the SA Housing Commission investigation into all aspects of housing in this country.

Wessels reiterated government's commitment to working in tandem with the public and private sectors, as well as with local communities.

A task group of the SA Housing Commission had set out to establish the facts about housing needs, and these were awesome. — Sapa.

Black schools back to normal

PRETORIA — Normal schooling is proceeding in most black schools in the country despite isolated incidents in the Transvaal and Free State since the reopening of schools under the Department of Education and Training, according to a DET spokesman.

DET national spokesman Geoff Mkawakwa yesterday said some Transvaal and Free State schools were disrupted when pupils demanded full pass rates.

National enrolment figures were not yet known. Schools affected by the

"pass one, pass all" campaign were Prudence Secondary in Naledi, Soweto; Tiyelani in Soshanguve, Pretoria; and Dr Reginald Cingo Secondary in Kroonstad. The situation was normalised after meetings with parents.

However, disruptions still affected other schools.

Meanwhile, the Duduza Education Co-ordinating Committee yesterday slammed the DET for allegedly failing to address problems at schools in the East Rand township. — Sapa.

Probe into cost of medicine

KARIN FRANKEN

THE high cost of medicine is being addressed by the introduction of a five-year SA National Drugs Action Programme (Sandap).

Commissioned by the Health and Population Development Department, Sandap was formed to stabilise drug prices and ensure that essential medicines were made affordable. Cape Town University's pharmacology department headed the project.

Prof Peter Folb, of UCT's Medical School, said Sandap was started last August, but during the prior period numerous groups concerned with health care had offered their support and input for the programme.

A Health Department spokesman said five basic principles — affordability, accessibility, equitability, cost effectiveness and acceptability — would be essential for better health care services. Asked if the issue of cost effectiveness of medicines received enough attention from Sandap, the spokesman said: "There are no simplistic solutions to the high cost of medicines in SA, and all possible solutions have been investigated."

Another issue the UCT team intends resolving is that of traditional and herbal medicines.

Teacher burnt at ER school

Sowetan 30/1/92

52 *225* *225*

By PHANGISILE MTSALI

A LECTURER at Kathorus College of Education is fighting for his life at Johannesburg Hospital after he was beaten and set alight while teaching at an East Rand school yesterday.

Police said Mr Schalk Dippenaar (53) was attacked yesterday afternoon by a group of six men who burst into the class about 12.15pm and stabbed him on the head, threw petrol over him and set him alight.

Dippenaar was taken to Natalspruit Hospital where he was treated and trans-

ferred to Johannesburg Hospital.

Three school vehicles and a Post Office van were also burnt during the incident. No arrests have been made.

Police and army personnel patrolled the area after white staff members were smuggled out of the school after the attack.

High schools in Katlehong have been plagued by racial problems since a group of Pan Africanist Student Organi-

sation members chased away white teachers last week.

A principal had two ribs broken last Thursday while other white teachers were sjamboked.

Paso said in a statement yesterday it did not condone attacks on teachers "be they so-called white or black".

"We wish to point out that in the Katlehong events there may be political motivations for the attacks and we put the blame squarely on the DET's employment conduct," said Paso.

Meanwhile, ALINAH

DUBE reports that seven pupils were arrested in Soshanguve, Pretoria, this week after allegedly damaging a car belonging to a teacher.

The youths, believed to be pupils at Hlanganani Secondary School, are expected to appear in court soon.

Police also reported that the cause of a fire which gutted the house of a Mamelodi principal on Tuesday was an electric short circuit.

Mrs Priscilla Makhafola's house was burnt while she was away from home.

Racism rears its head at B school

Sowetan 30/1/92

(52)

A NUMBER of incidents against black pupils have been reported at a Natal South Coast school which opened its doors to all races this year.

At least one angry white parent removed his son from the former whites-only Kingsway Secondary School. These are but one of a host of adjustment problems encountered by the school.

The principal of the school, Mr Clive Waddy has warned pupils he would brook no racism at his school and also made a plea to black pupils not to be "intimidated" into leaving the school by the racist actions of a few.

Two white pupils were reported

Sowetan Correspondent

to have verbally threatened an Indian female pupil: "We AWB people are going to catch you Indians and throttle you with our bare hands."

The girl's mother, an English teacher from Isipingo, said her daughter who is in Standard 8, was shocked by racist taunts of one of her fellow pupils and a Standard 9 pupil during the first week at her new school.

"I was very upset by this as I had moved my daughter to the school in the hope that she would attain better educational standards, and to allow her to develop in a changing environment," the mother said.

She immediately informed Waddy who reprimanded the two offenders and gave them "friendly warnings and told them how to conduct themselves".

Following the first racial incident, the same Standard 9 boy was reported to have spat at an Indian pupil awaiting registration at the school and called her a "coolie".

He allegedly said the school should not have opened its doors to Indians "and natives".

This time Waddy called the boy's parents to school to discuss the matter with them but they "defended their son to the death".

"I told the parents of the boy's attitude but they took exception to their son's being reprimanded," he said.

"In fact the boy's father said he felt his son had done the right thing.

"He decided to transfer his son from the school as he claimed to have been unaware that the school was becoming multiracial."

Waddy said late last year parents had voted "overwhelmingly in favour of a Model B school, thereby giving the go-ahead to the admittance of pupils of other race groups".

He added: "At a general assembly of my 860 pupils, I made it clear that if any one of them felt superior to any other person of any other colour then he should leave and find a school which accepts superior people."

'Informal sector the only hope for jobless'

South 30/11-5/2/92

The economic recession is biting deep, and unemployed people have little or no hope of finding jobs in the usual places. Instead of academic qualifications, the emphasis is now on resourcefulness in searching for ways to make ends meet. **MBUYISELO MTSHEKETSHE** reports:

OPPORTUNITIES for entrants into the labour market are diminishing as South Africa ploughs through an extended recession. The overwhelming message from top economists is that it is no longer good enough for matriculants to produce their matric certificates — students need further training to find employment in the formal sector.

According to economists, nine out of 10 matriculants will not be able to find jobs in the formal sector this year.

The formal business sector is offering fewer than 40 000 new positions this year as the recession drags on and exacerbates the plight of the unemployed.

The chief economist of the Small Business Development Corporation (SBDC), Dr Ben Basson, said ingenuity would be the key to survival for jobless matriculants.

Basson said the corporation had no figures indicating how many of last year's matriculants were unemployed.

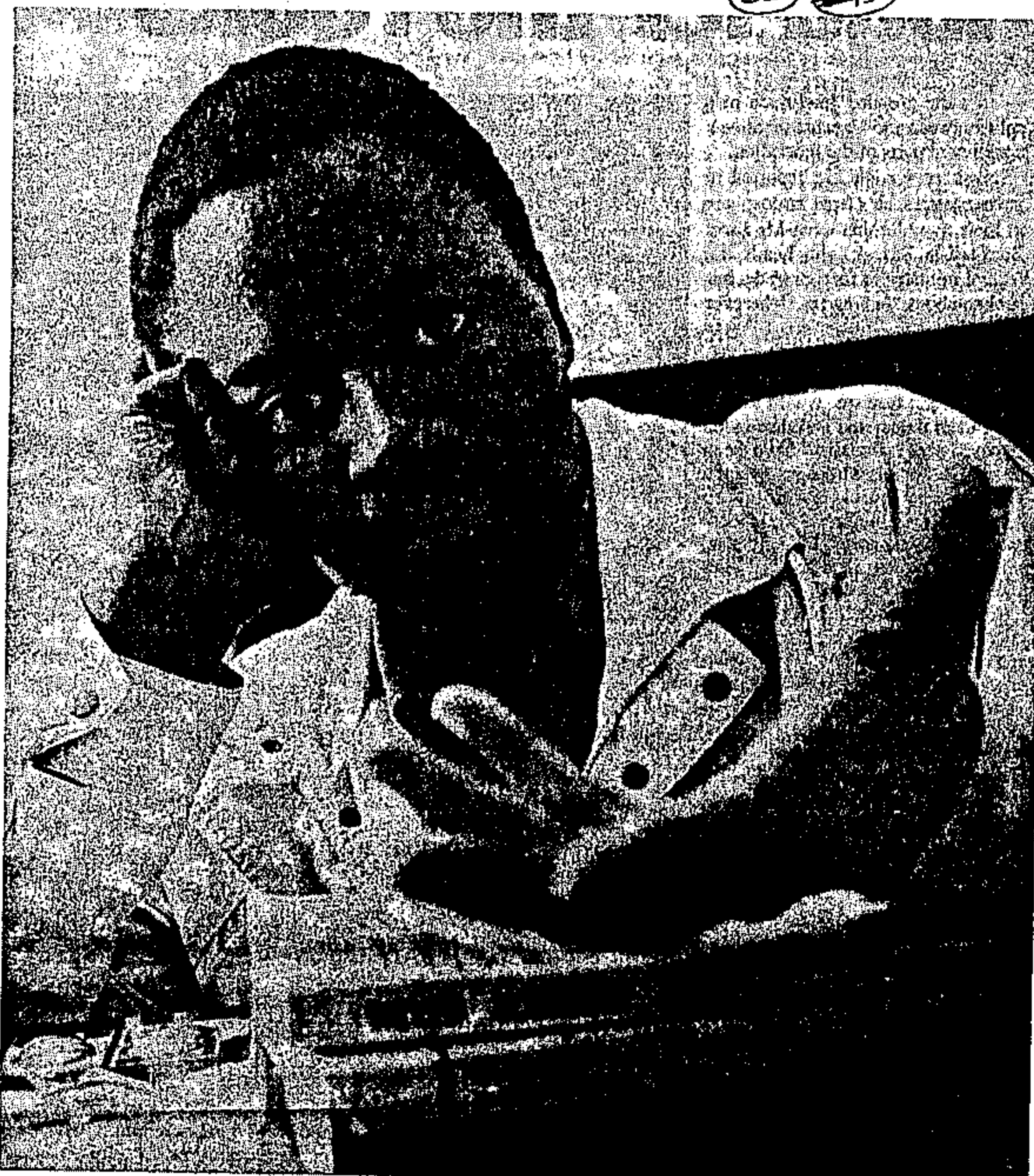
However, he said the capacity of the economy to absorb people without experience and qualifications was limited and matriculants would find it hard to find employment.

"The only sector with opportunities for matriculants in the near future will be an informal sector," Basson said.

"We still need to add more emphasis to the role of the informal sector, it has generated new jobs in the past year," Basson said.

He said studies had also emphasised the enormous potential role of the informal sector to give a new boost to the entire economy.

South African Chamber of Business chief economist, Dr Ben van Rensburg, said the number of vacan-



SCHOOL'S OVER: But it takes more than book-learning for Khaya Yapi to secure a job in the middle of a recession

PICTURE: YUNUS MOHAMED

cies this year would provide employment for only seven to 10 percent of all new matriculants.

He said prospects would not improve unless South Africa began pulling out of recession in the next

two years.

"Students need to improve their education and develop their personal skills in order to find jobs," Van Rensburg said.

He said even university graduates

might find it hard to find a job in the formal sector during a recession.

Cape Town Chamber of Commerce human resources chief, Mr Charl Adams, said findings of a survey conducted recently by the University

of Cape Town indicated seven out of 100 matriculants would find jobs this year.

SBDC regional manager Professor Wolfgang Thomas said out of a total of more than 14-million people, between two and three million were without regular income.

He said many of them were matriculants of past years or candidates of the 1991 examinations.

"Looking at the whole group of school leavers, matriculants constitute an elite of relatively better educated labour market entrants," Thomas said.

"The value of a matric remains significant, even if the person takes some time to find a regular job.

Thomas said the rapid increase in the number of black matriculants was one of the most significant preconditions for more rapid longer-run growth of the economy.

"To face this challenge statistical games about the percentage of those who can or cannot find employment are of no help," he said.

"We need practical support in the fields of career guidance, self employment preparation, traineeship opportunities and a new perspective which sees matriculants as a valuable, long-term asset in our economic growth process."

Unemployed matriculants are urging the government to channel funds through specialised agencies like the SBDC which has created more than 250 000 new employment opportunities since it was established 10 years ago.

Mr Khaya Yapi, who passed matric in 1990 and could not enter university because of financial problems, said he found it extremely difficult to get a job in the formal sector.

"Every day for the past two years I've had to buy a newspaper and wander around Cape Town in search of work, but I have not found anything," Yapi said.

He said he found matriculants who passed matric reasonably well and those who developed personal skills found it easier to find jobs than those who had no experience like himself.

But for Miss Dideka Sigenu, of Nyanga, it is the government that should be blamed for the high unemployment rate in the country.

Sigenu passed her matric at St Francis adult education school this year and plans to enrol for a training course as a computer operator.

"We are getting to a stage where the government has to take action to improve our economy," Sigenu said.

"We cannot afford the negative growth rate of this long recession."

Five killed and 24 injured in train attacks on the Reef

Blom 30/1/92

FIVE people have been killed and at least 24 injured in train attacks on the Reef in the past two days.

The ANC, SACP and the Civics Association of Southern Transvaal (Cast) PWV regional offices yesterday said there were serious allegations about military intelligence being involved in the incidents.

They said the aim behind the attacks was to destabilise the ANC and the political process.

"We call for the establishment of a multiparty commission of inquiry, with rigorous terms of reference and investigative powers to ... investigate all government covert activities and the secret funding of political organisations and parties."

They also said links between the state's security forces, Inkatha and other political parties that had been recipients of secret funds should be investigated.

And "the true extent of government involvement in fuelling the violence and

murders that have resulted in massive killings of our people in trains and residential areas" should be investigated.

The issue of train violence will be discussed at today's meeting of the Greater Soweto local dispute resolution committee.

- In separate incidents:
- A person was killed and another seriously injured in a handgrenade explosion on an East Rand train yesterday;
 - A man was found dead at Soweto's New Canada Station yesterday;
 - A man was killed and 11 people injured after they were attacked by about 10 Zulu-speaking men armed with knobkerries on a train in the East Rand yesterday. The men boarded the train at Germiston's Driehoek Station and to escape the attack, passengers jumped off the train; and
 - Also on the East Rand, two men died after they were thrown off a moving train on Tuesday evening. — Sapa.

Teacher beaten and set alight at school

A TEACHER is in a serious condition in the Natalspruit Hospital after being attacked and set alight at his school in Katlehong on the East Rand yesterday.

Witwatersrand police said Schalk Dippenaar, 53, a teacher at the Kathorus Technical School, was seriously injured when six men stormed into his classroom.

He was beaten about the head, petrol was poured over him and he was set alight. He sustained 40% burns.

Police said three vehicles at the school were damaged in the same incident. No

arrests have been made. (S2)

Yesterday, the Pan-Africanist Student Organisation (Paso) blamed the Department of Education and Training's political action for last week's attacks on white teachers in the township.

The Katlehong branch of Paso has been blamed for the attacks. Blom 30/1/92

Paso said it did not condone attacks on teachers "be they so-called white or black", but it was difficult for it to condemn the actions of its members. — Sapa.

ny-
ion
ed
rd
ys-

the
re-

the
ice
ard
ents

it

no-
lv-
ilk-
ors.
ield
uld
L
yes

DET's attitude gets parents on the boil

News **Naqwa** (Leopards) **Nepotes** **3/11/92** - 6/2-192
THE Department of Education and Training's (DET) summary closure of schools in response to disruption of classes could deny tuition to thousands of pupils.

More than half-a-dozen schools have already been closed in the Pretoria-Witwatersrand-Vereeniging area hardly two weeks after schools have opened for 1992.

The first school to be shut down was Tyilelani High School in Soshanguue, followed by Morutahuto Primary school in Meadowlands and about four high schools in Katlehong.

Criticised

The move, however, has been criticised by parents who accused the department of taking unilateral decisions on the closure of schools.

The parents argued that instead of closing down schools, the department should convene meetings to discuss any crisis.

In the case of Morutahuto, the department has been accused of being intransigent to the demands of the parents. Parents have demanded the expulsion of the principal, accusing her of misusing funds and refusing to cooperate with the school's Parent-Teacher Association (PTA).

Expelled

The department claimed that only a section of parents wanted the principal to be sacked. Their demand could therefore not be met, the DET said.

Members of the PTA have challenged the DET to come forward and discuss the whole issue with them and prove that there was a section of parents who want the principal to remain in charge.

The conflict in Katlehong centres around the question of returning last year's textbooks in exchange for results. In a statement last week, the department said that students who did not return textbooks were

Blaire

However, at a meeting held last week by representatives of several organisations operating in the township, members of the Congress of South African Students (Cosas) were reported to blame the Pan African Students Organisation (Paso) for spearheading threats against teachers.

Cosas members were reported to have claimed that their Paso counterparts in the school were harassing white teachers.

The department is known to have called a parents meeting for tomorrow to discuss the issue. Parents nevertheless criticised the department for closing down the school before such a meeting was held.

The department was not available for comment on the reasons that led to disruptions at Tyilelani.

Apply for a

Teacher attacks condemned by all

THE Government yesterday joined teachers and student organisations in condemning the recent spate of attacks levelled against white teaching staff at blacks schools, especially on the East Rand.

This follows the torching of a lecturer at Kathorus College of Education in Kallehong on Wednesday.

Mr Schalk Dippenaar (53) is fighting for his life in hospital after he was set alight in class.

Minister of Education and Training Mr Sam de Beer said he was deeply concerned about the safety of white staff at DET schools.

He said he was doing everything in his power to ensure their protection.

By DANIEL MAINE and PHANGISILE MTSHALI

Southon 3/1/92

"We appeal to parents for their co-operation and support to ensure the safety and protection of our staff, buildings, pupils and students," De Beer said.

The South African Democratic Teachers Union condemned the attacks and called on those responsible to resolve their problems through negotiations.

"We are not satisfied with the DET's staffing policy but we cannot accept the abuse of persons as a method to resolve the issue," said Sadu's Mr Randall van den Heever.

The organisation yesterday held a meeting with the Pan Africanist Students Organisation, which is allegedly responsible for the attacks, to discuss the issue.

The Congress of South African Students called on Paso to stop its members harassing white teachers and "destabilising education."

The president of Cosas, Mr Moses Maseko, appealed to pupils to return to their classes and urged them to resolve their grievances "through relevant structures created to handle such situations".

Paso's publicity secretary, Mr Eugene Motati, also condemned the attacks and dissociated his organisation from such actions.



SAM DE BEER

(52)

music — but no teaching

W/m a/j 31/11-6/2/92
"comrade" pupil said to a boy standing on a desk next to the window.

Instead, the would-be messenger continued dancing on top of the desk. So the meeting continued, with a constant flow of pupils going in and out.

Maybe the rhetoric bored them. Speaker after speaker stressed that "every pupil who has a genuine desire to learn has a right to be admitted at the school", and reminded the meeting that "as students we must be united in everything we do".

The main speaker — who appeared to be more popular among his peers, perhaps because of his fiery utterances — was a comrade colourfully dressed in a khaki cap, yellow T-shirt, "army brown" pants and black boots.

"These teachers get paid. It is therefore your task to make sure they get their salary for a job well done. Don't let them make you believe there is no more space for you. You need to be taught," he said to tumultuous applause.

In their commitment "to see to it that every student gets free education" the pupils did not even see the DET bakkie come in to deliver "freedom stationery".

One observer remarked that, considering schools

(52)
opened three weeks ago, "the stationery was delivered quite early — maybe the DET has had a change of heart after all".

For an outsider like myself it seemed the teachers' job for the day — to ensure that stationery got neatly tucked away in the store-room — was done. So, without any effective teaching having taken place, they padlocked the heavily vandalised store-room and left.

Meanwhile, the meeting in the library continued into the next phase, which was to send a delegation to the teachers "to negotiate the question of admitting pupils".

In an interview earlier, one teacher had told me: "There is no way additional pupils will be admitted. The school has 1 649 pupils and 28 teachers — to be accommodated in 22 classrooms."

So the arithmetic goes against the pupils, and not the teachers, as the speakers at the library would have us believe. It's only a pity that the prospective pupils never got to know the truth.

By the time I left at 1.30pm the meeting was still in full swing in the library — and there were no teachers left on the school premises.

COMMUNITY leaders warn that 1992 will be a year of delivery — or explosion — as black schools on the Reef have slid into renewed chaos just three weeks into the first term.

Pupil power has taken over as frustrated youths turn on their teachers in traditional hotspots of militancy: the Pretoria townships of Mamelodi and Soshanguve, Katlehong on the East Rand and Diepkloof in Soweto.

On Wednesday the Department of Education and Training said it could not guarantee the safety of white teachers in black schools after Katlehong lecturer Schalk Dippenaar (53) was assaulted and set alight by six men who barged into his Kathorus College of Education classroom.

The incident followed a week of violence that began in nearby kwa-Dukathole High, which remains closed. There, white staff were threatened by armed youths and fled, inspectors were chased from the premises and black teachers were taken hostage and marched to the police station to secure the release of an arrested pupil. Agitators moved to nearby schools, leaving terrorised white teachers to seek refuge in the local circuit office.

At Mamelodi's J Kekana High School, *The Weekly Mail* was told, *tsotsi* elements had filled a void in student leadership and assaulted the principal while trying to enforce the demand to "pass one, pass all" — a campaign which appears to have taken root in Reef schools.

The principal of Kekana was not on the premises this week for comment, and pupil anger ran high. Some claimed teachers did not come to class, while others were more sympathetic. "How can a teacher do his job under pressure and fear, not knowing what type of gun a student may be hiding in his satchel?" one asked.

Meanwhile, thousands of pupils refused entrance to overcrowded schools are roaming the streets — while in some, pupils have taken control of admissions.

The perennial problems of overcrowding, shortages and disillusionment plague township schools. "It's very discouraging to come to a school that resembles a war memorial," said one teacher. "Classes have no doors and windows, and in some cases girls take notes on their tights." Each year the crisis deepens as failure rates soar while build-

Pupil power as chaos grips schools

As attacks on white staff add to the spiralling crisis in black education, educators are taking steps to rescue the 'back to school' campaign.

PORTIA MAURICE reports

ings and teachers are not increased to meet the growing need. Pupils who have lost all faith in the system believe they have the right to demand what is their due, and will do almost anything to get it. Teachers, the most immediate representatives of authority, are often at the butt end of their anger.

But educators are determined to rescue the "back to school" campaign. At a Diepkloof meeting this week, 2 000 Soweto teachers called for principals to admit pupils even if schools were bursting at the seams.

"This process of admissions is merely a restatement of the right to learn," Soweto Education Crisis Committee (SECC) chairman David Maepa told the teachers. "We cannot close our doors to pupils simply because the DET has failed to provide."

Some schools have enrolled way beyond their means, while those with a more hard-line approach have kept numbers low. At one Moletsane school, pupils allegedly punctured the principal's car tyres because they could not get in.

Moving from school to school, pupils seeking a place have fallen victim to a racket in the forger of report cards and certificates. "A pupil who failed Standard Seven is somehow able to produce a report card saying he has passed Standard Nine," said South African Democratic Teachers' Union Soweto spokesman Oupa Mpetla. "When you trace back, he has no record."

The demand to "pass one, pass all" — automatic promotion, or "condoning" — is likely to create huge bottlenecks when pupils reach matric. Often below-borderline cases are pushed through to

WMM 31/1 - 6/2/92

52

SECC



52
 NIMAND
 3/11-6/2/92
 Angry Soweto teachers discuss the education crisis at Diepkloof Hall
 Photo: GUY ADAMS

the next standard, but some pupils complain the practice is completely arbitrary and only those who "push hard" get away with it.

Linda (18) lives in a dilapidated shelter in the "People's Village" squatter camp in Diepkloof with her two sisters and their children. Of her 42 classmates, 16 passed and four were "condoned". When she tried for promotion at Madibane High, she lied about her age but was told she was young enough to repeat.

She also claims a classmate passed the History exam without writing it. "She was sitting next to me in the exam room and she did not write a thing. But when we got our reports, she had passed," Linda says.

A Sunday newspaper alleged that gangs of Pan Africanist Student Organisation members were responsible for the attacks

on white teachers, but the organisation's leadership this week condemned the action.

Paso blamed the Congress of South African Students for the "pass one, pass all" campaign, which it says has its roots in the 1985 student uprising. "We will not support such foolish actions," Paso general secretary Lawrence Ngandela told *The Weekly Mail* this week. "This is the reinstatement of the 'education before liberation' slogan. It has become the norm that pupils don't work throughout the year and then expect to be condoned."

Reacting to claims that the onslaught against white teachers was racist, Ngandela said Paso members would be disciplined if they were found to have been involved. However, he warned that the employment of white teachers in DET schools while thou-

sands of their black counterparts remained jobless was causing frustration which could escalate into further violence.

"African students often opt for teaching as a last resort to secure employment, but they are frustrated when they can't find jobs at the end of the road," Ngandela said. "We are not being racist, but disadvantaged African teachers should be given opportunities. They (DET) just take some defunct teachers from these boers and put them here - but we cannot go and look for a job in Boksburg, for example."

The DET said this week that in 1990 (the last year for which figures were available) it had employed 837 white teachers. Spokesman Geoffrey Makwaka said they were not employed "at the expense of black teachers", but to teach subjects such as Maths and Science, in which black teachers were insufficiently qualified.

He said black teachers were given preference in appointment, but that many refused to move to rural schools which needed staff. However, the SECC's Maepa said he knew of more than 3 000 Soweto teachers who had been unemployed for three years, although their services were sorely needed.

He called on inspectors and subject advisors to assist the teaching corps. "This is a time of crisis for the black child and every person who is qualified to teach must do so. Inspectors should not enter the schools as bosses — they should display their skills in the classroom," Maepa said.

Teachers clearly unable to cope and searching for solutions expressed a host of other problems at the Diepkloof meeting. Some said they had been threatened with victimisation by education authorities if they attended the meeting.

At one Soweto school, it was alleged, there was a "money first, books later" policy. Only pupils who had paid R5 school fees had been allocated stationery.

Maepa said the DET has been "ducking" negotiations to resolve the crisis and that conditions could worsen in what is likely to be a watershed year for South African education. "We hold responsible those who sit comfortably in their plush Pretoria offices. It is our children whose blood will be spilled, not theirs," he said.

Lots of rhetoric, beer,

By RAY NXUMALO

w/mail 31/11-6/2/92
I ARRIVED at Soshanguve's Tiyelelani High School at about 9.30am on Tuesday. What struck me first was the overwhelmingly large number of pupils outside classrooms. Nor were any teachers in class; most were sitting just outside the entrance to the staff room.

The school was re-opened on Monday after being closed for a week. The reason for the Department of Education and Training shutting down the school was the pupils' demand for a "pass one, pass all" policy and the admission of pupils by other pupils.

So I went there as a pupil to try and get admitted to Tiyelelani — and, more importantly, to see who was in charge of admitting new pupils. The attempt turned out to be an eye-opener which brought me close to the chaos that rules in the school.

There was no teaching taking place. Those pupils in classrooms were playing draughts and just whiling time away in whichever way they could.

Others indulged in a game of dice-throw-

ing behind a standard eight classroom.

Although it was still early in the day, three empty quarts of beer were half-hidden under the chairs. You didn't have to be a genius to notice that some of the pupils had been drinking — and more was to follow as the day wore on.

I introduced myself as a pupil from Mamelodi's J Kekana High to a tall guy called Lucky — who seemed to be very involved with admitting new pupils.

"Don't worry my *bra*. No students will be thrown into the streets," he assured me as he led the way to the library — where I would be "helped".

The library itself is far from what one expects a library to be. There were no books in sight. And the place was crowded and very noisy. Outside a group nonchalantly sat around a pupil's black VW Golf belting out *Everybody, Everybody* — a hit tune by Italian supergroup Black Box — at full blast.

"Tell those people out there to switch off that thing. We are in a meeting here," a

Pupil power chaos grips black schools

W/Mail 31/11-6/2/92

52



PUPIL power has taken over as frustrated youths turn on their teachers in Transvaal townships. The Department of Education and Training said this week it could not guarantee the safety of white teachers after a lecturer was set alight in his classroom.

The incident followed a week of violence in which white staff were threatened by armed youths and fled, inspectors were chased from the premises and black teachers were taken hostage.

Thousands of pupils refused entrance to overcrowded schools are roaming the streets — while in some, pupils have taken control of admissions.

The perennial problems of overcrowding and shortages plague township schools. "It's very discouraging to come to a school that resembles a war memorial," said one teacher. "Classes have no doors and windows, and in some cases girls take notes on their thighs."

Each year the crisis deepens as failure rates soar. Pupils have lost all faith in the system. Teachers, the most immediate representatives of authority, are often the butt of their anger.

But educators are determined to rescue the "back to school" campaign. At a meeting this week, 2 000 Soweto teachers called for principals to admit pupils even if schools were bursting at the seams.

Full details: PAGES 2 and 3



Attacks on white teachers 'part of the people's war'

STAR 31/1/92

(52)

By Phil Molefe
Education Reporter

The Katlehong branch of the Pan Africanist Students' Organisation (Paso) said yesterday it saw attacks on white teachers at several schools in the area over the last few days as a "people's war between blacks and whites".

A member of the Katlehong executive committee of Paso said his organisation viewed attacks on white teachers as part of the liberation war.

Paso's national leadership said there were numbers of qualified but unemployed black teachers, but nevertheless the attacks were unjustified and were to be condemned.

But the Katlehong branch maintained "the attacks are good because white teachers in black schools are rejects in their own institutions.

"They are part and parcel of the enemy and some are members of the AWB who come to school carrying firearms."

The Paso leadership said the organisation was investigating the incidents.

The Congress of South African Students has also con-

demned the attacks.

The latest attack has left a Katlehong high school teacher fighting for his life in Johannesburg Hospital with 40 percent burns.

Schalk Dippenaar (53) was attacked on Wednesday by a group of six men who burst into the classroom, stabbed him, threw petrol over him and then set him alight.

Attacks on white teachers in Katlehong in the past two weeks have left four others seriously injured.

And a teacher at East Bank High School, in Alexandra, Pauline Dolo, was shot dead on Wednesday morning on her way to school.

The PWV region of the ANC said that while it condemned the attacks, most of the current crisis in Reef schools should be blamed on the DET.

"At the same time we recognise the indiscipline which has also set in amongst some students," said spokesman Ronnie Mamoepa.

DET director-general Dr Bernhard Louw said yesterday that white teachers in Katlehong had been temporarily withdrawn.

Pupils hack man to death

S2
Some Jan
31/1/92

By PHANGISILE
MTSHALI

A MAN was bludgeoned to death by Soweto high school pupils after he and two other men allegedly fired shots near a school yesterday.

Soweto police spokesman Captain Joseph Ngobeni said a murder charge was being investigated after Mr Victor Muliwa (23), of Zone 4, Diepkloof, was killed by Madibane High School pupils.

"After hearing shots pupils rushed out of their classes and chased Muliwa and two other men who managed to escape," said Ngobeni.

"Muliwa was caught and dragged back to the school premises where he was hacked, beaten and stoned to death."

No arrests have been made.



Chaos as violence, boycotts hit black schools on Reef

STAR 1/2/92
AL-AMEEN KAFAR

BLACK schooling on the Reef, which started less than a month ago, was thrown into chaos this week as students and pupils boycotted classes and lectures and attacked educators.

White teachers and lecturers appear to be the prime targets, and the Department of Education and Training has indicated it is unable to protect teachers.

Instead, white teachers employed at schools in the Katlehong area have been withdrawn from schools, as fears mount of more attacks and killings.

On Wednesday, a 53-year-old lecturer, Schalk Dippenaar, was attacked and set alight by six men while instructing stu-

dents at the Kathorus College in Katlehong. Mr Dippenaar is now fighting for his life in a Johannesburg hospital. The college is under police protection.

Withdrawn

No classes were offered at the college this week, but according to Corrie Rademeyer, the DET's liaison services director, it is expected that classes will resume next week.

Nineteen white teachers, of the total 1351-strong teacher complement in the Katlehong region, had been temporarily withdrawn from

schools, Mr Rademeyer said.

On the day of the attack on Mr Dippenaar, Pauline Dolo, a teacher at East Bank High School in Alexandra, was shot dead while on her way to school.

The last two weeks have seen random attacks on white teachers in Katlehong, leaving four of them injured. In the northern Transvaal region, six black teachers, including three principals, have been injured in attacks since the beginning of the year.

Mr Rademeyer refused to comment on whether white teachers were anxious to leave their posts at black schools.

"Each situation that arises is analysed on its

● TO PAGE 2.

Schools (S2)

● FROM PAGE 1.

own and appropriate decisions are made. The safety of black and white teachers is regarded with equal concern," he said.

While condemnation came from political organisations, education bodies and individuals, the Katlehong branch of the Pan Africanist Students Organisation (Paso) reportedly called the attacks and killings a "people's war between blacks and whites".

A member of the Katlehong executive committee of Paso said his organisation had no problems with white teachers being attacked, as this was part of the liberation war.

"They are part and parcel of the enemy and some are members of the AWB, who come to school carrying firearms."

He denied, however, that Paso members were involved in the attacks. Allegations that Paso was behind the attacks were also denied by the organisation's general-secretary Lawrence Nqandala.

Teachers chased by protesting students

Weekend Argus Correspondent

PRETORIA. — Trouble erupted again at Tiyelani High School in Soshanguve, near Pretoria, yesterday when teachers were forced to seek refuge at the local Department of Education and Training (DET) circuit office after they were threatened by a group of pupils.

(52) ARG 12/92
The pupils were demanding that teachers admit extra scholars, although the school was already full.

Mr Thomas Kekana, the DET's liaison officer for the Northern Transvaal region, said the group insisted that teachers should admit 300 pupils beyond the quota.

Tiyelani was re-opened last Monday after it was closed "indefinitely" by the DET on January 20 after the disruption of classes since schools reopened on January 8.

Pupils at the school demanded that a "pass one, pass all" policy be instituted as well as unconditional admissions. Some teachers at the school were assaulted by pupils.

THE white chalk on the blackboard drips red blood. Teaching a black child is not fun anymore.

Walking into a classroom these days is like walking through a minefield that can blow up in one's face at any moment.

Sounds exaggerated, but it is what today's teachers go through every day. Chaos, violence, class boycotts — and now teacher bashing.

The pattern has been the same in our schools for the past 15 years. It happens at the beginning of every school year, gains momentum as the year progresses, and hits a peak towards the final year exams.

The results, of course, are there for all to see — a high matric failure rate.

The education department blames unruly elements who demand a policy of "pass one, pass all"; the teachers union blames the DET's policy of staffing; and pupils condemn the whole education system. It is a jigsaw puzzle no

MY WAY

With Khulu Sibiyi

Education or anarchy?

CPA 2/2/92



52

one seems capable of solving.

In Zulu we say:

Omunye ukhomb' omunye esweni, omunye uvikel' isolajake. Loosely translated it means: One is pointing a finger while another protects his eye.

I cannot claim to have answers to these problems. I am either too old to understand the problems facing today's generation or too dumb to comprehend today's school politics.

However, I'm glad I am not the only one in this fix. Last weekend I was reminiscing about school days with a former schoolmate called Bugwana.

"What makes today's

generation think the way they do?" quizzed Bugwana without expecting an answer from me.

We talked about our dislike for headmaster SK Matseke, who in retrospect we praised for making us what we are today.

Political activist and now businessman, Aubrey Mokoena, will probably remember the day he led a protest march against the "current affairs" teaching of Mary Jacobs.

We all ended up digging trenches and cutting grass as punishment.

However, our voices

were heard and the current affairs situation was corrected.

When we successfully protested against a geography teacher, we did not chase him out of the class or stab and set him alight as was the case in Kattelung last week, we elected a delegation that put our case to the relevant officials.

We were against corporal punishment by overzealous, but shortsighted teachers like Shabangu, whose motto was: "Yours is not to question why, but to do and die."

We made our voices

heard all the same and the situation was redressed.

Recently I had a thought-provoking discussion with that veteran community worker and former teacher, Mulle Mphakanyane of Daveyton. At 60, her mind is still as sharp as when she started teaching in the 40s. She still commands respect from former students.

A teacher must always be respectable, have authority and lead the way. This can be done without creating any animosity, she told me.

As the situation in our schools gets out of hand, I cannot help but think of teachers like Somo and Khambulu, two great mathematicians who have been teaching for more than 40 years.

It must be mind-boggling for those two to see teachers being chased out of the classroom or to witness assaults on their colleagues.

As parents we must get involved in the future of our children and not pass the buck to our teachers or moan about the system.

The future lies in the hands of our children.

Brutal attacks throw teaching into turmoil

CPres 2/2/92

By LULAMA LUTI

CONCERN is mounting over the deteriorating situation in township schools under the DET.

As lawlessness and chaos continue to reign in schools, particularly in the PWV region, the DET, together with education and political organisations, has made renewed calls for order to be restored in the schools.

While several high schools have been rendered non-functional in the Pretoria areas of Mamelodi and Soshanguve, the spotlight this week shifted to Katlehong in the East Rand where incidents of brutal attacks on white teachers occurred.

Spokesman for the DET Highveld region, Levy Tshethlo, told City Press that nine white teachers at Sijabulile High School in Katlehong had been withdrawn for their protection.

He said while KwaDu-

kathole High remained closed after a white woman teacher was attacked by students; schooling was disrupted at Ntombizodwa and Fund'ukhuphuke High Schools when pupils demanded their school fees back.

The decision to withdraw the teachers follows two separate incidents in which white teachers in Katlehong were attacked.

Kathorus College of Education lecturer Schalk Dippenaar was stabbed and set alight this week after a group of men burst into his classroom. He is fighting for his life in a Johannesburg clinic.

When City Press visited the college this week, there were still traces of blood at the scene of the attack.

The attack on Dippenaar was later condemned by among others, the Congress of South African Students, the South African Democratic Teachers Union and the Pan Africanist Students

Organisation.

Paso, whose members were alleged to have been involved in the attacks, said during a press briefing that while it condemned the DET's employment policy, it would never stop white teachers from taking up posts in black areas, particularly when they were qualified.

Paso publicity secretary Eugene Motati said: "Paso has always condemned, in the strongest possible terms, the brutal killing of people through fire. The organisation has no legacy of burning people."

"Our concern over the number of unemployed African teachers should not be misconstrued to suggest that Paso condones such actions."

Meanwhile Michael O'Dowd of the Anglo American Chairman's Fund warned political organisation to "get off teachers backs".

"Teacher morale is in a sense at the heart of the (education) matter," he said.

Blood on the blackboards

ards

Victims of 'war' ~~(2/2)~~ (52)

THE Katlehong branch of the PAC's student organisation this week justified the recent atrocious attacks on white staff at township schools as a "people's war between blacks and whites".

The statement was at odds with the PAC's national student leadership, which condemned the attacks as unjustified, but that does nothing to answer the central question: what is the PAC going to do about its Katlehong branch?

Or is it prepared to allow itself to be dragged into the same category as the rabid mass killers of late — those that believe it is open season on innocent people with a different skin colour?

STimes 2/2/92

Come on, parents (S2) ~~3/12/92~~

IT WAS ironic that the attacks occurred in the very week that businessmen, politicians and educationists announced the launch of a R500-million "save our education" fund.

The key aspect of the fund is that projects must have the support and participation of the communities concerned. The parents of Katlehong should express a view about how much participation they want from the PAC student organisation.

5/ Times 2/2/92

Black school violence sparks fear, insecurity

Biday 3/2/92 (52) 52

THERE was widespread fear and uncertainty among the white staff of township schools after the recent spate of attacks on teachers, South African Democratic Teachers' Union (Sadtu) sources said.

Sadtu secretary-general Randall van den Heever said last week his organisation was alarmed by lawlessness at schools.

Teachers were targeted, said Van den Heever, because they were the nucleus of the schools and perceived by pupils as being representatives of authority.

Van den Heever said the basis of the tension lay in racial compartmentalisation of education. If education was deracialised white teachers would not be perceived as outsiders. Many felt whites teachers had a better chance as they could get jobs in any department. Blacks could apply only to the DET.

But DET spokesman Corrie Rademeyer said there were 2 400 white teachers in DET schools, only 3,7% of the total, so the department could not be accused of employing whites over blacks. Rademeyer said it appointed people on merit.

The PAC student wing, the Pan Africanist Students' Organisation (Paso) general secretary Lawrence Nqandela said it was "not a wise move" to attack teachers.

KATHRYN STRACHAN

But he said the DET could not escape blame as its "racist policies in the past were against the legitimate grievances of students". Students had problems with attitudes displayed by some white teachers.

National Education Co-ordinating Committee information officer Mel Holland agreed it was difficult to keep the school environment normal in the midst of a violent community, and said schools should be protected.

In the past two weeks Katlehong has been the scene of five attacks on white teachers. In the northern Transvaal six black teachers have been injured, three seriously, in attacks since the beginning of the year.

WILSON ZWANE reports that Paso held a meeting at the weekend about the attacks.

Apparently Paso's Katlehong branch approved of the attacks, in contradiction to the position taken by Paso's national executive.

Paso publicity secretary Eugene Motati said the organisation aimed to find out why its Katlehong branch had backed the violence.

● Comment: Page 6

DO
rd,
er
re
AP

ill

9 held after
school attacks

52

Eight men and a youth of 17 were arrested yesterday morning in connection with attacks on teachers in Katlehong, near Germiston, police said. STAR 4/2/92

Nineteen white teachers were withdrawn from Katlehong schools last week after one teacher was set alight and one attacked.

SAP liaison spokesman Sergeant Andy Pieke said there might be more arrests and some of those held might be released. Court appearances were expected soon. — Staff Reporter.

Nelson
Mandela
Oscar Mpetha
Langa
I D Mkize
Fezeka

1 Head of Department
1 Teacher
1 Head of Department
2 Teachers
1 Head of Department
3 Teachers
1 Teacher
2 Teachers

Additional classroom places: Cape Peninsula

*14. Mr K M ANDREW asked the Minister of Education and Training:

Whether any additional classroom places have been made available for the 1992 school year at primary and secondary schools in the Cape Peninsula; if not, why not; if so, (a) how many were made available at such (i) primary and (ii) secondary schools and (b) what are the names of the schools involved?

B42E

The MINISTER OF EDUCATION AND TRAINING:

Yes.

- (a) (i) 680 (as a result of the construction of new classrooms) 6 421 (due to the implementation of the platoon system)
- (ii) 420 (as a result of the construction of new classrooms) 8 240 (due to the implementation of the platoon system)

(b) New classroom places as a result of the construction of new classrooms:

Primary	Classrooms	Places
Mkhanyiseli	3	120
Mfuleni	14	560
Secondary		
Langa	12	420
New classroom places as a result of the introduction of the platoon system:		
Primary		Places
Ilifa	:	500
Chuma	:	960
Intshayelelo	:	960
Nkazimlo	:	1 040
Encotsheni	:	1 040
Liwa	:	333

Nomlingsanisele
Linge
Hlangisa
Total

628
720
240
6 421

Secondary

Ebutsheni
Intlanganiso
Ikamvaletu
Vuyiseka
Total
Grand Total

600
600
370
250
1 820
8 240

Note: The Department intends to build the following number of classrooms during 1992:

	Classrooms	Places
(a) Primary	: 156	6 240
(b) Secondary	: 83	2 905
Total	: 239	9 145

Transnet: hiring out of locomotives/carriages

*15. Mr F J LE ROUX asked the Minister for Public Enterprises:†

- (1) Whether Transnet Limited hires out or makes available railway locomotives and/or carriages to agencies in Africa; if so, (a) to whom and (b) for what consideration; *Hansard 4/2/92*
- (2) whether this consideration has been paid to date?

B44E

The MINISTER FOR PUBLIC ENTERPRISES:

The Managing Director of Transnet Limited replied as follows to the Honourable Member's question:

- (1) Yes.
- (a) Swaziland, Zimbabwe, Zambia, Zaire, Malawi and Botswana.
- (b) Locomotive hire varies from R2 000 to R3 000 per day. Carriage hire amounts to R358 per day.
- (2) Yes, except in one case and arrangements in this instance have already been made.

INTERPELLATION

The sign * indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

Own Affairs:

State Revenue Fund: amounts returned

Mr C H PIENAAR asked the Minister of Agricultural Development:†

- (1) Whether certain amounts for which provision was made in the estimates of his Department for the 1989-90 financial year were returned to the State Revenue Fund; if so, why;

- (2) whether he foresees such an eventuality again occurring in the 1991-92 financial year?

B112E.INT

*The MINISTER OF AGRICULTURAL DEVELOPMENT: Mr Speaker, the reply to the question of whether money from the Department of Agricultural Development's budget for the 1989-90 financial year was returned to the State Revenue Fund, is yes.

What actually happened is that unspent funds in the amount of R81,5 million were redeposited in the Revenue Account: House of Assembly by the Department of Agricultural Development in terms of the Exchequer Act, 1975. Included in this was an amount of R41,7 million voted for emergency relief in terms of section 8(1) of the Exchequer Act, 1975. It was held over for appropriation in the next financial year. The reason for this was that farmers could not timeously submit their claims for approved repairs after flood damage during the 1989-90 financial year. Owing to delays in the submission and disposal of claims in respect of floods in Natal and the Orange Free State, and particularly as a result of further rains and further floods, high river levels and a shortage of earth-moving contractors, farmers could not complete the planned repairs in the financial year concerned. Consequently this amount was redeposited in the appropriation for additional expenditure for the financial year ending 31 March 1991. It was voted for the same purpose in the 1990-91 financial year and spent. This is normal State accounting.

The lion's share of the balance of R39,8 million was originally voted for stock farmers' disaster

drought relief scheme but, in the 1989-90 financial year, the department received claims for only R15,91 million in respect of this scheme, and this was paid because it had rained and the drought did not persist.

In consequence, it is difficult to budget exactly for this disaster scheme. In the 1987-88 financial year, for instance, R76,01 million was budgeted and all of it paid. The next year the amount was also R76,17 million. In 1989-90 it was only R15,91 million. The next year we budgeted for R60 million but only R9,94 million was paid. This year we budgeted for only R30 million and we have already paid R45 million. This is as a result of the unpredictable nature of droughts for which we have to budget. Consequently when there are surplus funds they are carried over to the next year, as has happened now.

With regard to funds this year, the funds which were budgeted for drought last year were therefore rolled over, appear in this year's budget and are being spent. To the question of whether funds will be redeposited this year, the reply is also yes. On the basis of statistics in our possession, it appears that we are approximately 2% within the 2% limit of the total amount voted, which is normal.

*Mr C H PIENAAR: Mr Speaker, this question was put *inter alia* as a result of the most cynical comment which appeared in the Auditor-General's report on the appropriation in miscellaneous accounts of the Administration: House of Assembly for 1989-90 where the reason for this repayment is given, and this reason came from that hon Minister's department. I shall quote from page 32 of that report:

... the demand for financial assistance was less than expected, owing to improved agricultural conditions.

Does that hon Minister want to tell us now that his department furnished the Auditor-General with these statistics? From what other source could the Auditor-General have obtained them? Did his department say that agricultural conditions had improved during that period? I want to allege that this is an extremely cynical attitude which is characteristic of this Government and specifically that department's attitude toward farmers who are caught up in an unprecedented crisis.

Nine arrested after school attacks

sowetan 4/2/92

NINE people were arrested in Katlehong yesterday in connection with recent attacks on school buildings and assaults on teachers in the area.

A spokesman for the police in the Witwatersrand said among those arrested was a 17-year-old youth. They were being held for questioning, the spokesman said.

The attacks on white teachers led to the indefinite closure of KwaDukaThole Comprehensive High School.

Last week a Kathorus College of Edu-

cation lecturer, Mr Schalk Dippenaar (53), was set alight while conducting classes.

He was admitted to a Johannesburg clinic with severe burns.

Last Thursday, the director general of the Department of Education and Training, Dr Bernhard Louw, announced that 19 white teachers working in Katlehong had been temporarily withdrawn.

Classes have also been suspended at Kathorus College. The college was placed under police guard after the attack.



Thousands of pupils swamp pressured township schools

Staff Reporter

ETW 192
THE heeding of the Back to Learning campaign call by the Congress of South African Students (Cosas) by thousands of pupils in Cape Town has resulted in a flood of pupils being turned away from overcrowded township schools.

Distraught parents are moving from school to school in a desperate attempt to enrol their children in Department of Education and Training (DET) schools which have been swamped by returning pupils.

This follows the response to the poor black matric results in 1991 by

Cosas who launched the Back to Learning campaign in January.

Mrs Pam Mehlomakulu, principal of the Oscar Mpetha High School in Nyanga East, yesterday said teachers had to refuse entrance to about 150 pupils. The school can only accommodate 990 pupils and has already taken on 1 370, she said.

The National Education Co-ordinating Committee (NECC) has called on pupils to register at the school of their choice to resolve the overcrowding at DET schools in the townships.

The DET had not responded to the latest crisis in black education by late last night.

Sutherland said the sponsorship reflected the changes which have taken place in the area.

Questions on Masterbond

Political Staff

CAPE TOWN — Douglas Gibson (DP Yeoville) has tabled in Parliament questions about the Masterbond crash. *Monday 4/2/92*

The questions are:

- What authority investigated Masterbond schemes?
- Is government considering deposit insurance for financial institutions?
- Is government considering assisting Masterbond investors?
- Was any government institution derelict in its duty? and
- Are Masterbond or Cape Investment Bond officials to be charged criminally?

10 held after attacks on teachers

KATHRYN STRACHAN

NINE men and a youth of 17 were arrested in Katlehong in the early hours of yesterday morning in connection with the recent attacks on schools and assaults on teachers in the area, police said. *(52 800)*

They were being held for questioning before being charged.

The arrests follow a week of violence in which teachers at Katlehong schools were attacked and a lecturer at Kathorus College of Education was doused with petrol and set alight. The attacks led to the college and Kwa-Dukathole school being closed last week and to 19 white teachers being withdrawn from township schools by the DET, as it could no longer guarantee their safety. *Monday 4/2/92*

Although the Katlehong branch of the Pan-Africanist Students' Organisation (Paso) praised the attacks, Paso director of information Waters Toboti said no Paso members were among those arrested.

Meanwhile, class boycotts continue at

the Soweto College of Education as students protest against the college's refusal to re-admit students who failed last year.

Sapa reports that on January 22 the regional chief director, Highveld region, of the Department of Education and Training, JH Booysen, said incidents at Kwa-Dukathole school since it re-opened on January 8 included:

- An attempt by pupils to forcibly take reports from a woman teacher. A scuffle ensued and threats were made to the entire white staff, who were withdrawn;
- Armed pupils intimidating staff;
- A pupil stoning a car and being arrested by police; and
- Fellow pupils protesting by smashing windscreens of other cars, taking teachers hostage and marching them to the local police station where they demanded the release of their colleague.

BUSINESS DAY

Langa principal gets 'sacked'

VUYO BAVUMA Staff Reporter

52

ARCS/2/92

LANGA High school pupils have sacked their principal, Mr Joel Magwaca, after passing a vote of no confidence in him, claiming he was an "autocratic ruler."

On Monday matters came to head when SRC members told a meeting of teachers that pupils had resolved Mr Magwaca no longer had "authority as a principal and should immediately quit".

They also accused him of "undermining" the Student Representative Council and victimising some of its members.

Teachers discussed the issue and it was felt Mr Magwaca should leave for his own safety.

Sources alleged that pupils threatened to use force if Mr Magwaca refused to leave.

Interviewed at his home last night, Mr Magwaca dismissed the pupils' allegations as groundless and a "smoke-screen for getting the Standard 9 failures promoted".

The uproar at the school began last week when Mr Magwaca refused to meet pupil demands which included the promotion of Standard 9 pupils who failed to Standard 10 and the readmittance of all who failed 10.

He denied he was an autocrat, saying he regularly consulted his staff and the PTSA on school issues.

Pupils alleged Mr Magwaca was an autocratic ruler who did not consult anyone, including teachers.

He considered himself an employee of the Department of Education and Training.

● The PTSA meets today to discuss the matter.

Bid to reinstate principal fails

VUYO BAVUMA (52)

Staff Reporter
AN attempt to reinstate the Langa High school principal, "sacked" by pupils who claim he is an "autocratic ruler", has failed.

Members of the Parent-Teachers-Student Association (PTSA) met pupils and teachers yesterday in a bid to reverse the decision to "dismiss"

principal Mr Joel Magwaca. Mr Magwaca has not been to school since Monday when pupils passed a vote of no confidence in him and asked him to leave immediately.

The pupils claimed Mr Magwaca had failed to meet demands which included the promotion to Standard 10 of Standard 9 pupils who had failed their examinations.

Motor personalities sequestered

Supreme Court Reporter

MOTORING personality Mr Ronnie Hare and former motoring journalist Mr Brian Grobber have been finally sequestered and Mr Grobber's business finally liquidated in the Supreme Court.

Mr Hare's son Neil brought the applications.

In papers, Mr Hare jnr said he started Optimum Auto and

Coachworks and employed his father as manager.

In March last year he sold the business to Mr Grobber for R100 000. Mr Hare snr, of Diep River, and Mr Grobber entered into a partnership in terms of which Mr Hare snr would pay Mr Grobber R50 000 from his share of the profits. The business folded in August.

S

~~STAR~~
**'Paso not party
to school attacks'**

STAR 6/2/92
Education Reporter (52)

The Pan Africanist Students' Organisation (Paso) has distanced itself from recent attacks on white teachers in Katilehong and said these disruptive acts were carried out by a dissident group that broke away from the PAC in 1990.

Paso publicity secretary Eugene Motati said in Johannesburg yesterday that the people involved in the attacks belonged to an organisation called the Revolutionary Watchdogs.

He said investigations had shown that no registered member of Paso or the PAC was involved in the attack on teachers.

Mr. Motati also said investigations had revealed that some Watchdog members were on the pay-roll of the Government.

"It was also established that the National Intelligence Service (had used) elements who pose as ultra-radicals whilst in actual fact they are criminals."

IN August last year I wrote about the influences of our political organisations in Fabcos and Nafcoc. I was then given a roasting and accused of mischief-making.

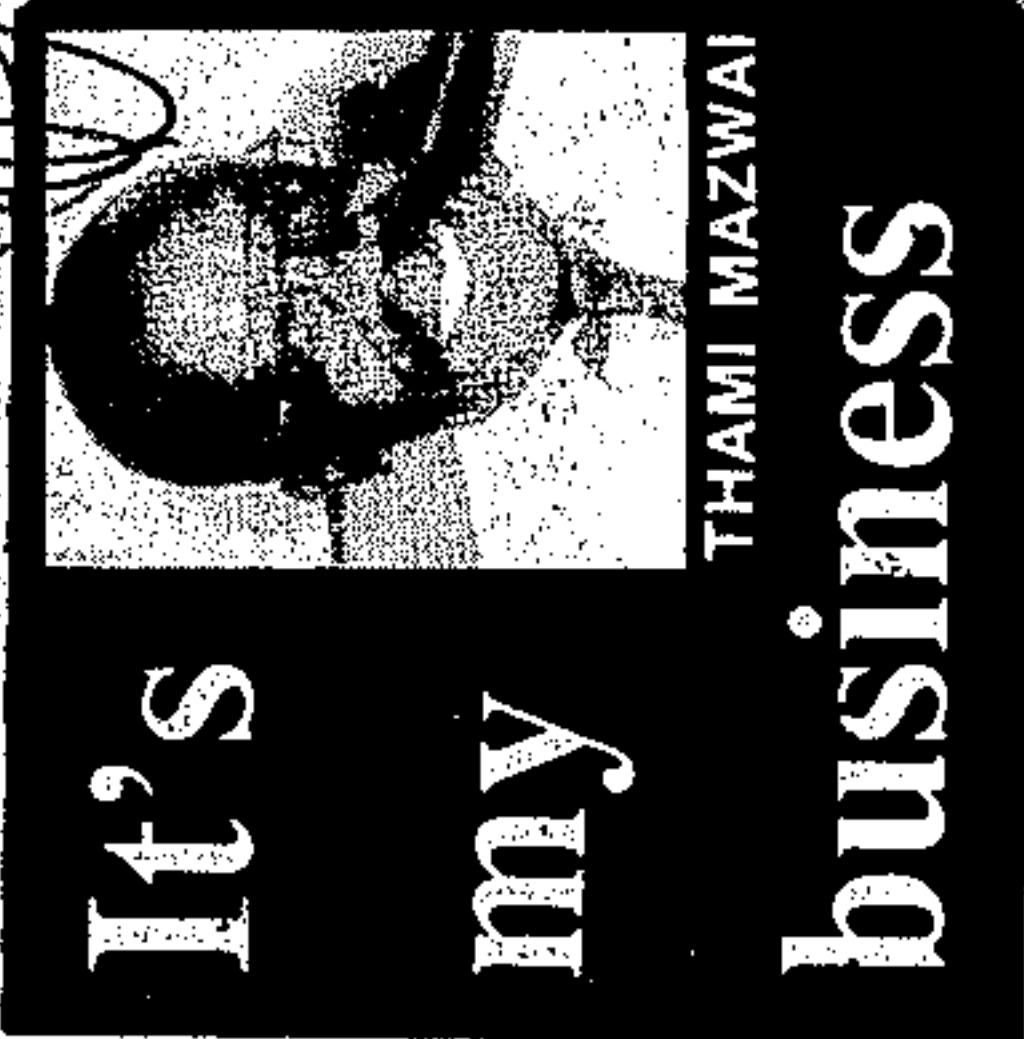
Mr Mofasi Lekota, then executive director of Nafcoc, and Mr Jabu Mabuza, managing director of Fabcos Marketing, issued a joint statement in which they denied any involvement by the PAC, ANC, Azapo or Inkatha in their affairs.

They said they were continuously looking at the question of unity and co-operation between their organisations.

Today, and six months later, we have not heard of any unity talks or co-operation between the two organisations.

Let us forget about the

A question of co-operation



pregnable white business monoliths, making it harder for black business to edge in.

What the recent merger means is that the market is monopolised by Absa, Standard, First National and Nedperm.

We will now have the Fabcos-sponsored Future Bank and Nafcoc-inspired African Bank fighting for the crumbs.

Yet, if our stokvels money was invested in a merged African Future Bank, with Western Bank's stake substantially reduced or this FNB affiliate shown the other side of the door, a black colossus would emerge.

It is the size of market share, state of technology

and expertise that decides the viability of financial institutions.

A merged African-Future Bank could then easily buy the expertise it needs from the management ranks of the three major banks, after all management talent has a price.

Appropriate technology could then also be acquired by a giant black institution.

Also, do we really need two taxi associations offering virtually the same benefits to members; two builders organisations in a struggling sector, two stokvel bodies, various retail organisations and just about a duplication in every aspect of our business?

At the moment our business organisations are ei-

ther sniping at, or ignoring, each other.

What is disturbing is that each enjoys the backing of white business houses.

The rivalry between these business houses for the black market is translated in aid to Fabcos or Nafcoc.

What one also finds is the same big white company sponsors both. Is this business house making sure that these fighters enter the fray at the same weight?

Surely, by this time Nafcoc and Fabcos should be aware that big business fears a united black chamber of commerce.

Our business leaders should take a leaf from the rise of Afrikaner business. Afrikaner leaders en-

Trio's dream becomes reality

WHAT seemed a dream a few months ago has become a reality this week with the launching of Ukukhanya Paraffin Distributors at the informal settlement of Orange Farm.

The company is the brainchild of Mr Mandla Kumalo, Mr Vusi Ngema, Mr Tsepo Mvuyana and Mr Henrick Mdiniso.

"A few months ago we toyed with the idea of starting a distribution company, but did not have an idea were we would get funds.

Standard Bank, who undertook to fund the distribution project," co-ordinator of the company Kumalo said.

The depot and the offices of the company are in Orange Farm, near Residensia in Vereeniging.

Kumalo said Total South Africa provided the company with a 9200l bulk tank to store paraffin.

The company will also distribute motor oil and other petroleum products, said Kumalo.

The products will be targeted at spaza shops and formal retail shops in the black areas around Orange Farm, Residensia and Sebokeng.

"Residents of the informal settlement will benefit particularly from our presence in the area which is without electricity.

"We will also endeavour to keep our prices as low as possible so that the spaza shops can pass on these benefits to the end consumers," Kumalo said.

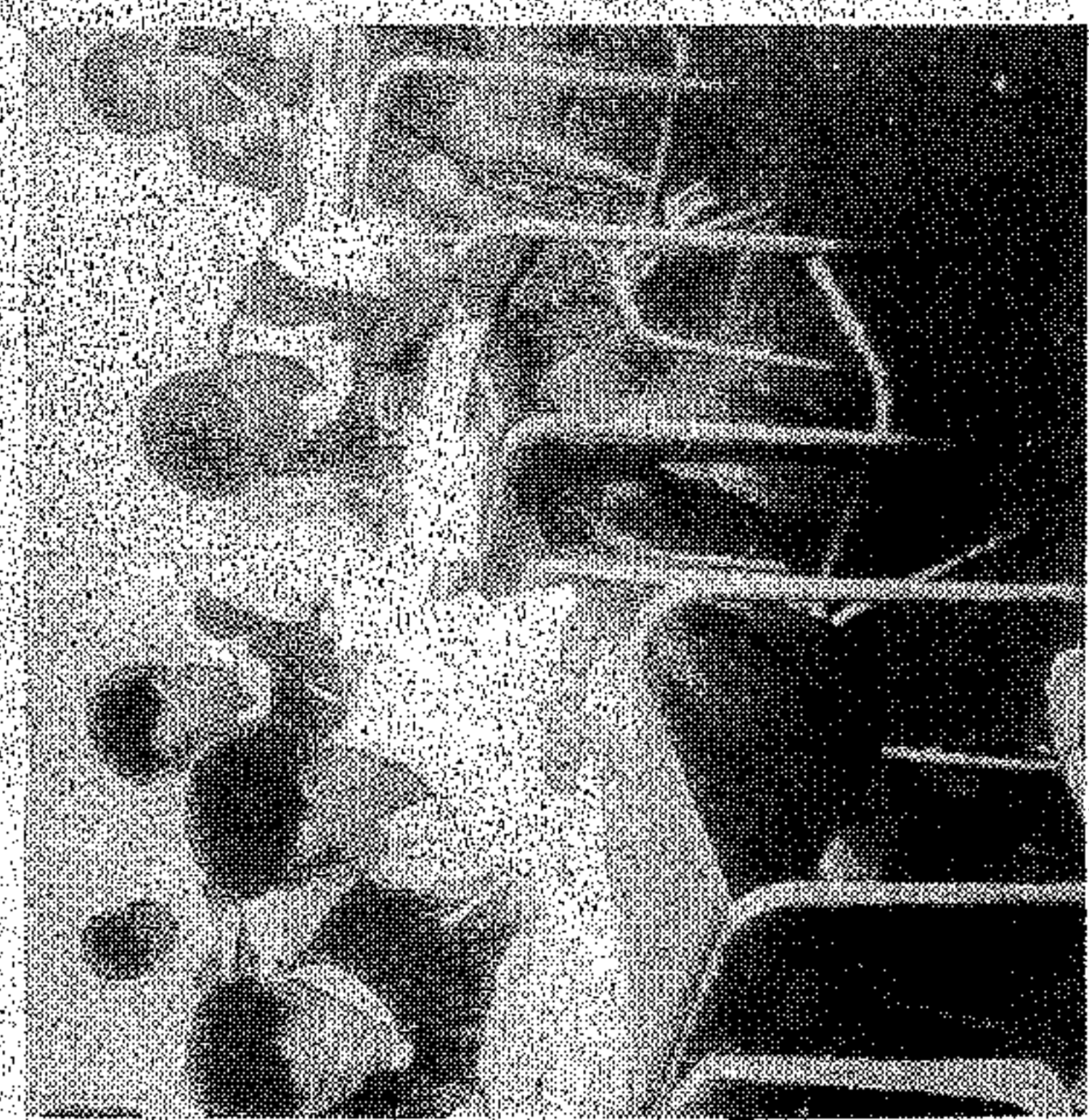
BY JOE MDHLELA

"It was only after approaching Leadership Institute that our dreams slowly transformed into reality."

The institute is the advice centre that provides business training and helps connect budding businessmen with financial institutions.

"They introduced us to Anglo American and

Tladi Tech - symbol of



Sowetan 6/2/92 (S2)

One tragic school in Soweto, the cer? Are the teachers, the parents Tladi Technical High School, can or the pupils to blame? Is there stand as the summary of the crisis, in something else? black education.

When we get there and find there are no books, we will ask, Why? When we get there and find there are no teachers, we will ask, Why?

When we find pupils loitering outside, we will ask, Why? We will ask this question until the school becomes normal and examinations last year. What made them nation results show it.

This spotlight will also, we hope, reveal in a more real way the many causes of the crisis in black education. Is DEF responsible for the can-

This is how our schools fall apart

Sowetan 6/2/92

A FEW pupils sit in a class as their maths teacher writes on what was once a chalkboard. It is now a battered caricature.

Their classroom is between two empty ones and gaping holes in the walls connect the three rooms. Outside pupils run at high speed as they see headmaster Abner Saule coming towards them. They turn round a corner, peep back at him and then scuttle away as he nears them - playing a masochistic game of hide and seek.

Others take their bags and leave the school premises without giving any explanation to anyone. The school has three gates, two of them far from any teacher's view. So pupils drift aimlessly in and out of these gates regardless of the time.

Three classrooms that stand on their own away from the rest of the school are called Sun City by the school community.

As you turn a corner walking towards Sun City you are hit by the foul smell of faeces and urine. The doors have been ripped off and the empty door frames face the township street.

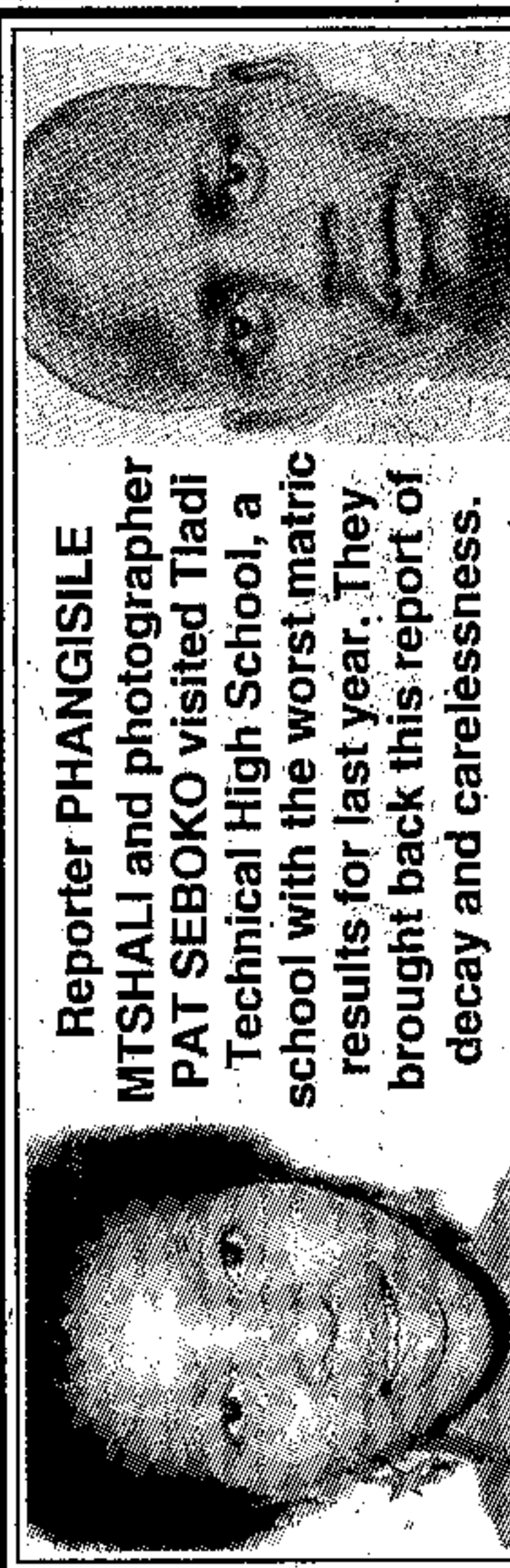
They have not been used for years except as toilets by careless pupils and passers-by who are too pressed to wait to get to regular toilets.

In any case, the school's own toilets are blocked. According to Saule, some pupils also use Sun City for smoking dagga.

We see a group of boys in casual clothes, who have been "binding" for a smoke at a house opposite the school dive behind the trees and a dustbin when the principal appears in the schoolyard.

On stairs from the upper level four girls unblushingly tell a teacher they are on their way to a history class.

You do not hear of disruptions or intimidation of teachers at Tladi Tech. The disintegration of the school day is gradual and has become a way of life.



Reporter PHANGISILE MTSHALI and photographer PAT SEBOKO visited Tladi Technical High School, a school with the worst matric results for last year. They brought back this report of decay and carelessness.

(S2)

53 41 52

30/5 1 BASO

41 70

48

11 Paul

53 41 90

20

Wendy

4288

98

Cash

47 4.70

Cash

12 1.20

Friday

7

1/6 1 BASO

Joyce

Francis

Paul

1 BASO

Ameena

Cash

Ameena

Wendy

Peter

Michelle

Cash

Milly

Paul

Peter

Peter

1 BASO

Harom

1 BASO

Total c/f

Satisfied, he lets them pass and they proceed without a backward glance to the back of the school's technical drawing block and relax.

I follow the girls and asked why they lied to the teacher. "We are dodging our English class and he would have sent us back," one of them answers.

The school has five matric classes but while we are here only two have teachers giving lessons.

In one of the five 12 pupils are lounging around, some doodling in their exercise books while others are chatting and cracking jokes.

The rest of the pupils in this class are absent.

Tladi High is not the school you normally read about.

You do not hear of large-scale class disruptions, expulsions and intimidation of teachers.

The disintegration of the school day at Tladi is gradual and is a process that has been going on for so long that it has become a way of life.

Teachers try to instil discipline and punctuality by locking out those who come late to classes.

This attempt at discipline has created the problem of veranda traffic of pupils who seem unperturbed by their loss of valuable schooling time.

The Department of Education and Training blames Saule, the headmaster, for this slow death. He in turn blames "the Bantu Education".

But is Saule responsible for the vandalism that has left the technical section of the school empty, the shortage of teachers, desks and books?

Is the cancer much deeper?

Read Sowetan next Thursday for another report on Tladi Technical High. Remember: We can do it.

Tladi results

- 1989 - 147 entrants, 14 passed, two obtained exemptions and 133 failed.
- 1990 - 160 entrants, 30 passed, two obtained exemptions and 130 failed.
- 1991 - 119 entrants, six passed, two obtained exemptions, and 113 failed.

4180

2

4810

30

21

896
021
975

8921
8996
25

75

9021
8996

215

DET orders pullout of white teachers

ALL 69 white teachers at Katlehong and Thokoza townships on the East Rand would be withdrawn today following a spate of attacks on them, the DET said yesterday. *B10as 7/2/92*

DET director-general Bernhard Louw said the Kathorus College of Education, where a lecturer was set alight last week, had been closed until February 14.

The Kathorus lecturers, 24 whites and nine blacks, were investigating the circumstances under which classes could resume, Louw said.

He said the community had to play a part in creating an atmosphere of security.

Congress of SA Students (Cosas) regional chairman David Serekwane criticised the DET's decision saying there was already a

KATHRYN STRACHAN

dire shortage of teachers. *(S2)*

At a Cosas meeting on Wednesday, 3 000 pupils vowed to protect teachers and not allow outsiders into schools. *(S2)*

The PAC-aligned, Pan-Africanist Students' Organisation (Paso) has blamed attacks on teachers and disruptions of students' meetings on a dissident group called the Revolutionary Watchdogs. *(S2)*

Serekwane yesterday said his organisation intended to speak to the group, but this would be effective only if Paso joined the move. Paso chairman Lawrence Ngandela said yesterday Paso was not prepared to speak to the dissidents.

A fight on all fronts for student body

W/Mail 7/2 - 13/2/92 (52)

THE South African Students Congress has set itself a tall agenda for 1992 — fighting for student rights while negotiating the painful transformation process on diverse campuses.

In an interview this week executive members of Sasco — a merger of the white National Union of South African Students and the black South African National Students Congress — Bronwyn Levy, Hope Bapo, Tsepe Motumi and Katharine McKenzie, told *The Weekly Mail* the organisation

planned to tackle a host of issues.

Admissions and exclusions policies, democratisation of management and improvements to teaching and learning are among the areas around which Sasco hopes to rally university students.

With about 26 percent of Department of Education and Training matriculants having obtained exemptions last year, not many African students will qualify for university entrance. The deterioration of black education at school level flies in the face of the campaign to broaden access at tertiary level. If, as

these contain a cultural bias which further prejudices black students.

"We do not want a free-for-all situation, but there should be more sensitivity in designing these tests," said Bapo.

The organisation promises to issue guidelines for more open admissions policies, which should be adapted to local conditions. These will be directed not only at traditionally white campuses but also at some in the homelands. However, said media and publications officer McKenzie, the poor black matric results demonstrate that a two-pronged

approach is needed to ensure accessibility. High school students need assistance and motivation to learn. To this end, Sasco will be supplementing the "Back to Learning" campaign of the National Education Co-ordinating Committee this year with tutoring schemes on campuses.

Sasco will also launch an Aids awareness and anti-crime campaign, with the fight against sexual harassment as a central element.

Chaos is expected at some institutions as students return from holiday next week because of confusion around the Independent Development Trust's new loan/bursary scheme. Sasco, along with a number of other groupings in the Bursary Council of South Africa, has called for a moratorium on the IDT's Tertiary Education Fund and accompanying legislation pending further discussion. Although Sasco has no concrete alternatives to the new system, it will fight for loan repayments and interest rates more favourable to students.

The student organisation also plans to campaign for an Education Charter, for the qualifications of returning exiles to be standardised and for closed white teacher training colleges to be reopened. Its national transformation commission, along with the National Education Policy Investigation's post-secondary education team, is investigating policy and curriculum change. In April, the organisation plans to host an education and development conference and a date will be announced for a students' consultative conference.

Change is never easy and marrying the interests of students, lecturers, non-academic staff and governing bodies is a challenge the South African Students Congress faces.

By PORTIA MAURICE

political education officer Motumi says, even those with exemptions do not necessarily get the points needed for automatic entrance to institutions like Wits, the numbers shrink even further.

Selection tests are available to border line cases but, the organisation argues,

Community school project 'sabotaged'

HUNDREDS of children in the fast-growing settlement of Orange Farm in the Vaal are without schools and a Department of Education and Training (DET) official is charged with having interfered with a community project aimed at addressing the need. (52)

Local community leader, Edna Mlangeni, said she planned to build a prefabricated school with five classrooms for R51 532. The community was prepared to raise the money through monthly fees from each pupil, she said. (52)

In January, the Transvaal Provincial Administration granted her a site at Extension Seven for the school.

In the meantime, she managed to accommodate the pupils at more than 20 show houses belonging to a private company. *New Nation (Learning Africa)*

The DET provided her with educational instruments and seven teachers, and the pupils started with their classes last Monday after the community had arranged that the parents would contribute an amount of R20 each every month. 7/2 - 13/2/92

Mlangeni said this week that a DET inspector, Shadrack Modise, from the Vaal region, had visited the show-house school and told pupils not to pay their monthly fees as the school was not recognised by the DET. He could not be reached for comment.

Pupils are back at (S2) troubled high school

ARGUS 8/2/92
The Argus Correspondent

JOHANNESBURG. — Classes have resumed at the trouble-torn Kwadukathole High School in Katlehong after it was closed indefinitely two weeks ago by the Department of Education and Training.

Scores of pupils returned to school on Thursday and teachers were down to the serious business of allocating children to their respective classes.

The DET suspended classes at the school after several disruptive incidents and threats to teachers had been reported to the authorities.

One white teacher at the school was slapped and the vice-principal was threatened by a group of pupils, at the time believed to be members of the Pan-Africanist Students' Organisation.

The PAC and its student-body, Paso, have since distanced themselves from the attacks on white teachers and said these acts were carried out by a dissident group called the Revolutionary Watchdogs, which broke away from the Africanist movement in 1990.

According to teachers and pupils, the school was officially reopened on Wednesday following a series of meetings this week involving the Congress of South African Students, teachers and DET officials.

Cosas national president Moses Maseko said pupils at Katlehong schools have resolved to ensure the safety and protection of teachers following recent attacks.

For the past few weeks, Katlehong had been the scene of attacks on white teachers, the latest being Mr Schalk Dippenaar who suffered 40 percent burns to his body and face after he was doused with petrol and set alight.

By **THEMBA KHUMALO**

THE Katlehong campaign against white teachers has degenerated into an ideological war between progressives and Africanist students and teachers in the area.

On Thursday night Florence Ramphisa, acting deputy principal at Kwadukathole High

School, allegedly had her home raided by members of the Watchdog Revolutionary, the PAC-aligned dissident youth grouping that spearheads the campaign to expel white staff from black schools.

Ramphisa is believed to be a member of the South African Democratic Teachers' Union (Sadtu). Her colleagues said they suspected the raid was linked to utterances she made about Paso at a teachers' meeting last week.

Several teachers linked to Sadtu - including Ramphisa - and some known PAC members, did not report for work on Friday for fear of possible reprisals. She could not be reached for comment.

Following a disruption of a Cosas meeting to discuss the school crisis in the township, schoolboys from Katlehong High School who were armed to the teeth took to the streets in search of members of the Revolutionary Watchdog (RW). *CIPREN 9/2/92*

Transvaal African Teachers' Association (Tuata) president Leepile Taunyane said they were deeply concerned about the school crisis in the area.

"We are doing all we can to normalise the situation," he said.

Tuata was against the harassment of white teachers which was "the practice of apartheid in reverse because black children are taught by white teachers in white suburbs".

"It is important that we have white teachers because they are passing on their knowledge of technical subjects.

Ideological war starts over schools

As we are entering a new South Africa we black people need to be armed with technical knowledge," Taunyane said.

The chairman of the local Tuata branch, NBH Ntsoane, said his organisation met on Thursday with members of Paso, the National Teachers' Union of South Africa and local school headmasters in an attempt to find a solution to the crisis.

Ntsoane said: "We postponed the meeting to February 18 in order to extend the invitation to Cosas and Sadtu because we don't want to exclude them from our decisions."

Trouble in Katlehong started two weeks ago after RW members allegedly attacked a white teacher at Kathorus College of Education and set him alight. They also burnt his vehicle.

Subsequently, 11 suspects were apprehended by the police and are still being held. It is believed the RW has demanded their release as a condition for restoration of peace in the township.

At a press conference in Johannesburg early this week the PAC and Paso jointly disowned RW, describing members as "dissidents, some of whom are on the system's payroll".

Paso's publicity secretary Eugene Motate director of information and publicity for the PAC, Waters Toboti, said RW had its own agenda which was counter-revolutionary.

The group tried to disrupt the late Zeph Mothopeng's funeral service and they also tried to sabotage the PAC's consultative conference last year.

CROSSFIRE

PAGE 5

CITY PRESS, February 9 1992



David Raboroko's body is removed from the spot at his school where he was shot in the face and killed by gang members after an argument. Inset: Raboroko alive. **■ PICS: THULANI SITHOLE**

By **THEMBA KHUMALO**

CIPRES 9/2/92

THE death of 17-year-old Hlengiwe High pupil David Raboroko, who was gunned down at school this week sparked a day of terror when pupils went on a revenge rampage. *CIPRES 9/2/92*

At least three houses used by people alleged to be members of the gang which attacked Raboroko were petrol-bombed by angry students. Furniture and windows were damaged but no one was hurt.

A tenant of a damaged house said she was basking in the sun when the mob arrived. They ordered everyone out and started throwing petrol bombs at her house. *CIPRES 9/2/92*

She said: "When I asked why they were burning my house they told me my son had killed one of them."

"After setting the house alight they marched to another house in the neighbourhood and minutes later it was also in flames."

(52) Klaas Miya, who said he was David's best friend, said the killing took place soon after he quarrelled with a fellow pupil who belonged to the Taiwan Terror Gang, allegedly responsible for much of the violence in Mofolo township.

Miya said that after the quarrel another pupil left the school premises and returned with friends armed with knives. He intervened when they threatened to stab David.

"The pupil who had brought in his armed friends then told David that he would "get" him and went to fetch a gun from his home.

"When he returned he pointed the gun at David who grabbed it. When it fell, one of the youths who had been fetched picked it up and

shot David in the face at point-blank range.

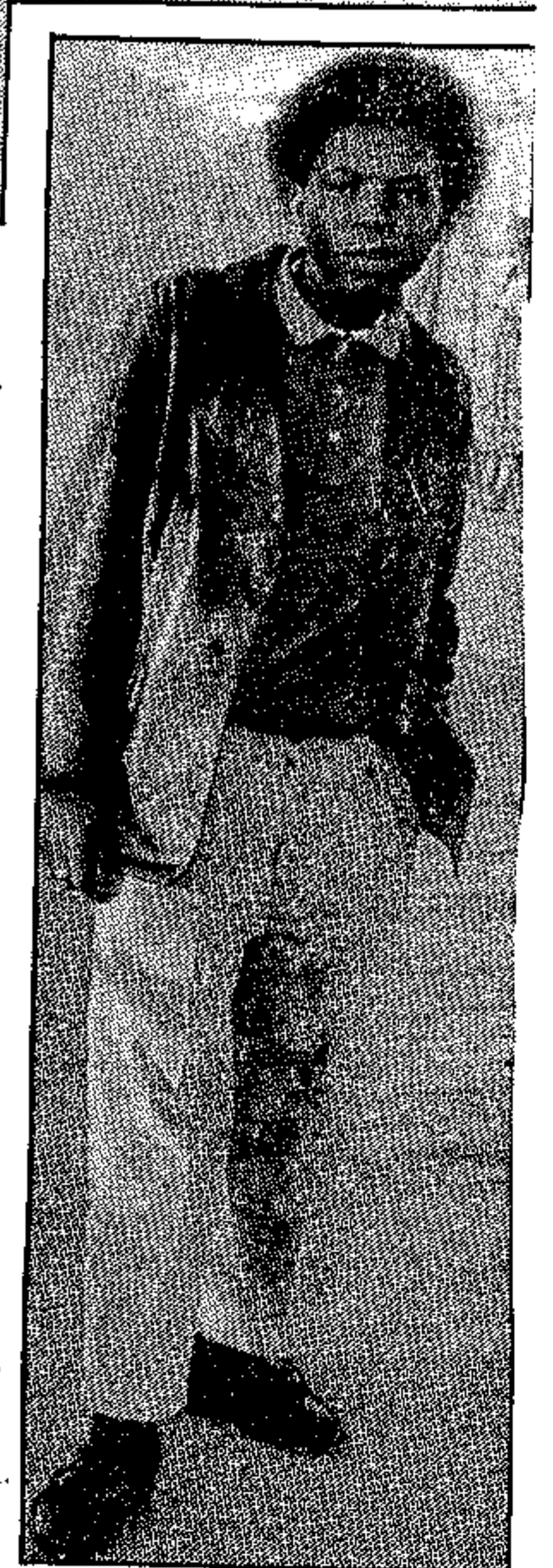
"He died on the spot," Miya said.

A pupil said members of the Congress of South African Students (Cosas) in Soweto schools had assured them of their support in case the gang returned.

Meanwhile, pupil "justice" ruled Soweto again this week when pupils from a high school in Orlando East hacked to death a man they accused of having killed a colleague last weekend.

On Monday morning friends of the dead youth marched to Diepkloof, caught the suspect and brought him back to a spot near Orlando Stadium where they killed him in full view of the public.

A local resident said the dead man's mutilated body lay in a pool of blood for hours before it was taken away.



Angry (52)

parents

ARL 10/2/92

hit at

'sacking'

VUYO BAVUMA
Staff Reporter

LANGA High School parents have criticised children for "sacking" their principal and urged them to get on with their schoolwork.

This emerged at a meeting, attended by about 200 parents and members of the Student Representative Council yesterday, to discuss the pupils' "sacking" of Mr Joel Magwaca last week.

It was resolved that the PTSA would meet today to examine grievances. The deputy-principal would be in charge while a solution was sought.

Conflict flared when Mr Magwaca refused to meet pupils' demands, which included promoting failed Standard 9s and re-admitting matric failures.

At yesterday's meeting angry parents criticised the "unilateral" decision of pupils and said they should have been consulted.

HOUSE OF ASSEMBLY

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

Free air-time: Aids

8. Mr M J ELLIS asked the Minister of Home Affairs:

- (1) Whether any representations concerning free air-time on radio and television for anti-Aids advertisements of any form and/or Aids information or education programmes have been made to him by bodies other than Government Departments; if so, (a) by what bodies, (b) when and (c) what was (i) the purport of and (ii) his response to these representations; if not,
- (2) whether he will give consideration to the matter?

B20E

The MINISTER OF HOME AFFAIRS:

- (1) No. (a), (b) and (c) fall away.
- (2) Should such a request be received, it would be considered as in all other cases, in accordance with the guidelines for such programmes and advertisements.

Aids cases: number identified

10. Mr M J ELLIS asked the Minister of National Health:

How many cases of Aids were identified in the Republic, (a) excluding and (b) including the independent Black states, in the latest specified calendar year or 12-month period for which figures are available?

B22E

The MINISTER OF NATIONAL HEALTH:

Data available as at 30 December 1991:

- (a) 343 and
(b) 345.

Refusal to render community service

16. Lt-Gen R H D ROGERS asked the Minister of Manpower:

- (1) Whether any persons were sentenced in terms of section 72(1)(2)(a) of the Defence Act, No 44 of 1957, by magistrates in 1991 as a result of their refusing to render community service; if so, (a) how many persons, (b) to what period of detention was each sentenced and (c) where are these detentions served;
- (2) whether any of these persons were given suspended sentences; if so, how many?

B33E

The MINISTER OF MANPOWER:

- (1) Yes.
- (a) 158 (all are Jehovah's Witnesses).
- (b) 1 x 3 hours
4 x 18 days
1 x 20 days
1 x 30 days
1 x 50 days
2 x 75 days
1 x 136 days
1 x 150 days
1 x 198 days
2 x 200 days
1 x 280 days
3 x 300 days
1 x 312 days
1 x 397 days
1 x 400 days
1 x 500 days
135 x 800 days
- (c) No period of detention is served. All of them applied to be released on parole and are doing community service in state departments, provincial administrations and local authorities.

- (2) No.

Senior Certificate examinations: departmental

schools

18. Mr K M ANDREW asked the Minister of Education and Training:

How many pupils at schools falling under the control of his Department (a) wrote, (b) passed, (c) obtained matriculation exemption

HOUSE OF ASSEMBLY

in, (d) failed, and (e) obtained (i) A, (ii) B, (iii) C, (iv) D and (v) E aggregates in, his Department's 1991 Senior Certificate examinations?

52

B38E

The MINISTER OF EDUCATION AND TRAINING:

- (a) 81 021
 (b) 31 439
 (c) 7 837
 (d) 49 582
 (e) (i) 7, (ii) 68, (iii) 489, (iv) 3 514 and (v) 5 400.

Senior Certificate examinations: Other schools

19. Mr K M ANDREW asked the Minister of Education and Training:

52

How many pupils at schools not falling under the control of his Department (a) wrote, (b) passed, (c) obtained matriculation exemption in, (d) failed, and (e) obtained (i) A, (ii) B, (iii) C, (iv) D and (v) E aggregates in, his Department's 1991 Senior Certificate examinations?

B39E

The MINISTER OF EDUCATION AND TRAINING:

- (a) 203 659
 (b) 81 738
 (c) 21 892
 (d) 121 921
 (e) (i) 13, (ii) 139, (iii) 1 167, (iv) 8 964 and (v) 14 428.

Places of safety: number of children

22. Mr R M BURROWS asked the Minister of National Health:

- (1) (a) How many places of safety other than police cells and prisons were there in South Africa for children of each race group, and (b) what was the total number of children who (i) could be accommodated and (ii) were being held in each of these places of safety, as at the latest specified date for which information is available;

(2) whether her Department has statistics on the number of children of each race group being held in police cells as places of safety; if so, (a) what are the relevant statistics and (b) in respect of what date is this information furnished?

B47E

The MINISTER OF NATIONAL HEALTH:

(1)	(a)	(b)	(i)	(ii)
Population group	Number of places available	Accommodation of children	Number of children	
Indians	2	200	84	
Whites	7	505	447	
Blacks	12	1 645	1 188	
Coloureds	8	715	610	

Information as at 29 January 1992 in respect of Whites and Indians, 31 December 1991 in respect of Coloureds and 30 May 1991 in respect of Blacks;

- (2) no,
 (a) and (b) fall away.

Teacher/pupil ratio

23. Mr R M BURROWS asked the Minister of Education and Training:

- (1) (a) What is the teacher/pupil ratio in his Department for (i) primary and (ii) secondary schools and (b) in respect of what date is this information furnished;
 (2) whether his Department has statistics on the teacher/pupil ratio in the education departments of the self-governing territories; if so, what are the relevant ratios?

B48E

The MINISTER OF EDUCATION AND TRAINING:

(1)	(a)	(i)	Primary schools:	1:41,00
	(ii)	Secondary schools:	1:35,76	
		Total:	1:39,41	
(2)	Yes	(b)	5 March 1991	
		Primary	Secondary	
		OwaOwa	1:33,66	1:31,39
		Lebowa	1:40,42	1:33,84
		Gazankulu	1:43,02	1:33,73
		KwaZulu	1:53,50	1:41,29
		KwaNdebele	1:39,85	1:36,69
		KaNgwane	1:40,33	1:35,63

HOUSE OF ASSEMBLY

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

State pension funds: contributions

11. Mr B B GOODALL asked the Minister of Finance:

- (a) What amount of money is there in each specified State pension fund, (b) what percentage of each pension contribution is made by the (i) individual and (ii) State and (c) in respect of what date is this information furnished?

B28E

The MINISTER OF FINANCE:

(a)	Government Service Pensions Fund	R29 703 729 988
	Associated Institutions Pension Fund	R 4 656 510 176
	Temporary Employees Pension Fund	R 3 059 436 695
	Associated Institutions Provident Fund	R 11 144 252
	Pension Fund for Persons in Authorities' Service	R 3 362 126 205
	Superannuation Fund for Persons in Authorities' Service	R 170 012 929

(b)	(i)	Government Service Pension Fund	26,68
		Associated Institutions Pension Fund	32,89
		Temporary Employees Pension Fund	33,33
		Associated Institutions Provident Fund	40,00
		Pension Fund for Persons in Authorities' Service	32,89
		Superannuation Fund for Persons in Authorities' Service	43,48
	(ii)	Government Service Pension Fund	73,32

Associated Institutions Pension Fund	67,11
Temporary Employees Pension Fund	66,67
Associated Institutions Provident Fund	60,00
Pension Fund for Persons in Authorities' Service	67,11
Superannuation Fund for Persons in Authorities' Service	56,52

(c) 31 March 1991.

State pension schemes: number/value of assets

12. Mr B B GOODALL asked the Minister of Finance:

- (a) How many State pension schemes were there as at the latest specified date for which information is available, (b) what are their names and (c) what was the (i) State's contribution in respect of, and (ii) total value of the assets held by, each of these schemes as at that date?

B29E

The MINISTER OF FINANCE:

- (a) Three as at 31 December 1991.
 (b) Members of Parliament and Political Office-Bearers Pension Scheme. Members of Statutory Bodies Pension Scheme. Military Pension Scheme.
 (c) As benefits payable by the schemes are financed from the State Revenue Fund, no employer contributions are made by the State.
 The amounts mentioned hereafter therefore present the total expenditure of the benefits paid out of Revenue for the 1990/91 financial year.
- | (i) | Pension Scheme for Members of Parliament and Political Office-Bearers | R57 150 777 |
|------|---|-------------|
| | Pension Scheme for members of Statutory Bodies | R 461 984 |
| | Military Pension Scheme | R51 250 792 |
| (ii) | Nil. | |

White teachers to be protected

SCHOOLING is expected to be normal in Katlehong today after the Congress of South African Students pledged to protect teachers from attacks.

Dissidents of the Pan Africanist Students Organisation, who have been disowned by the PAC and Paso, have waged a campaign to expel white teachers from schools in the area. *Duiker 10/2/92*

Cosas president Mr Moses Maseko said yesterday Katlehong would protect teachers from being harmed. KwaDukathole Comprehensive High School was reopened on Thursday. (52)

Kathorus College of Education was closed indefinitely two weeks ago after a white lecturer was set alight. The school has now been reopened.

DET schools lag behind 52

Political Staff

CAPE TOWN — Black matric pupils at schools not under direct government control achieved better results than those at government schools, according to figures presented in Parliament by Education and Training Minister Sam de Beer yesterday.

De Beer's figures, issued in response to a question tabled by MP Ken Andrew (DP, Gardens), show that 40,1% of the 203 659 non-DET candidates passed matric and 10,7%, or 21 892, obtained their matric exemption while at schools under the control of his department, 38,8% of the 81 021 candidates passed and 9,7% obtained matric exemptions. *810am 11/2/92*

□ President F W de Klerk meets a delegation from the Teachers' Federal Council in Cape Town today following weeks of intense speculation on severe budget cuts — a reduction of R600m or about 15% has been mentioned — and retrenchment by as many as 5 000 teachers at white schools. *11/2/92*

Act
C
D
K
I
N
S
t
y
t
e
r
e
f
e
r
e
n
c
e
s
a
r
e
i
n
c
l
u
d
e
d
i
n
t
h
e
a
p
p
e
n
d
i
c
e
s
o
f
t
h
e
p
a
p
e
r
a
n
d
a
r
e
a
v
a
i
l
a
b
l
e
o
n
l
i
n
e
a
t
t
h
e
t
i
m
e
s
o
f
t
h
e
p
r
i
n
t
i
n
g
h
o
u
s
e
o
f
t
h
e
p
a
p
e
r.

Tladi asks questions

Sowetan 13/2/92

PHANGSILE MISHALI and photographer VELL NHLAPO attended a revealing meeting of the staff of Tladi Technical High School. They also spoke to pupils. The reports show some of the roots of the career as well as a glimmer of hope in efforts of people like Fredah Leolo. They are the second set in the Sowetan's year-long spotlight on Tladi Tech in particular and black education in general.

THE past week has been one of soul searching for the Tladi Technical High community.

Last Thursday as we stepped out of the car at the Department of Education and Training's Naledi area office at Ormonde in southern Johannesburg, four cars carrying teachers from the school came zooming in.

Heated voices from the conference room led us to where principal Mr Abner Saule faced most of his staff. Mr Sylvester Ncala, the area manager, and three inspectors facilitated the encounter.

They were trying to unearth the cause of Tladi's decay.

The teachers alleged Saule had failed as principal and a couple acknowledged that teachers were also at fault.

"Last year we searched for him the whole day after he went missing from school for three weeks," said one teacher.

"The regional office wanted him urgently as the deadline for June supplementary examinations was the following day. We were already late for March entries. Finally we found him in a shebeen and had to take him to school."

"What about those teachers who do not attend classes and those who defy Saule's instructions?" retorted another.

"For Tladi to come back on track and become a normal school, the principal must be the principal, teachers must be teachers and pupils must remain pupils," a male teacher said.

Another argued: "Our fear of pupils has made our jobs difficult."

As allegations of maladministration, incompetence and plain sloppiness flew, Saule, who holds a Master of Education degree, sat still and listened with a pained expression.

"I would like to inform this meet-



REVEALING: Area manager Mr Sylvester Ncala reads the petition while Tladi High principal Mr Abner Saule emphasises a point.

FOCUS EDUCATION

ing that it is not fully representative," he said when given a chance to respond. "Decisions taken here will not hold because pupil and parent organisations were not consulted."

The teachers' grievances included:

- intimidation by pupils;
- Congress of South African Students members instead of staff members admitting pupils to the school;
- admission of pupils with forged reports and without transfer letters and of others to classes when they have no proof that they are supposed to be in those standards;
- promotion of "comrades" with averages of less than 30 percent; and

Saule says:

He has now sent a formal requisition one and a half pages long to Ncala for, among others, the following:

- 900 chairs;
- 290 single tables;
- 41 teachers' chairs;
- 400 desks; and
- 36 teachers' tables.

Ncala says:

I have now received the requisition but they did not follow procedure. We have received no police record of the thefts that led to the shortages and the department's form to write off the loss has not been filled. These forms are needed for the requisitions to be processed. On repairs to the building he said: "We do not even know the extent of the damage. My inspectors are not allowed into the school to assess the damage. We will not sign a statement that we have not verified."

disgruntled teachers headed for the staff room on the upper floor to decide the fate of their principal.

"It was at this meeting that they resolved to go to the area manager's office."

On the advice of the principal I had a chat with Cossas leaders.

"As long as the DET conspiracy against our beloved principal continues things will get worse here," Cossas and Student Representative Council (SRC) leaders said.

They agreed that teachers and pupils were also to blame for the state of Alfred Nzo High School - "structures have given that name to Tladi". I was told, "How do you expect us to be in class

For Tladi to come back on track, the principal must be the principal, teachers must be teachers and pupils must remain pupils.

when teachers are holding meetings at all hours," Cossas official Trevor Modise said.

"Besides we all know there are no classes after lunch. The teachers do not pitch up and pupils do not attend."

Steven Kakana, another official, said everybody at Nzo High undermines the principal's authority.

Kakana warned DET that if the "onslaught" on Saule was not stopped "the community structures" would resort to mass action.

On Monday Saule told Sowetan that the allocation of teachers and classes had not been completed, the time table was not ready yet and effective learning and teaching had not started.



FREDDAH LEOLO

Hard work - that's the key

It took me an hour to find one of the matriculants who did Tladi Technical High proud by getting an exemption pass in 1991.

The principal didn't know her name; his secretary gave me clues on where I could find her.

When we eventually found Freddah Leolo (22), she was lying lazily in the lounge of her four-roomed home. On the kitchen table were the left-overs of her "spykos" breakfast - bread and fish. She lives with her mother, younger sister and brother.

The sister is now doing Standard 9 at a boarding school in KwanDedebele and the younger brother is at a primary school in Tladi.

"You want to know how I did it?" she asked, frowning.

Sowetan

"Independent studying helped me. There was very little education in the classroom. Ten of us science pupils started an afternoon study group and called it Brainpower Project. We spent our school time studying in the school library because going to classes was a waste of time."

Freddah said poor attendance by pupils and teachers and general indiscipline were the problem and "will remain so until the school's leadership pulled its weight."

"I remember one morning I was the only pupil who turned up for assembly," she said with a smile.

"Nothing was said about it, as if it was a normal happening. Whenever I asked my classmates about their irregular attendance, they gave ridiculous an-

13/2/92

swers such as the one that certain teachers or subjects bored them."

"I started my high school there in 1982," she said.

"I could not write my matric in 1986 because of disturbances. I spent 1987 at home. In 1988 I returned and got a school-leaving certificate. The next two years I spent at home and I decided to return to improve my symbols last year.

"Most schools did not want to accept those who were repeating, so I had no choice but to go to Tladi. I knew I had to do a lot of studying on my own."

Besides the Brainpower Project, Freddah attended Saturday classes of the Student Upgrading Project at the school. She also attended a three-week winter school run by the Education Information Centre.

"I was shocked when I heard that only six of us - all members of Brainpower - had passed," she said.

"I was the only girl in the Brainpower Project. The surprising thing was that there were boys who spent days and nights studying - they knew their science and maths - yet they failed."

Freddah has been accepted for training as a nurse at two hospitals for 1993. She intends to spend this year helping Tladi matriculants in their afternoon classes.

● Read Sowetan next Thursday for more on the human drama at Tladi Tech.

EDUCATION BRIEFS

FORMER South African Students Congress projects officer Moeti Mporu was elected secretary general of the International Union of Students at its 16th congress in Cyprus during January. (30/52)

Sasco has also joined the All-Africa Students Union, and was elected to the executive at its eighth congress in Ghana. (14/2-20/2/92)

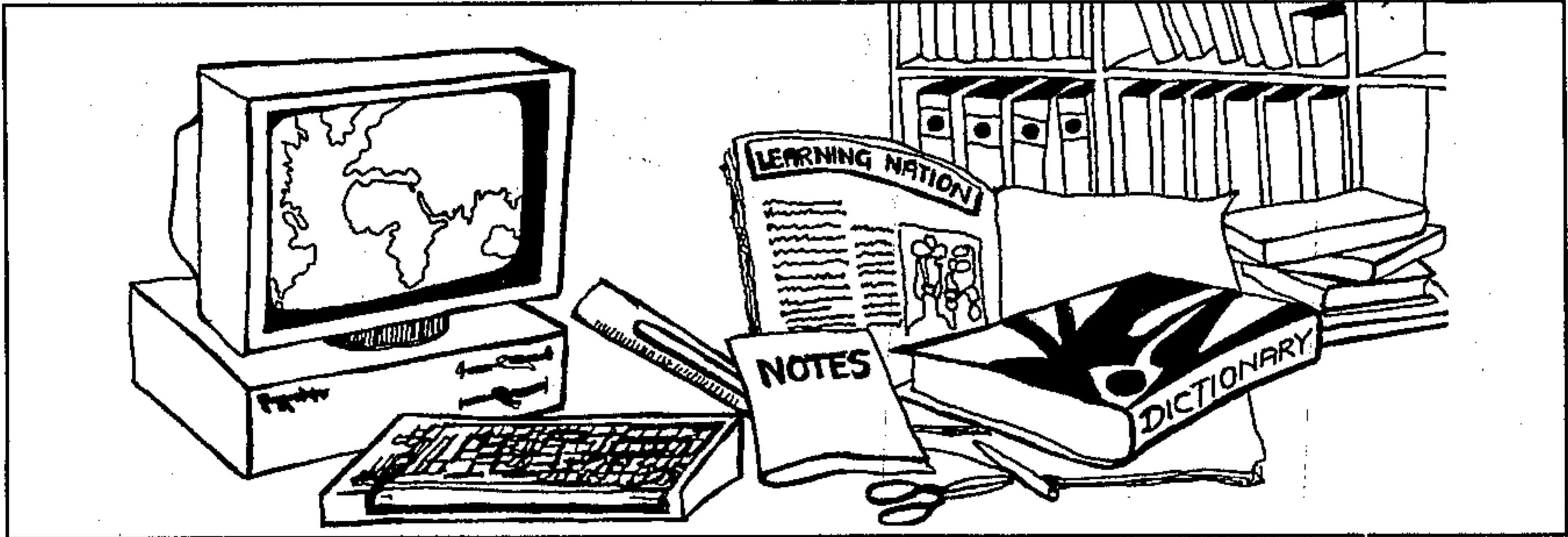
RESOURCES

Any person or organisation is welcome to use the material for educational purpose, but should let the Learning Nation Co-ordinator know.

Our address is:
Learning Nation
PO Box 11350
Johannesburg 2000.
Phone: (011) 23-9746.

A Student's View on Poor Career Awareness

(S2) (S2) New Nation (Learning Nation) 14/2-20/2/92



After I matriculated in the late 1980's, I read some books and articles from which I got more information on careers. In addition I talked to different people in different professions and also to students at the tertiary institutions. Lastly I talked to pupils and some matriculants about their future plans concerning their choices in terms of careers.

I was hurt to discover that the majority of the pupils and matriculants do not even know how to choose a career. They also lack information on different career fields. As a result, both groups are desperate and lack confidence in education. Although this might be a personal problem, it is also a social problem.

I decided to find out the possible causes of the problem, my aim being to help those studying in rural areas, especially the peasants and working class children. But I hope this essay will also be beneficial even to those studying in urban areas.

Bishop Mugoba of the Methodist Church once said, "The word impossible is only found in the dictionary of fools". I do not want to comment on that but leave it up to the reader to interpret. Some students are made to believe that some subjects are difficult for them. So students are also taught fear. The students' talents are hidden and they are not discovered, nor improved. Students do not have facilities like libraries and resource centres. They are also abused psychologically in their early years and they grow up like that. Lastly there are poor parent-child relationships. But there may be other causes or reasons than these I mentioned.

The education which is offered to blacks is ineffective. It does not equip blacks with the necessary skills for life. Most students graduate with unemployable skills. It also keeps us dependent.

Even the conditions under which they study are not encouraging. There is also a shortage of dedicated, talented, successful and skilled teachers. This makes one doubt if there is any white person who will allow his/her child to be taught by a teacher who graduated from a black college of education. I do not mean what you might think. But I mean some teachers do not bother them-

selves to study after they obtain their diplomas. It is therefore a problem which needs to be looked at critically. Because, for the future of the nation, the quality of teachers is important. If this problem is not addressed, the nation is facing a crisis.

It is not always that people are unable to do well, but the inability is also caused by unawareness. For example, there was once a guy who did the general subjects at school. After matriculating with an exemption, he wanted to do electrical engineering. The money was available and the institutes for training are open. His aggregate symbol was also impressive, but the subjects blocked his way. He was very desperate and therefore resorted to teaching. Will he succeed in the teaching field? Think of the children he is going to teach!

There is also a lady who selected courses like Anthropology in her first year of study at a university. Her aim was to become a senior secondary school teacher. After September she discovered her courses were irrelevant for what she wanted to be because they are not offered as subjects at high school. So she wasted her time, money and efforts studying so hard.

Most students in rural areas are not exposed to different career fields. They do not see people who work in areas of work other than a very few like nurses, teachers and clerks.

In 1988, the Department of Manpower in my place initiated a programme of careers exhibitions. The programme took five week days in May. So I was lucky to be among those who went to the careers exhibition. Remember it was meant for students doing matric. Imagine taking a student at matric level to a careers exhibition for the first time in his/her school life! I was so confused that I did not know which one was best for me. All the career officers painted their career fields so bright as if there were no disadvantages at all. What choice do you think you would make if you found yourself in such a situation? That is how some students make wrong choices and wrong decisions which affect them in their future. Well, the programme is all right but that is not enough. I mean, it should start at least at Standard Six level.

Then again, there was a guy who passed matric with very good symbols. One factory owner decided to send the guy to university for the benefit of his

factory. The factory was very impressed with his results and also knew that he came from an underprivileged family. The factory owner talked to the guy, showing him all the benefits he would enjoy if he agreed. Well to the young man, that was like manna. The young man agreed and signed the agreement. After some weeks he discovered other alternatives by which he could finance his studies and which had less obligations than the one he had already signed. He blamed himself for something he could not change. I think one needs to think more than once before taking a decision.

There are some students who want to follow some bright careers. They are discouraged by being told that they will have to study a lot before they qualify. That is done in a way which raises fear which has a psychological impact on the students. Moreover, that is done without first consulting the students as to why they do not perform well. The youngsters should not be discouraged from making choices without firm reasons which are convincing. It is easier to destroy than to build.

There is a problem in some schools. Some teachers tell students that subjects, like Maths, are difficult. So the students also think that that is true as well. As a result, lack of confidence makes the subject more difficult and leads to the students not performing well. For instance the problem with Maths is the shortage of Maths teachers and the fact that most students do not have the basics. There is also a lack of study skills programmes.

The other problem is that many schools do not offer career guidance. Now let us think of a student from such a school; she or he doesn't even know where to start in order to choose a career which will match his or her own needs, interests or abilities. Unless some measures are taken, our society is facing a disaster. And moreover the matriculants will continue to live miserable lives, even in the future South Africa. Guidance is necessary in order to have a successful, skilled workforce for industry and also to have the best professionals in the new South Africa.

Lindile Ndabeni
Khanya College, Johannesburg

Shakespeare made easy

New Nation 14/2-20/2 1992

"Romeo, Romeo wherefore art thou Romeo" might seem like a well-worn phrase, but it is not easily understood by students whose first language is not English.

It is precisely this language barrier, which often makes Shakespeare texts inaccessible to black students, that researchers at Rhodes University are trying to overcome.

Spearheaded by the Institute for the Study of English (ISEA) at the university, the project aims to make the works of William Shakespeare more relevant and understandable to African readers. (Loving Nation)

Through the use of footnotes and illustrations, the text is "interpreted" with the aim of making the work more real and relevant to everyday life.

And so the phrase "Romeo, Romeo wherefore art thou Romeo" bears the footnote with the explanation: "Why is your name Romeo (ie, why were you born a Montague?)".

And the meaning of what could be a culturally-foreign object like a four-poster bed is made clear through a vivid illustration.

"It wasn't easy...it's never easy", said a member of the ISEA, Jane Bursey, who has been involved in the project.

Outlining the background to the project, she said because the ISEA and the Shakespeare Society of Southern Africa (SSOSA) were aware of the problems faced by African readers of Shakespeare, something had to be done.

The Institute and SSOSA then approached Andre Lemmer, who had previously worked for the ISEA, to do research on the teaching of Shakespeare in secondary schools.

Cape 'college' is a seaside hotel

W/Mail 14/2 - 20/2/92

52

Chaos in the education system has left gaps to be exploited by businessmen with an eye on the profits.

By PORTIA MAURICE and GLEN RETIEF

A CAPE TOWN businessman accused last year of shirking promises to provide Soweto children with a "better education" in the Peninsula — has allegedly done it again.

Concerned parents complained to *The Weekly Mail* this week that their children had been sent for schooling to a Cape campus which appeared to be non-existent. They had responded to adverts in Johannesburg daily newspapers for "Oakwood College", which promised residence and tuition placements for Standards Six to Nine. For matric pupils who failed last year, it offered tuition in preparation for supplementary exams.

None of this has materialised and Oakwood does not appear to exist. After spending a week at the Cape Sands Hotel in Muizenberg, at least six of the 45 students are still without schooling three weeks into the academic year. Four of them are the children of returned exiles who received R1 300 bursaries from the Batlagae Trust as initial payments for the first term.

Batlagae director Mohamed Tikly said the trust was reluctant to fund such commercial enterprises, but that it was caught off guard by the need to enrol children urgently.

Oakwood College has an office in Market Street, Johannesburg. Asked for comment, "boarding manager" Jeremy Lewis said he was "not at liberty to disclose any information" about the scheme.

His Cape-based director Anthony van Wyk made headlines in February last year when he broke promises of multi-racial schooling and accommodation to 150 Soweto pupils. Left stranded in dilapidated hotels and often complaining of hunger, the children

were eventually housed at the Spornet hostel in Phillipi. Van Wyk says they attended Glendale and Zeekoevlei high schools and claims their presence kept seven teachers employed.

This year's victims are now staying at two seaside hotels. The girls are housed at the Chartfield Hotel in Kalk Bay and the boys at Sunkist in Muizenberg.

The girls told *The Weekly Mail* they had been warned not to speak to anybody but later agreed, on condition they were not identified.

Since their arrival in Cape Town last week, they said, contact with Van Wyk had been sporadic and, while some were now attending private and government schools, others remained without schooling.

The 25 girls range in age from 11 to 23, and come from as far afield as Venda, Soweto, Lesotho and even Zambia. According to one from Katlehong, the worst part is the indefinite waiting for promises to be met.

"I feel like my time is being wasted," she said angrily. "I came here expect-

ing to be accommodated in Oakwood College and now I'm at a hotel in Kalk Bay. Nobody's going to stop me saying what I feel."

In his contract with one parent, Lucas Leeu, Van Wyk promised a housing system with an "environment conducive for further studies and the pursuance of educational ideals".

Leeu, a recently returned exile after 12 years, said he thought the school to be non-existent. More than R5 000 was expected of him for the year.

Van Wyk told *The Weekly Mail* his scheme existed "with a physical address and a bank account", and that his initial plan to provide tuition to unsuccessful matric pupils had fallen flat because there were too few applicants. Two primary school pupils had also been accepted, although this was not the original idea.

He said he needed at least 120 matrics to rent the Spornet building in Phillipi, but that only 36 had applied.

Pupils had been moved from the Cape Sands Hotel, he said, because "we could not keep adequate separation between the boys and girls". He had wanted to enrol the children at Model B schools, but many were not accepted on the basis of previous reports. Now, he said, 19 were at Simon's Town High, nine at Alexander Sinton and four matrics were private candidates at the Uluntu Centre in Gugulethu. Six had been accepted in principle by a school he refused to name, pending "departmental permission".

He said he had purchased a dormant company called Financial News Network, through which the college was trading. At the time of going to press, it could not be ascertained whether it was registered with any education department.

Some parents, he said, had already pulled out. Other children would have to stay at least for the first quarter. "If they want to abandon the agreement, they do so at their own risk," he said.

When it was put to him that he was exploiting the education crisis for profit, he said: "You see it as a problem, we don't. It's just a reflection of the chaos existing in education. What about all the private schools in Johannesburg doing the same thing? Education should be free, but for as long as there is no national policy and there are free desks available in Cape Town, I will do this."

DEADLOCK!

New Nation (Learning Nation) 14/2 - 20/2/92

52

The rejection of white teachers by pupils in Kettlehong, on the East Rand remains unsolved and there are reports that the Department of Education and Training (DET) has withdrawn white teachers from other schools in the township.

This has led to a situation where scores of children have been left without teachers. Attempts to address the situation have failed. A parents meeting ended in chaos last weekend after a few reported PAC supporters disrupted the meeting.

PUPILS' FORUM discussed the matter with a principal of one of the schools where white teachers were withdrawn. He asked not to be named for fear of reprisals.

"Whether the rejection of white teachers was correct or not should have been discussed nationally, he said.

"Failure to address the issue at a national level will lead to a situation where lazy pupils will simply attack white teachers so that there can be no learning," he said.

He said he welcomed the statement of the South African Democratic Teachers Union (Sadru) condemning the attacks, but he said he would have expected the union to discuss the matter with the department immediately it learned that white teachers were being withdrawn.

Serious enough, he said, was the fact that there was no indication that the withdrawn teachers would be replaced. "They just said they were withdrawing them until the matter was resolved," he said.

Asked whether he was satisfied with the role the community was playing, the headmaster said he was not "particularly impressed".

"Look, they have done something. A meeting was called, they have tried to meet with the department and I believe they are really worried.

Disrupted

"But, look, this is the third week that some schools had no classes. How am I supposed to accept that a parent could allow his child not to be educated because of a small group of people who are making it impossible for children to learn?"

"The very mass meeting which was disrupted was attended by about 400 people and, I must tell you, only a quarter were adults, the rest were children.

"And if you were to count parents of the children attending in the affected schools, you would be shocked," said the headmaster.

He said he welcomed the role played by the

local ANC branch and the civic association, but was not convinced that the matter was given priority.

"I should think that before a mass meeting was called, the ANC or the civic should have had talks with either the PAC or the Paso (Pan African Students' Organisation) leadership.

"I do not think these organisations are talking to each other on these matters," he said.

"The headmaster added: "We can no longer afford a situation where its up to the kids to decide whether they want to be educated or not.

"Poor Cosas (Congress of South African Students) members are trying hard to have the issue resolved... I am sure they are not saints either, but it worries to see these kids show so much concern and the parents just look on."

Sowetan's School starts TV lessons



FROM Monday *Sowetan* Schools will bring four of the Standard 9 and 10 subjects right into your living room through The Learning Channel's new educational programme on TSS.

The material, to be broadcast for 13 hours a week for seven months, has been prepared through sponsorship by the private sector.

The lessons, to be broadcast between 3 and 4pm, are on English (Mondays), mathematics (Tuesdays),

Sowetan
By PHANGISILE
MTSHALI

physical science (Wednesdays and Fridays) and biology (Thursdays). They will be given a backup of written material to be carried weekly by *Sowetan* and its sister newspapers.

"This combination makes it possible for The Learning Channel to bring equal education to all, using the best teachers available at a cost of only R20 a pupil a year," *Sowetan*

School's headmaster, Mr William Smith, said.

"These programmes will enable teachers to become more effective and efficient," he said.

Involvement

A separate project aimed at drawing teachers' involvement and to update them on the following week's lessons will be broadcast on Saturday at 1.30pm.

"The involvement of the teacher is very important.

Without him the programme will not achieve its maximum effect," Smith said.

The Department of Education and Training has put aside R2,2 million to sponsor the transmission of the programmes.

For those schools that do not receive TSS, video recorded material will be made available.

A solar-powered television has been produced for those schools without electricity.

Mean shebeen trick has Thabong youth really fuming

Pupils froth at burglary

CP/neo 16/2/92 (52)

By THEMBA KHUMALO

ANGRY pupils at Thabong Public School in Welkom this week reclaimed dozens of chairs from local shebeens which were stolen from different schools in the area.

When they found they had no chairs, the children set aside two hours of school on Monday morning and acting on information searched local shebeens for the furniture.

After raiding the shebeens every morning from Monday to Wednesday, the children found 41 chairs.

According to William Malgas, a local school principal, burglary in schools is rife in Thabong.

School security guards normally knock off in the afternoon.

The only schools that were not burgled were those with caretakers who lived on their premises, he said.

A principal, who did not wish to be named, said when pupils tried to reclaim the chairs, some shebeeners resisted and pupils threatened them.

He said a 23-metre section of fence was found dumped in a veld after it was stolen from his school. The alleged thief panicked when he heard that the pupils were raiding shebeens for stolen school property.

"This burglary continues despite the fact that we report these incidents to the police," the headmaster said.

He said the best solution was for the Department of Education and Training (DET) to employ people to guard the schools round the clock.

'Empty' school occupation averted

(52)
A LAST-MINUTE agreement between education authorities and protesting black pupils prevented the occupation of an "empty" white school in Sterkstroom in the eastern Cape yesterday.

About 500 pupils and their teachers from Siyaphakama High School planned to occupy John Vorster High in protest at the "long delay" by DET in providing classrooms for their school.

The protest was stopped after a DET inspector agreed to take the matter to the department.

16/2/92
c/pres

Tweespruit Secondary School
 Malvern Primary School (Johannesburg)*
 Orange Grove Primary School (Johannesburg)*
 Troyeville Primary School (Johannesburg)*

(b) 18,
 (c) 30 January 1992.

*Seconded from the Department of Education and Training.

Various schools: number of pupils

8. Mr A GERBER asked the Minister of Education and Culture:†

(a) How many (i) *status quo*, (ii) model A, (iii) model B, (iv) model C and (v) model D schools are there under the control of his Department at present, (b) how many (i) White and (ii) non-White pupils are enrolled at each of these types of schools at present and (c) in respect of what date is this information furnished?

B62E

THE MINISTER OF EDUCATION AND CULTURE:

(a) (i) 1 233

(ii) 1*

(iii) 692*

(iv) 51*

(v) 6

(b) (i) and (ii) official enrolment figures not yet available;

(c) Cape and Transvaal: 31 January 1992

Natal: 3 February 1992

Orange Free State: 28 January 1992

* Approval granted, but models have not necessarily been implemented.

Model D schools

9. Mr A GERBER asked the Minister of Education and Culture:†

Whether he has declared certain schools under the control of his Department to be model D schools; if so, (a) which schools, (b) in what way was the parent community consulted in

HOUSE OF ASSEMBLY

the matter, (c) how many (i) White and (ii) non-White pupils are enrolled at these schools and (d) in respect of what date is this information furnished?

B63E

THE MINISTER OF EDUCATION AND CULTURE:

Yes,

(a) Orange Grove Primary School
 Troyeville Primary School
 Malvern Primary School
 Northcrest Primary School
 The Grange Primary School
 Tweespruit Secondary School,

(b) the parent community concerned was consulted in the normal way before each of the schools was closed,

(c) (i) and (ii) official statistics for 1992 are not yet available,

(d) 30 January 1992.

Rent-controlled premises: Hillbrow constituency

12. Mr L FUCHS asked the Minister of Housing and Works:

(1) How many rent-controlled premises were there in the Hillbrow constituency as at 31 December 1991;

(2) how many such premises were decontrolled in that year;

(3) whether he will furnish the House with the (a) address and (b) description of each of the premises so decontrolled; if not, why not; if so, what are the relevant details?

B76E

THE MINISTER OF HOUSING AND WORKS:

(1) On 31 December 1991 there were still 775 units, comprising of 6 dwellings and 769 flats, subject to rent control;

(2) two blocks of flats comprising of 41 units were conditionally exempted from rent control during 1991 subject to the granting of continued protection to the tenants thereof if and for as long as such tenants comply with the prescribed requirements for continued protection.

cont

(3) Yes
 (a) John Court
 23 Edith Cavell Street
 Hillbrow
 Tasmin Heights
 cnr Claim and Koch Streets
 Hillbrow

(b) 14 units
 27 units

Departmental schools closed

13. Mr K M ANDREW asked the Minister of Education and Culture:

Whether any schools falling under his Department were closed down in or at the end of 1991; if so, (a) which schools, (b) where were they situated and (c) what was the combined (i) pupil enrolment in 1991 and (ii) potential capacity of these schools?

B109E

THE MINISTER OF EDUCATION AND CULTURE:

Yes,

(a)

Middelpos Primary School	Middelpos	Verlorevlei Primary School
Golden Valley Primary School	Somerset East District	Trawal Primary School
Midlands Commercial High School	Cradock	Het Kruis Primary School
Greycliffe Primary School	Cradock District	Spuidrift Primary School
Copperton Primary School	Copperton	Southwell Primary School
Marthinus Postma Preparatory School	De Aar	Thornhill Primary School
Langvel Primary School	Knysna District	Ethel Valentine Primary School
Brakfontein Primary School	George District	Riebeeck East Primary School
Thornton High School	Cape Town	Seven Fountains Primary School
Thorn Park Primary School	East London District	Kruisrivier Primary School
Macleantown Primary School	Macleantown	Cotswold Primary School
Kango-Sentraal Primary School	Oudtshoorn District	Compacta Primary School
Brandhoek Primary School	Oudtshoorn District	Louisvale Primary School
Juta Primary School	Oudtshoorn District	Blouboospan Primary School
J J du Preez High School	Parow	Boschrivier Primary School
		Worcester East High School
		Die Bron Primary School
		Hoërskool Saanwerk
		Ncandu Park Primary School
		Klip Senior Primary School
		Keate Street Junior Primary School
		Forest Hills Junior Primary School
		The Grange Primary School
		Bulwer Primary School
		Pinetown Music School
		Junior Primêre Skool Voortrekker
		Senior Primêre Skool Voortrekker
		Hoërskool Gert Maritz Vryheid
		Coronation Primary School
		North Crest Primary School

HOUSE OF ASSEMBLY

cont

Umzinto Primary School	Umzinto	Laerskool Sterkriver	Potgietersrus District
Louis Botha Primary School	Durban	Laerskool Malvern	Johannesburg
Dalton Primary School	Dalton	Laerskool Rust de Winter	Rust-de-Winter
Tee See Pre-primary School	Pietermaritzburg	Laerskool Drakensberg	Pelgrimrus District
Maritzburg Model School	Pietermaritzburg	Laerskool Jan van Vuuren	Potchefstroom District
Junior Primêre Afrikaanse Skool	Durban	Laerskool Edenvale	Edenvale
Hoër Landbouskool Tweespruit	Tweespruit	Laerskool President Kruger	Pretoria
Primêre Skool Viljoensdrif	Sasolburg District	Laerskool Vaalkop	Brits District
English Primary School	Kroonstad	Laerskool Johann Rissik	Johannesburg
Rheederpark Primary School	Welkom	Laerskool Swartuggens	Swartuggens
Eldoret Secondary School	Oendandaarsrus	Laerskool Bloemhof	Bloemhof
Primêre Skool Vines	Ladybrand District	Laerskool Ogies	Ogies
Primêre Skool De Brug	Bloemfontein District	Laerskool Marthinus Wessel	Volksrust District
Primêre Skool Ben Haveman	Vierfontein	Laerskool Albertskroon	Rooodepoort
Primêre Skool Erfdeel	Kestell District	Laerskool Geluk	Brits District
Primêre Skool	Kestell District	Laerskool Die Trap der Jeugd	Johannesburg
Afrikaskop	Kestell District	Kleuterskool	Johannesburg
Primêre Skool	Arlington	Magrietjie	Johannesburg
Arlington	Arlington	Gummy Bears Pre-primary School	Johannesburg,
Primêre Skool Slangfontein	Bethlehem District	(c) (i) 8 638,	
Primêre Skool H F Verwoerd	Oranje-krag	(ii) 22 386.	
Primêre Skool Geneva	Kroonstad		
Primêre Skool Susiedear	Wesselsbron District		
Primêre Skool F J Cronje	Parys District		
Primêre Skool Rosary	Zastron		
Primêre Skool Soutpan	Soutpan		
Hoërskool Kensington	Johannesburg		
Laerskool Brakklouf	Swartuggens District		
Laerskool Jubileum	Johannesburg		
Laerskool Melkriver	Nylstroom District		
Laerskool Bloedrivier	Groblersdal District		
Laerskool Huguenoot	Johannesburg		

HOUSE OF ASSEMBLY

Whether his Department created any additional posts of director in 1991; if so, (a) how many, (b) what are its financial implications and (c) how many of the persons appointed to these posts have since retired?

B172E

(a) 54, but not all the posts have been filled, terms of the general education policy to director's posts,

(b) a maximum total of R44 712 per annum for salaries and a maximum total of R303 912 per annum for the additional allowance payable for participation in the motor financing scheme,

Yes, a fixed number of the approved post level 7 posts as on 1 April 1991 were converted in

(c) 2.

The MINISTER OF EDUCATION AND CULTURE:

Schools: introduction of levy fees

19. Mr A GERBER asked the Minister of Education and Culture:†

Whether he is considering the introduction of levy fees at schools under the control of his Department; if so, what are the relevant details?

B170E

The MINISTER OF EDUCATION AND CULTURE:

No.

Additional posts of director: Education and Culture

21. Mr A GERBER asked the Minister of Education and Culture:†

continued

HOUSE OF ASSEMBLY

Hansard **The MINISTER OF NATIONAL HEALTH:**

- (1) (a) R460,244 million and ~~52~~
 (b) (i) R185,551 million and
 (ii) R 18,087 million;
- (2) Department itself R409,920 million
 local authorities and R204,640 million
 other agencies R 18 153 million

Please note that the Department's budget was reduced due to the fact that the Chief Directorate Pensions was transferred to the Department of Finance with effect from 1 September 1990.

SAP: current strength

59. Mr A J LEON asked the Minister of Law and Order:

- (a) What is the current strength of the South African Police Force, (b) how many persons have joined the Police Force for the first time since 1 June 1991 and (c) in respect of what date is this information furnished?

B147E

The MINISTER OF LAW AND ORDER:

- (a) 96 947
 (b) 4 581
 (c) 6 February 1992.

Wendy Orr Interdict: settlements

66. Mr E W TRENT asked the Minister of Law and Order:

With reference to the out-of-court settlements resulting from civil actions taken against the Minister of Law and Order and the South African Police following disclosures relating to what was commonly known as the Wendy Orr Interdict, what were the (a) amounts paid to each applicant, (b) costs paid by the State as compensation for the legal costs of the applicants and (c) State's costs in this matter?

B156E

The MINISTER OF LAW AND ORDER:

- (a) R120 500,00 was paid to 82 applicants. Compensation varies between R200,00 and R8 000,00 per applicant.
 (b) R21 993,71 (provisionally).
 (c) R8 425,00 (provisionally).

HOUSE OF ASSEMBLY

Hansard **The MINISTER OF EDUCATION AND CULTURE:**

- (1) Yes, the information, however, applies as from 1 January 1992.

- (a) 1 769,
 (b) attainment of retirement age, medical reasons and rationalisation;
- (2) yes,

- (a) full pension benefits in terms of the pension regulations which state that in respect of abolition of posts and retirement on medical grounds, a maximum of 5 years may be added to a person's total years of service,
 (b) Department of Finance,
 (c) the information may be asked from the Department of Finance;

- (3) no.

National Senior Certificate examinations: results

5. Mr R M BURROWS asked the Minister of Education and Culture: ~~52~~

- (1) How many pupils at schools falling under the control of his Department (a) wrote, (b) passed, (c) failed, and (d) obtained matriculation exemption in, the 1991 National Senior Certificate examinations;

- (2) how many of these pupils obtained (a) A, (b) B, (c) C, (d) D, (e) E, (f) F and (g) other aggregate symbols in these examinations;

- (3) how many of these pupils passed in (a) Mathematics and (b) Physical Science in the above-mentioned year? B49E

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) 509,
 (b) 383,
 (c) 126,
 (d) 22;
- (2) (a) 0,
 (b) 6,
 (c) 45,
 (d) 163,
 (e) 219.

- (f) 43,
 (g) 33;
 *(3) (a) 174,
 (b) 95.

* Higher Grade, Standard Grade and Lower Grade included. Information refers to full-time candidates only.

Departmental schools utilised for other purposes

6. Mr R M BURROWS asked the Minister of Education and Culture: ~~52~~

Whether any schools owned or controlled by his Department are unutilised or utilised for purposes other than education; if so, (a) how many as at the latest specified date for which information is available and (b) for what other purposes were they being utilised? B50E

The MINISTER OF EDUCATION AND CULTURE:

Yes,

- (a) 11 as on 11 February 1992,

- (b) ten schools are presently in the process of being alienated. One school is being considered for education purposes.

Non-White teachers: appointments

7. Mr A GERBER asked the Minister of Education and Culture:†

Whether any non-White teachers have been appointed at schools under the control of his Department; if so, (a) at what schools, (b) how many and (c) in respect of what date is this information furnished? ~~52~~ B61E

The MINISTER OF EDUCATION AND CULTURE:

Yes,

- (a) Dale College Boys' Primary School (King William's Town)

Rondebosch Boys' High School

The Settlers High School (Bellville)

The Grange Primary School (Pietermaritzburg)

North Crest Primary School (Durban)

HOUSE OF ASSEMBLY

HOUSE OF ASSEMBLY

Pupils rampage to oust white teachers

Sawefan 7/2/92

Sapa-Reuter

52 320

SCHOOLCHILDREN rampaged through Katlehong township this week in a campaign to drive white teachers from their schools.

"Away with stinking whites," shouted one of about 20 pupils running through the streets of the township east of Johannesburg.

They stopped two delivery vans, one containing furniture, and set them on fire before being dispersed by police.

The pupils disrupted a meeting convened by the Congress of South African Students on Wednesday to discuss attacks on white teachers.

"They burst into the hall chant-

ing 'One collaborator, one bullet. One settler, one bullet. No whites in our schools'," Cosas leader Oupa Moloi said.

A number of whites teach in Katlehong's eight schools. Radical pupils want them to be replaced by unemployed black teachers.

"We had reached agreement that effective teaching should resume on Thursday after two weeks of disruption," Moloi said.

"A group of 20 students entered the hall and threatened anyone supporting the return of white teachers in the townships with violence."

In the worst of several attacks on white teachers in Katlehong last week, a man was clubbed and set on fire in his classroom.

"White teachers in black schools are rejects in their own institutions and they are just in our schools to collect money," a previously unknown group called the Revolutionary Watchdogs said in a statement earlier this week.

The ANC, to which Cosas is linked, issued a statement on Wednesday condemning the attacks.

"Physical attacks on teachers in schools must be regarded as an assault on the educational aspirations of our people. To prevent a

teacher from teaching on the basis of skin colour is racist and against the interests of students," it said.

Meanwhile, a group which claims to be the Katlehong branch of Paso yesterday said it dissociated itself from a statement by Mr Lawrence Nqandela that a group of six men did attack teachers at Kathorus College.

Nqandela is the general secretary of Paso.

The branch said none of its members was involved in the attack and that Nqandela should consult it for clarification on the issue. They also called on him to stop calling them dissidents "because we are still guided by the constitution".

Pupil unable to write ⁵² due to admin oversight

A STANDARD 10 Mamelodi, Pretoria, pupil was prevented by the authorities from writing examinations last year even though he had paid his exam fee.

A spokesman for the Department of Education and Training in Pretoria said Jeffrey Makolane, a pupil at J Kekana High School, did not sit for exams "because of an oversight and a technical error" by the school's administration.

Sowetan 18/2/92
Sowetan is in possession of a receipt for R45 (number B.1287539) which he paid to be able to write the exam.

A DET spokesman told Sowetan the matter was being investigated. Makolane said school authorities told him he was registered to write in June as a private candidate.

Armed youths ⁽⁵²⁾ disrupt classes

CLASSES were disrupted at Diepdale High school in Soweto yesterday when a group of youngsters stormed the school looking for the principal.

Scared teachers and pupils ran away when the group of armed pupils and outsiders arrived at the school and said they wanted the principal.

A source said problems started last week when the students representative council approached teachers to demand that failed pupils should be promoted following allegations that Congress of South African Students activists had been promoted. *Soweto 18/2/92*

"The principal informed staffers last week that he had been approached by some teachers to promote activists who failed last year," the source said. *18/2/92*

"There was a confrontation when teachers told pupils to go back to the classes they have failed," the source said.

Meanwhile, Soweto police spokesman Captain Joseph Ngobeni said yesterday that Rand Water Board workers were stoned in their vehicle by a group of schoolboys near Fidelitas High School in Diepkloof.

my latest announcement I have not yet given attention to this aspect.

†Mr J H HOON: But why did you not say that on *Agenda* last night? [Interjections.]

†The CHAIRMAN OF THE HOUSE: Order!

Mr R M BURROWS: Mr Chairman, arising from the hon the Minister's reply, do I understand that he exercised a discretion to open a school as a model B school when they did not reach that total, is now exercising a discretion to convert the model B school to a model C school without a vote, and may he exercise a discretion in the Act to take the model C school back into the State's fold? Do I understand that correctly? [Interjections.]

The MINISTER: Mr Chairman, that hon member is always very bright, but this time he is unfortunately mistaken. [Interjections.]

Pupils assessed on sliding scale

*3. Mr A GERBER asked the Minister of Education and Culture:†

- (1) Whether his Department is conducting or has conducted an investigation to determine how pupils can be assessed on a sliding scale, based on the average annual income of parents at a particular school, with regard to the operating expenditure, excluding staff expenditure, of the school concerned; if so,
- (2) whether he has taken any decisions in this regard; if so, (a) what do these decisions comprise and (b) how will they affect parents financially;
- (3) whether he will make a statement on the matter?

B60E

The MINISTER OF EDUCATION AND CULTURE:

- (1) The Department is investigating different methods of funding, taking into account the needs of each parent, school and/or community on a continuous basis. The possibility which is referred to in the question is also being investigated;
- (2) no;
- (a) and (b) fall away;
- (3) no.

buildings in Bloubergstrand and Paarl; if so,

- (2) whether he will make a statement on the matter?

B100E

The MINISTER OF LOCAL GOVERNMENT:

- (1) Yes.
- (2) Yes.

The consideration of appeals in terms of section 44 of Ordinance 15 of 1985 and subsequent regulations, have been assigned to the Minister of Local Government: House of Assembly, who in turn assigned that power to the Ministerial Representative.

The decision of the Ministerial Representative is final until such time as this decision is reviewed by the Supreme Court.

The Ministerial Representative is requested to supply reasons if it is deemed to be in the public interest.

An investigation into new legislation is presently being undertaken in connection with township development and spacial management. It appears from the principles which have already been released to be addressed is that the decision must be public and that reasons for decisions be made known. It then appears that the legislation should include measures regarding the handling of disputes. It is accepted that disputes are inherent to the processes of considering matters on special management and the legislation should therefore contain measures that will assure that disputes are resolved in an independent, just and reasonable manner. The acceptable principle of an independent hearing must certainly apply in this regard.

New questions:

Cape School Board area: adoption of models

*1. Mr K M ANDREW asked the Minister of Education and Culture:

Whether all schools in the Cape School Board area have adopted one of the new models A, B, C or D; if so, when did the last school adopt one of these models; if not, (a) which schools have not done so and (b) which of those

schools have not held a ballot amongst their parents?

B128E

The MINISTER OF EDUCATION AND CULTURE:



- (a) Harfield Road Pre-primary School, Claremont
- Molteno Road Pre-primary School, Claremont
- Red Cross Hospital Pre-primary School, Rondebosch
- Mary Kihn Primary School, Observatory
- Robben Island Primary School, Robben Island
- Simon van der Stel Primary School, Wynberg
- Tenterden Primary School, Wynberg
- Laerskool Zwaanswyk, Retreat
- De Grendel Special School, Milneron

- (b) Harfield Road Pre-primary School, Claremont
 - Molteno Road Pre-primary School, Claremont
 - Red Cross Hospital Pre-primary School, Rondebosch
 - Mary Kihn Primary School, Observatory
 - Robben Island Primary School, Robben Island
 - Simon van der Stel Primary School, Wynberg
 - Tenterden Primary School, Wynberg
 - De Grendel Special School, Milneron
- The other schools have obtained permission to implement model B.

Parow School Board area: adoption of models

*2. Mr K M ANDREW asked the Minister of Education and Culture:

Whether all schools in the Parow School Board area have adopted one of the new models A, B, C or D; if so, when did the last school adopt one of these models; if not, (a) which schools have not done so and (b) which of those schools have not held a ballot amongst their parents?



B129E

The MINISTER OF EDUCATION AND CULTURE:

No.

- (a) Husselands Pre-primary School, Tygerberg
Melkbosstrand Pre-primary School, Melkbosstrand
Paarl-Hospital Pre-primary School, Paarl
Pedo-Audiological Pre-primary School, Tygerberg
Parow Preparatory School, Parow
Parowvallei Preparatory School, Parowvallei
De Hoop Primary School, Somerset West
Hendrik Louw Primary School, Strand
Laerskool Lochnerhof, Strand
Monte Vista Primary School, Monte Vista
Boland Agricultural High School, Windmeul
Du Preez/Tygerberg High School, Parow East
Fairbairn High School, Goodwood
Huguenot High School, Wellington
Labori High School, Paarl
Hoërskool Strand, Strand
Hoërskool Tygerberg, Parow,
- (b) Husselands Pre-primary School, Tygerberg
Melkbosstrand Pre-primary School, Melkbosstrand
Paarl-Hospital Pre-primary School, Paarl
Pedo-Audiological Pre-primary School, Tygerberg
Parow Preparatory School, Parow
Parowvallei Preparatory School, Parowvallei
Hendrik Louw Primary School, Strand
Laerskool Lochnerhof, Strand
Boland Agricultural High School, Windmeul
Du Preez/Tygerberg High School, Parow East
Fairbairn High School, Goodwood
Hoërskool Strand, Strand
Hoërskool Tygerberg, Parow.

The other schools have obtained permission to implement model B.

Teachers at models C and B schools: Transvaal

*3. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether teachers at model C schools in the Transvaal have been offered early retirement benefits and re-employment in model B schools in that province; if so,

how many teachers (a) does this affect and (b) have acted on this offer;

- (2) whether, when this offer was being made, teachers were informed that a future government could repudiate benefits under the Government Service Pension Fund and that it was to their advantage to take up the early retirement and re-employment offer; if so, why were they so informed;
- (3) whether he will make a statement on the matter?

B140E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No, teachers have been offered retirement benefits or re-employment, (a) and (b) fall away;
- (2) no;
- (3) no.

Teachers offered alternative employment

*4. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether he has taken or intends to take action to ensure that all teachers whose services are to be terminated as a result of restructuring are offered alternative employment in other education departments before being offered the possibility of early retirement benefits; if not, why not; if so, (a) under what conditions will the transfer be offered and (b) how many personnel does this affect;
- (2) whether the services of teaching staff employed on a permanent basis may be terminated early as a result of the abolition of a post; if so, (a) under what conditions and (b) in terms of what statutory provisions and/or regulations;
- (3) whether he will make a statement on the matter?

B141E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No, because the Minister of Education and Culture, Administration: House of Assembly is not empowered to transfer

teachers to other education departments when their services are terminated in his Department,

- (a) and (b) fall away;
- (2) yes,
- (a) on conditions as prescribed in the Government Service Pension Act, 1973 (Act No 57 of 1973) and Regulations promulgated in terms of this Act,
- (b) in accordance with Section 71(1)(b) of the Education Affairs Act, 1988 (Act No 70 of 1988) and Regulation 4(2)(a) promulgated under the Act.
- These sections indicate when the Minister may discharge a person in his service and under what terms he may be appointed to a vacant teaching post;
- (3) no.

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

SAP: crime prevention

43. Mr P G SOAL asked the Minister of Law and Order:

- (1) Whether special steps are being taken by the South African Police to prevent crime from increasing in the Johannesburg police districts; if so, what steps;
- (2) whether steps are being taken to inform the public of the existence of the Reserve Police Force and neighbourhood watch concepts; if not, why not; if so, what steps?

B72E

THE MINISTER OF LAW AND ORDER:

- (1) Yes, I wish to draw the attention of the honourable member to my answer to written question 25 on 17 February 1992 in the House of Assembly.

At present there are two satellite police stations in the centre of the city, namely in Small Street, Wandel Avenue and Bank

City. These two stations are operational in the city centre where immediate attention can be given to complaints received by the public.

A crime unit has also recently been established comprising an officer and twenty-five members, and is situated at Small Street Satellite Station. This unit is chiefly deployed in areas where an increase in crime occurs. A computer is also in operation at this unit to determine crime tendencies.

A business watch comprising 60 members is also situated at Small Street Satellite Station.

Johannesburg's city centre is divided into twenty blocks and crime prevention patrols are carried out daily between 07:30 and 17:30 by the business watch.

A tourist protection unit comprising six members is also situated at Small Street Satellite Station.

In other station areas in the Johannesburg district where there is an increase in crime, crime prevention units in co-operation with investigation units are employed in order to prevent crime.

Observation duties are planned regularly. Special mopping-up operations and general crime prevention is carried out in the city centre.

The Traffic Department is employed in all large operations.

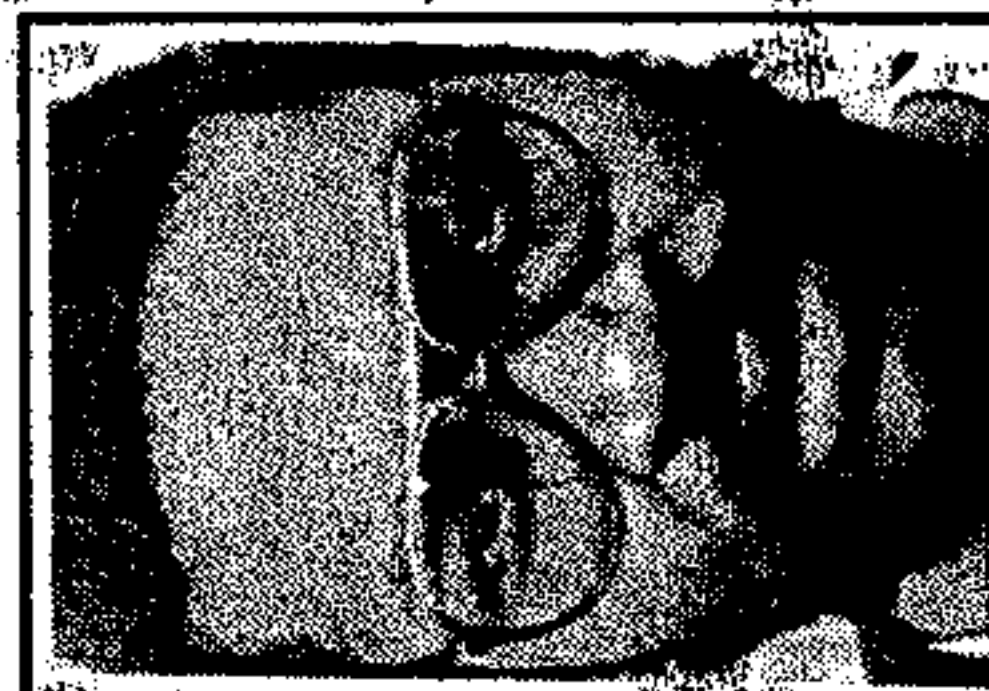
Areas are first identified and then patrolled daily, as part of Operation Sentry, with radio-equipped vehicles.

At least once a month all available members with vehicles, and when available with helicopters, are employed in problem areas.

Special crime prevention units have been established at each station in the Randburg area. In addition to these units, a crime prevention unit has also been established for the district. Problem areas are identified by them and vehicle and foot patrols are carried out by members of this unit in civilian clothes.

Office personnel are relieved daily of

WE CAN DO IT



Mbilwi Senior Secondary School in Sibasa, Venda, which was started in 1979 as a school catering for the sciences, has been recording high pass rates amid the rising matric crisis. Last year the school had three of the seven distinction passes recorded by Department of Education and Training schools, and this is something of which the school is understandably proud. MATHATHA TSEDU reports.

Mbilwi is the

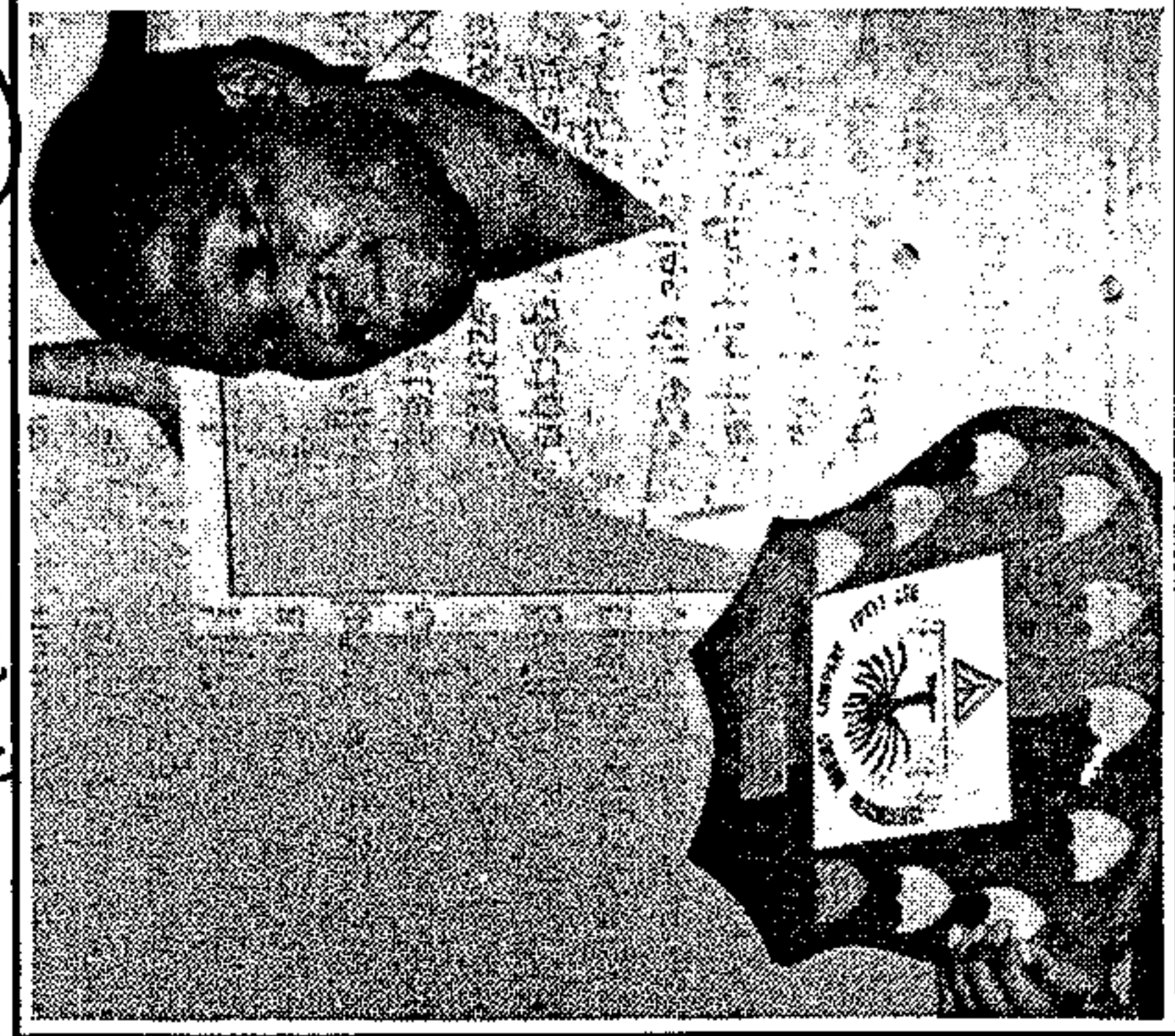
52

THERE are no athletics trophies in the office of the principal of Mbilwi Senior Secondary School in Sibasa, Venda. And that is not because the pupils there are slow runners. It is because they are winning other types of trophies.

Mbilwi, which started in 1979 and specialises in science subjects, last year scored three of seven distinction passes in matric obtained by Department of Education and Training pupils throughout the country.

In a year when the national percentage pass was just over 35 percent with some schools recording a 100 percent failure rate, Mbilwi's 98.2 percent pass is something which the school can be justly proud.

As one walks into principal Mr JN Ramutsindela's office, the lack of athletics trophies becomes clear when one observes the array of shields won by pupils for achievements in mathematics and the sciences



Mr JN Ramubindela, principal of Mbilwi Senior Secondary School.

the region every year, leading to complaints by other schools that the prize has become the property of Mbilwi.

Over the past three years, as the crisis in black matric results worsened, Mbilwi has been climbing the ladder of success each year.

In 1989, 76 pupils sat for the matric exams and 68

obtained university entrance passes, four school-leaving passes with only four failures. Of those who passed, seven obtained an aggregate B symbol, 14 received C and 4 D symbols.

In 1990, 62 pupils sat for the exams and 56 obtained university entrance passes. Of these two obtained A, 4 B, 14 C and 31 D symbols.

Last year, 56 wrote the exams and 52 obtained university passes. Three of them received A passes, eight Bs, 12 Cs and 24 Ds.

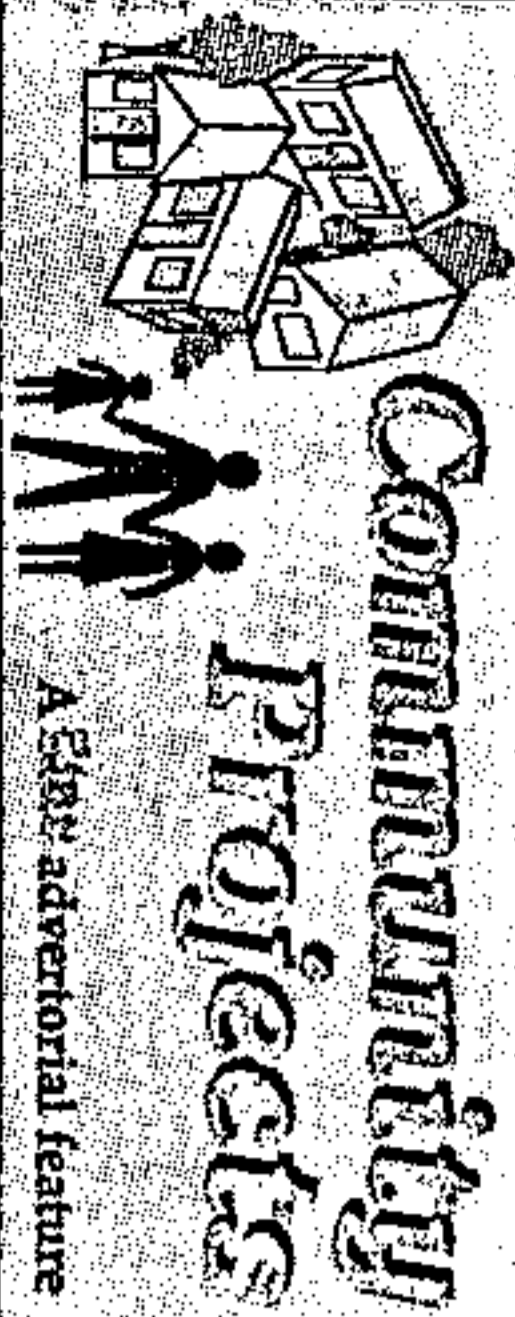
Mbilwi is the envy of many schools in the area and throughout the country. But what is its magic formula for success? Says Ramutsindela: "It is dedication and hard work all round."

"The teachers are very dedicated to their work and so are our pupils."

"We are also very strict on discipline and if a pupil is uncooperative, we bring in the parents to help."

"We sometimes use corporal punishment, but this is rare."

"Those pupils who are guilty of breaking the rules are punished by being made to clean the school



Written with the co-operation of leaders in the field.



DEDICATION . . . Rural children are eager to learn.



SIX YEARS ON . . . Caltex in the Transvaal has over 60 school projects on its books which it takes care of to ensure that rural farm schools have reasonable facilities.

Adopt-A-School programme benefits many

Star 20/2/92

Sixty farm schools today participate in Caltex Transvaal's Adopt-A-School Programme. It started in 1986 with 15.

The schools were all built in the first place by the farming community to provide grass-roots education for the children of farm labourers.

From the interviews between farmers and Caltex a priority list is compiled for a particular year's programme.

Letters are also received from school committees and church organisations requesting assistance for various farm schools in making general improvements.

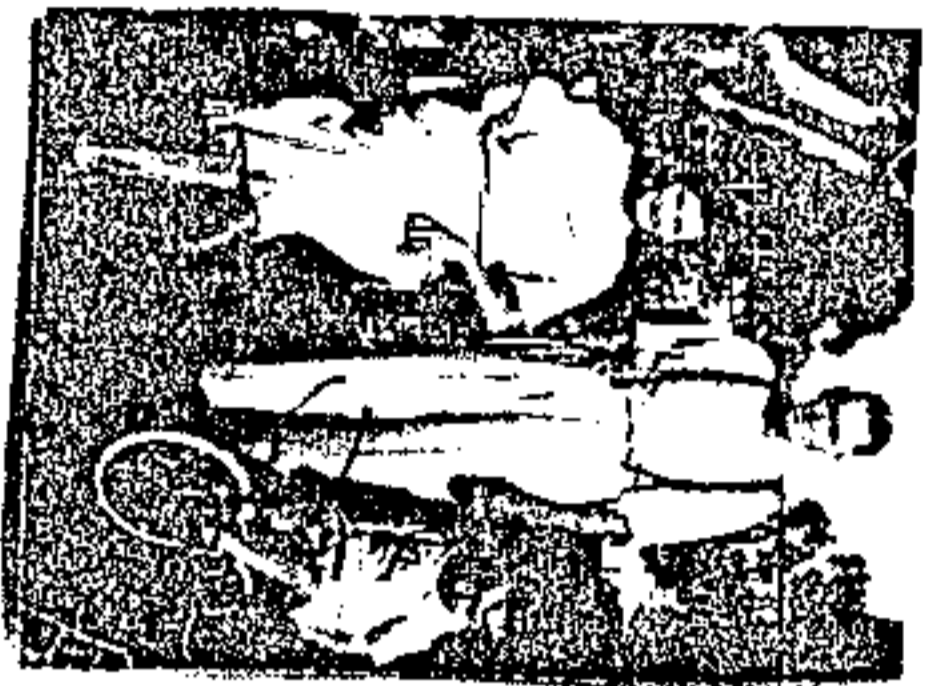
In some cases children from surrounding farms also support a particular school due to its convenient location or because

The Caltex Adopt-A-Farm school programme committee, when considering applications for as-

by work programme for a particular school.

Work to be done is discussed with the farmer and school committee and, if possible, the landowner is encouraged to participate in the programme by making further financial resources available.

This team effort benefits the school, as bigger projects can be tackled for the benefit of "Education in the Plateland".



In some cases children from surrounding farms also support a particular school due to its convenient locality or because it is the only one within a 5 to 10km radius.

Farm schools usually start at grade one and go through to standard four or five. The number of pupils ranges from 100 to 350 depending on the number of classrooms available.

When making business calls, Caltex marketing staff discuss the programme with landowners to establish what education facilities are available and to what extent the farmer is involved — such as in renovating existing classrooms and building additional ones.

The Caltex Adopt-A-Farm school programme committee, when considering applications for assistance, considers the following criteria:

- What repairs to existing buildings are required to enhance the school. Major repairs are usually programmed over three to four years.

- Existing sanitary and drinking water facilities. Are they adequate for the number of pupils attending the school?

Caltex's financial assistance covers only repair work. The company does not build new classrooms. From the above information, the Caltex Adopt-A-Farm school committee is in a position to work out a priori-

fits the school, as bigger projects can be tackled for the benefit of "Education in the Platteland".

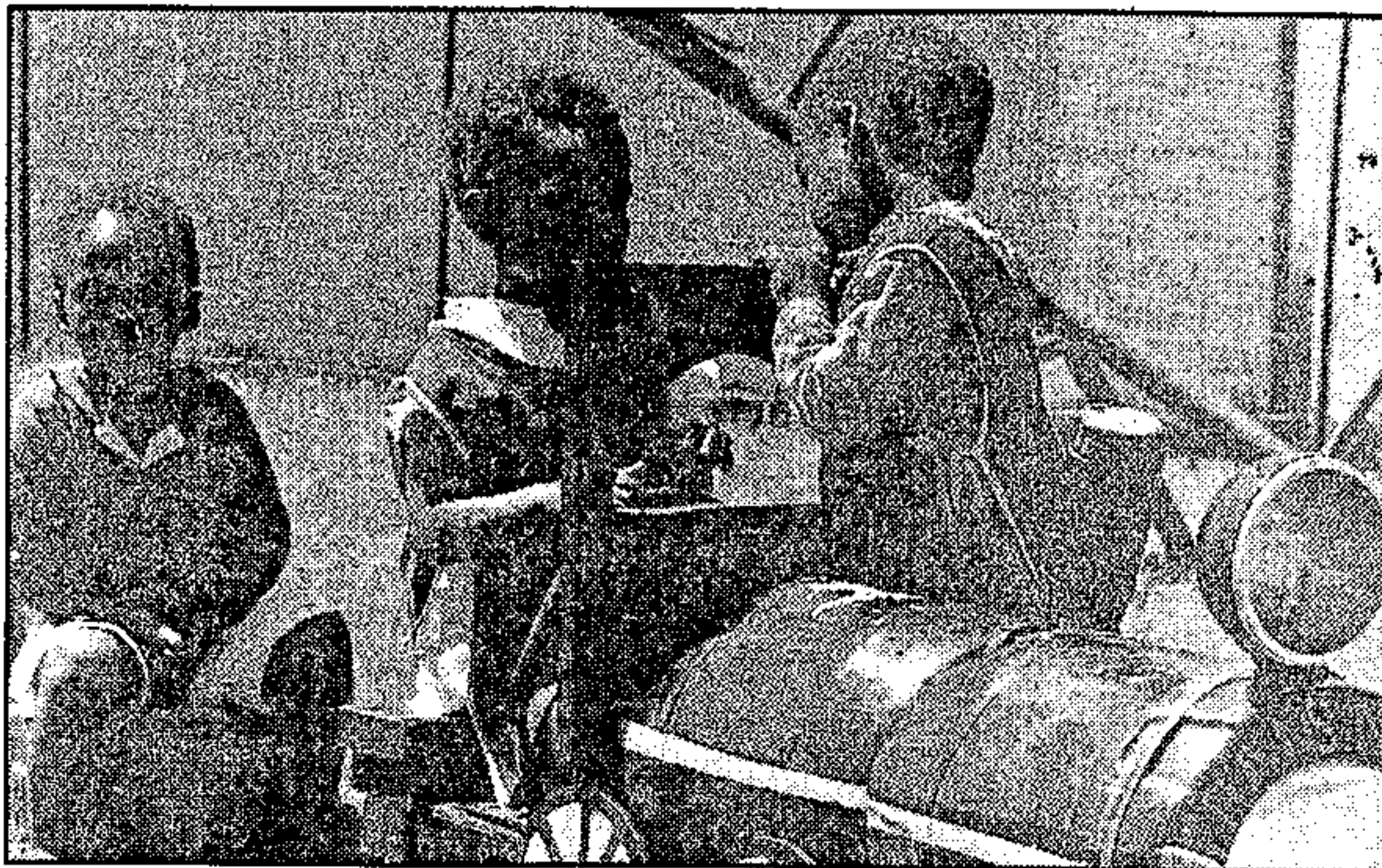
Caltex makes itself responsible for obtaining quotations from contractors and supervising work from start to finish.

Since inception the programme has been well accepted by the farming community and school committees, and both sectors have worked with Caltex to make it a success.

Six years later, Caltex in the Transvaal has over sixty school projects on its books which it takes care of to ensure that rural farm schools have reasonable facilities for the benefit of young education.



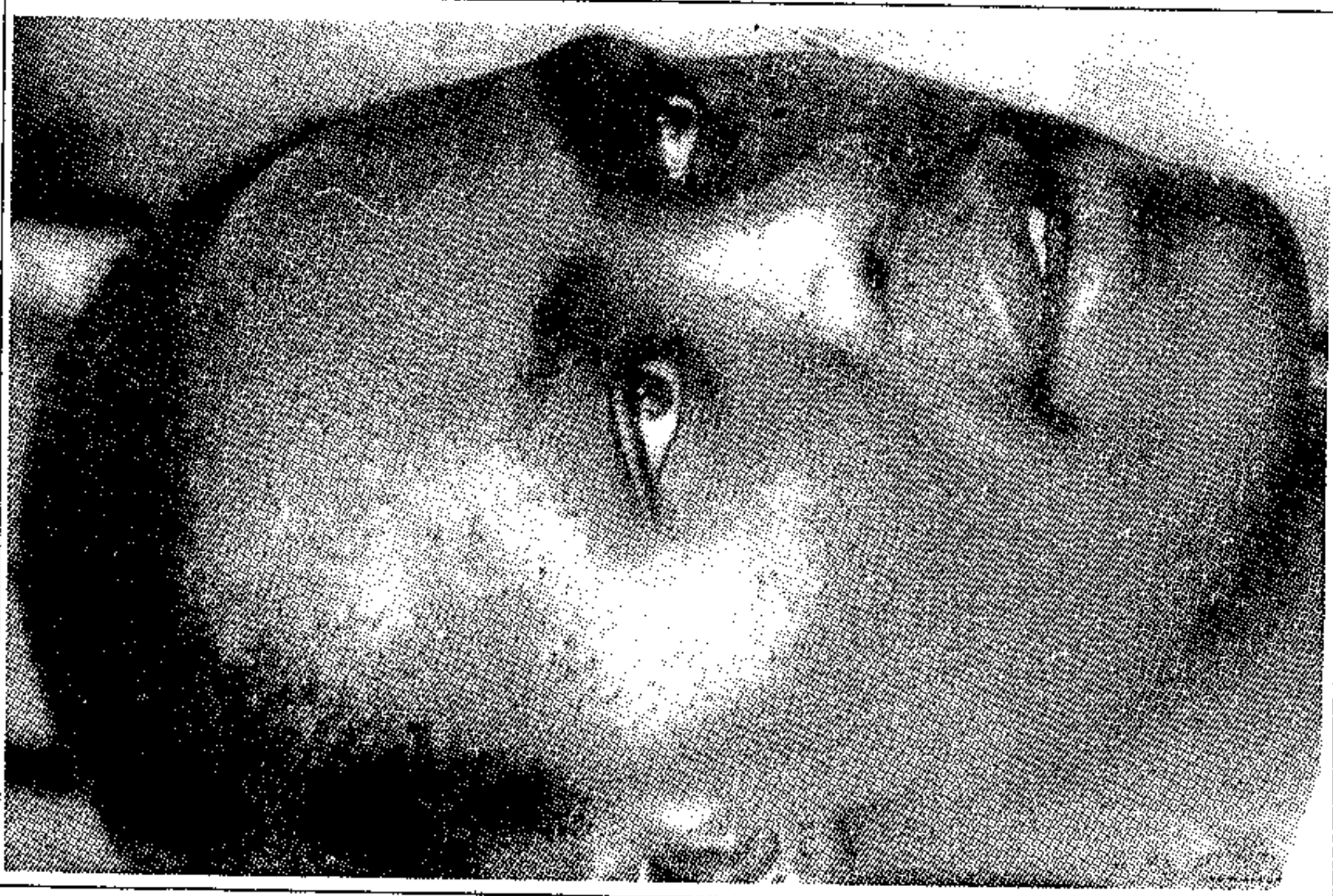
EAGER TO LEARN . . . The number of pupils ranges from 100 to 350 depending on the number of classrooms available.



STARTING YOUNG . . . Farm schools usually start at grade one and go through to standard four or five.

The two faces of Tladi's Mahlomola Kekana

Soweto
20/2/92
(52)



Mahlomola "De Klerk" Kekana is a student leader many love to hate at the school.

THE mere mention of the name Mahlomola is enough to evoke contradictory reactions from those within earshot at Tladi Technical High School.

Some beam and their expressions change to ones reserved for revered idols. Most, however, send frightened glances over their shoulders as their tense bodies silently plead with you to shut up.

You'd then expect a ruffian to answer to the name Mahlomola.

Wait. The boy who is feared by many of the Tladi Tech people will disarm you with his shy smile and leave you wondering how he earned the nickname De Klerk.

Christened Steven Mahlomola Kekana by his cashier mother and furniture shop assistant father, Mahlomola seemed taken aback when I asked him why many people see him as a threat to their lives.

"As an official of the Congress of South African Stu-

dents I am accountable to the organisation. Those who have complaints about my behaviour should report me to it," he said.

"Threatening teachers and pupils would be against our constitution," he said while paging through a file of Cosas documents.

Heread: "My duties are to normalise teacher, parent and pupil relations and to create a spirit of trust, responsibility, understanding and co-operation among the three."

"The main objective is to strive for a free, compulsory and dynamic education for the betterment of our society."

Mahlomola (20) is the new chairman of the "Alfred Nzo High". He also serves in the Soweto central executive committee as a women's convener.

He came to Nzo High - the name given to Tladi by some members of that community - in 1987 to do his Standard 6.

"At that time State repres-

sion and attacks from our opponents were at their height," he says.

"I registered, but had to go into hiding for a whole year. It was only in 1988 that I attended full time and passed. In 1989 I did my Standard 7 and repeated it in '90."

"Last year I did Standard 8 and I am repeating this year."

Like other Soweto schoolboys, Mahlomola said he had been in police detention at least three times since he was 13 years old. He says the first time was in 1985 when he was held for 14 days for his involvement in the Vaal Student Congress.

Mahlomola was then still in primary school and had been initiated into politics during the September 1984 rent boycott.

His latest brush with the law was in January 1990 when he and nine others were caught writing South African Communist Party slogans and hoisting its flag

at another high school. "Then came February 1990 and our organisations were unbanned," he said, and his expression brightened.

"We then had to concentrate on building the ANC and the SACP and relaunching Cosas."

When I asked him if he enjoyed being at the school in its state of decay, Mahlomola said it was time DET repaired it to normalise education.

"The defiance campaign and the ban on inspectors, however, remains in force," he said. "The only time they will be allowed here is when they come to teach us, not to inspect our school."

But DET says it can repair the school only after the inspectors have been here to assess the damage for themselves?

"Several times before 1988 inspectors came to look at the school, but nothing came out of it. They have been doing that for years and our school remains a ruin."

Reincorporation:

How close?

AT Codesa last week, management committee chairman Mr Pravin Gordhan announced with palpable relief that a "breakthrough" had been achieved on the fraught question of the reincorporation of the "homelands" into the future South Africa.

6/5/92

Sowetan Correspondent

One doesn't begrudge Gordhan his enthusiasm - the poor man has had precious little substantive progress to report from Codesa of late - but it would be wise to treat this latest statement with a measure of caution.

Agreement

There is principled (for which read abstract) agreement from the leaders of the "independent" and "self-governing" states that reincorporation might be the best option for their territories.

More importantly, there is an ingenious proposal for testing the wishes of these electorates on the question of reincorporation at the same time as they vote in an all-in national election.

But there is not agreement on how such reincorporation should occur.

Difficult

To get a sense of how difficult a question this is, and will be, one need only consider the contents of a document presented by three "homeland" leaders to State President FW de Klerk recently.

When the unlikely grouping of Chief Mangosuthu Buthelezi, President Lucas Mangope and Brigadier Oupa Gqozo met De Klerk at Tuynhuys, they delivered a blunt message - the echoes of which could reverberate for some time to come in South Africa's negotiating chambers.

Clearly alarmed by the speed at which the transition towards a new central Government is proceeding, the three warned the President that the powers of the peripheries (particularly the "independent" and "self-governing" states) would have to be defined and accepted before the shape of the centre (a new Government for a reunified South Africa) could even be discussed.

This is more than just a technical nicety. It is a political platform which, if successfully promoted, could well dictate the pace of political and constitutional change.

Confidential

In a confidential 16-page document presented to De Klerk by Buthelezi on behalf of the three leaders, it is argued that the new regional or "state" boundaries within South Africa should be formalised and constituted before the setting up of an interim government or parliament.

To this end, the three leaders concur, it might be necessary to conclude processes of negotiation within these "states", which would then come together to negotiate a federal arrangement - not the other way around.

Radical

This is a radical proposal. It implies that the redivision of South Africa, involving some sort of patching together into new units of the myriad extant bases of provinces, homelands, development regions and the like would take place before all-in elections.

The submission, which is couched in broad terms, does not spell out how such new divisions would be arrived at, save to suggest that this is a matter for negotiation.

In separate discussions, Inkatha Freedom Party officials have given as an example the possibility of unity negotiations between the Bophuthatswana government and authorities in the surrounding (white-run) regions.

Decisions

The document argues that it is now "imperative to

arrive at definite decisions with regard to the boundaries, powers, legislative and governmental structures of the states, and to constitute these first before any progress can be made on the setting up of an interim government".

An "enabling Act" would be required, to provide for the formation of constituent state legislatures and governments.

At the core of this reasoning is a renewed insistence that "in the drafting of any future constitution, provisions concerning the position of the TBVC states will need to recognise their independence, allowing these states to decide for themselves whether they wish to retain their independence or, alternatively, in what manner they wish to be reincorporated back into South Africa".

This statement - which is strongly presented as the "only democratic option available providing the right of a people to self-determination and for the recognition of vested rights" - is in obvious, and fundamental, conflict with the contention of groups such as the ANC, which hold that the "homelands" are cynical inventions of apartheid and should enjoy no such status.

The submission by the Buthelezi, Mangope, Gqozo axis is the most comprehensive and firm rejection to date of the

"drive for a popularly elected assembly, whether it be a unicameral constituent assembly as proposed by the ANC, or a bicameral interim parliament as proposed by the South African Government".

Running throughout the document is a deep fear of "majoritarian power" - in other words, the three leaders are mounting a campaign to ensure that they can exercise influence before the national electorate is tested and pronounced on which parties enjoy the most support.

Pessimistic

The document also sounds a pessimistic note regarding the possibility of holding timeously a free and fair national election. The implication is that South Africa is "not ready" for its first exercise in full democracy.

"It is (at local, metropolitan and regional/state government level) that it should be decided what powers states should be prepared to devolve to a central government," the document says.

Expectations

In the light of high expectations about broad-based agreement on the installation of an interim or transitional government in South Africa before the end of the year, this authoritative glimpse into the think-

ing of the three "homeland" leaders suggests that caution might be appropriate.

It is difficult to reconcile this vision with that of the other key actors.

The more conservative "homeland" leaders have sounded their warning to De Klerk. It remains to be seen whether they have the power to act upon it, and thereby bend the negotiations process to their will.

... an ingenious proposal for testing the wishes of electorates ...

SYLVESTER NCALA,

DET area manager, says:

Saule 20/2/92

"We have received another list from the principal. On Tuesday I sent inspector Mr James Mabotja and manager in charge of furniture Mr Piet Botha to assess the damage to the buildings and the furniture needs but they were chased away by Cosas members. We therefore cannot act on the requisition. We are still investigating the allegations against Mr Saule in a departmental inquiry."

52

ABNER SAULE, Tladi

Tech principal, says:

"Although I will react fully to allegation levelled at me by my staff at the Sadu/SECC meeting this weekend, I'd like to point out that DET tried to dismiss me for my political ideas and involvement with the teachers' union. It was not because of alleged misconduct and maladministration. Mr Ncala failed to mention that teachers and pupils opposed my dismissal because they saw it as victimisation."

On the inspectors' incident on Tuesday morning:

"Their visit was impudent since they were aware they were not welcome. We saw it as provocation. One teacher felt they were trying to find an excuse to close down the school. However, I will recommend at the meeting that we invite them to the school to perform their duties in so far as repairing the school."

Jumping in to

Sowetan 20/2/92 (52)

THERE was a flurry this week as education bodies and individuals jumped in to try and save the Tladi Technical High School.

Even though the library and the technical drawing classrooms were ruined by vandals over the weekend, spirits remained high on Monday.

- Four teachers locked themselves in a small backroom and put finishing touches to the timetable.

- The principal spent the morning reporting the damage to the police.

- The South African Teachers Democratic Union (Sadtu) and the Soweto Education Coordinating Committee (SECC) have set in motion their programmes to help Tladi Tech get on its feet.

- Cosas has called a parents' meeting for this Sunday. It has also warned thugs to stop destroying what is left of the school.

- Tomorrow has been declared an "Operation Clean-up Day" by schools in the townships of Tladi, Moletsane and Naledi and pupils, including Tladi Tech ones, will be cleaning buildings, toilets and the school

Vandals broke into the library and technical drawing classes at Tladi Technical High School this week. Pupils chased away inspectors who had come to assess the damage to the school before sending in repair teams. Grim, ugly stuff this, but a glimmer of hope was showing when reporter PHANGISILE MTSALI and photographer LEN KUMALO continued to put the spotlight on this decaying school. This year-long series takes us to the roots of the crisis in black education.

yards.

- Individuals, who include former Tladi pupils, offered to give extra classes in the evenings and on weekends.

At a meeting last Saturday the SECC decided to call everybody interested in the welfare of the school to a fact-finding meeting on Saturday.

"The meeting is to find the roots of the problem," SECC deputy chairman Mr Keystone Sono said.

"We will look at ways to continue with effective education while we thrash out the problems that have been identified."

The Soweto branch of Sadtu, which is part of the SECC, was approached by Tladi teachers to intervene and has planned a series of programmes to help restore discipline and effective learning.

"We've visited the school a few times since 1990 and we've realised that there are problems in the administration and with communication and discipline," Sadtu publicity officer Mr

Oupa Mpetha said.

"The physical environment and pupil and teacher behaviour are not conducive to effective education. We have constructive proposals to normalise the school. Everyone at Tladi should accept that sacrifices and compromises must be made."

Sadtu proposes the setting up of effective communication channels between the principal, teachers and pupils and a representative committee to monitor progress.

"The PTSA should resume its duties and there should be regular meetings between teachers and the principal," Mpetha said.

To help pupils Sadtu, intends to set up subject committees and to provide academic support and extra-mural activities to ease the tension. It also proposes the setting up of a representative disciplinary committee led by responsible people.

In the meantime Sadtu is investigating allegations against principal Mr Abner

Saule, who is an official in the organisation.

The school's branch of Cosas has called a parents' meeting for Sunday, a decision not totally welcomed by other sectors in the school. The cynics questioned "the pupils, authority to summon a meeting".

Warning thugs not to destroy what is left of the school, Cosas's Dumisani Xaba said: "We are in enough trouble already. The time for pointing fingers is over. We must now work together."

In another encouraging development, a former pupil of the school, Mr Sydney Lehlonoane, said his colleagues in the matric classes of 1983 and 1984 would be glad to help.

"We know what is going on there but it is not impossible to perform well," said Lehlonoane.

"In spite of tough conditions Tladi has managed to produce lawyers, teachers, nurses and people like Reginald Motlounq who was the 1990 Sowetan/TV2&3 Community Builder of the Year."

- **NEXT WEEK:** Don't forget to get your copy of *Sowetan* next Thursday to read about progress on restoring a culture of learning at Tladi. When the school makes it at the end of this year, with better results than last year's disastrous ones, it will have proved: We can do it.

**Free
Research**

SADF: suicide attempts/suicides

68. Lt-Gen R H D ROGERS asked the Minister of Defence: *ASDF*

How many (a) members of the Permanent Force, (b) national servicemen and (c) members of the Citizen Force/Commandos (i) attempted to commit and (ii) committed suicide in 1990 and 1991, respectively?

The Minister of Defence: B158E

1990	(a) 40	(b) 163	(c) 3
1991	(i) 7	(ii) 20	2

12 Feb 91 Alleged assault. Case investigated and withdrawn due to a lack of evidence.

7 Mar 91 Seven members charged with murder and attempted murder. Case postponed until 26 Mar 92.

1 May 91 Two members charged with murder and assault. Member tried in civilian court. Found not guilty.

1 May 91 Shooting incident. Civilian wounded in the foot. Member tried in civilian court and found guilty.

4 May 91 Three members charged with attempted murder. Case postponed until Mar 92.

4 May 91 Shooting incident. One civilian killed and one wounded. Trial date has not been determined as yet.

4 May 91 Alleged assault. Lebowa Police investigated the case. No prosecution.

24 May 91 Three members charged with attempted murder at Hazview. SA Police still investigating the case.

24 May 91 Three members charged with attempted murder at Marite. SA Police still investigating the case.

21 Jun 91 Alleged disturbance of the peace. Case investigated by Lebowa Police. Plaintiff withdrew the charge.

5 Jul 91 Alleged assault. Lebowa Police investigated the case. No prosecution.

14 Jul 91 Alleged rape and pointing of a firearm. Member tried by civilian court and found not guilty on both charges.

19 Jul 91 Injury sustained after tear smoke had been fired. Plaintiff instituted a claim of R5 000. Claim is still receiving attention.

20 Aug 91 Seven members charged with 18 cases of assault. Case tried by civilian court and postponed until 23 Jul 92.

25 Aug 91 Three members charged with alleged robbery, pointing of a firearm and theft. Members tried by civilian court and found not guilty.

25 Aug 91 Civilian allegedly wounded. Lebowa Police investigated and found that the person was not shot by a member of the SADF.

25 Sep 91 Alleged assault. Members tried in civilian court and found guilty.

12 Oct 91 Complaints received that members searching a hostel, broke doors, windows and lockers. Charges of theft, assault and general vandalism were also made. Matter investigated. Complaints found to be groundless.

20 Oct 91 Shooting incident. Civilian wounded. SA Police investigated case and referred it to the Attorney-General for decision.

29 Oct 91 Alleged murder. Case dismissed in court due to lack of evidence.

15 Nov 91 Alleged assault. Plaintiff withdrew the charge.

Own Affairs:

Budget for health services: amounts spent

17. Mr M J ELLIS asked the Minister of Health Services and Welfare:

(1) What amount of her Department's budget for health services and welfare was spent by (a) her Department itself and (b) other Government Departments as agents for her Department for the period 1 April 1990 to 31 March 1991;

(2) what are the estimated figures for the period 1 April 1991 to 31 March 1992? B85E

The MINISTER OF HEALTH SERVICES AND WELFARE:

Vote 8: Health Services

(1) (a)	R172 020 047
(b)	R362 051 509
(2) (a)	R204 683 000
(b)	R418 947 000

(In respect of Vote 7: Welfare, the Department does not make use of the services of agents.)

White pupils: African languages

24. Mr K M ANDREW asked the Minister of Education and Culture: *52*

(a) How many White pupils at Government schools (i) wrote and (ii) passed the Standard *Counting*

Hansard

10 examinations in an African language in 1990 and 1991, respectively, and (b) what were the African languages written by these pupils in the said examinations?

B188E

(a)* (i) 1 258 999
 (ii) 1 218 981;
 (b) Xhosa, Tswana, Southern Sotho, Northern Sotho and Zulu.

The MINISTER OF EDUCATION AND CULTURE: *Applicable to all pupils who take the subjects in departmental schools.

PRINCIPAL OFFICERS OF PARLIAMENT

SECRETARY TO PARLIAMENT: Mr G P C DE KOCK

DEPUTY SECRETARY: Mr R C DOUGLAS

SENIOR UNDERSECRETARIES: Mr M J BURGER

Mr C J P LUCAS

UNDERSECRETARY: Mr K HAHNDIEK

HEAD: LEGISLATION AND PROCEEDINGS: Mr P J J ERASMUS

EDITOR OF HANSARD (REPORTING): Mr C J F CILLIERS

EDITOR OF HANSARD (TRANSLATION): Mr A R G HENDRY

CHIEF LIBRARIAN: Mr G SWANERPOEL

HEAD: FINANCE AND ADMINISTRATION: Mr W F ROSSOUW

HEAD: COMMITTEES: Mr W P FOURIE

SERGEANTS-AT-ARMS: Mr J G LOURSER (House of Assembly)

Mr G E CLEINWERCK (House of Representatives)

Mr M K MANSURA (House of Delegates)

HEAD: LIAISON SERVICES: Mr N S SMIT

ACTING HEAD: COMPUTER AND TECHNICAL SERVICES: Mr J A DE ROUBAIX

CLERK OF THE PAPERS: Mr P D VAN DER WESTHUIZEN

The quest to keep learning alive

New Nation (Learning Nation)
Exploitation of black children in Johannesburg's inner-city schools is far from over.

Few inner-city schools fulfil the basic requirements to become educational institutions, which makes it impossible to believe that proper learning takes place in such establishments.

Illegal

Most of these institutions are owned by business orientated people. Unfortunately, the laws that govern the ownership of private schools are silent on requirements that have to be met before they could operate as schools.

Most controversial is the fact that, in terms of the Department of Education and Training Act, it is illegal for any person to provide education without having registered his institution. But neither the department nor any other authority polices the implementation of the Act.

Project

PUPILS FORUM visited one such inner-city school which accommodates 145 black children and five whites. The school opened this year and admits students from grade one to standard eight.

The school is part of the Education Alive project and is accommodated on the

unions. 21/2 - 27/2/92

On the first floor of the building where the "college" is, there are offices of the African Council of Hawkers and Informal Businesses (Achib). Both students and hawkers make use of the same entrance. In fact, the students have to pass the Achib reception offices on their way to their classrooms.

Lack of recreational facilities have forced some of the pupils to make use of the lifts and the stairs as their "play grounds".

Crowding

At the moment, there are plans to reshape the top of the building into a sports ground to avoid pupils crowding on the steps and passages during intervals.

A spokesperson for the school, Denise Haywood, said he only allowed senior pupils - those above standard five - to go to the busy Jeppe Street shops for their lunch.

"Our children are well-behaved. They are just noisy during lunch time, running up and down the stairs. We ensure that we keep them busy all the time," Haywood said.

Although faced with space problems, this remains one of the inner-city schools where learning, at least, takes place.

Sasco to fight for students' rights world-wide

*News Nation
(Learning Nation)
21/2-27/2/92*



Moeti Mpuu, Sasco's projects officer set to jet out of the country to take up a full-time post as secretary-general of IUS

"Sasco will ensure that students are as free as other sections of communities throughout the world," Mpuu

Ihe SA Students Congress (Sasco) has achieved significant progress in establishing itself as an integral part of the international student movement and is poised to play a leading role in enhancing the struggle for students' rights throughout the world.

Most importantly, Sasco is leading a move to form a students' organisation for the South African region. Sasco's major victory and challenge comes in the wake of its election to lead the secretariat of the International Union of Students (IUS) and to co-ordinate the Southern African region of the All-Africa Students Union (AASU).

Sasco's projects officer, Moeti Mpuu, jets out of the country on March 1 to take up a full-time post as IUS secretary-general in Prague, Checkoslovakia, where he will serve a four-year term.

"My job will be a simple, but demanding one," he said in an interview with PUPILS FORUM. "My first task, and indeed that of Sasco, is to reciprocate the support we, South African students, have been receiving from students from all over the world in our struggle against apartheid education."

Hampered
He said he was also going to help ensure that students in other parts of the world, who are hampered by other forms of oppression, are freed, enjoy their rights and occupy their rightful positions in their societies.

"It's true that we have been victims of one of the most barbaric forms of oppression. But there are students in other parts of the world who suffer other forms of oppression and are not even able to form an organisation like ours. "My duty and that of Sasco is to ensure that students are as free as other sections of communities throughout the world," he said.

Sasco became a member of the IUS in January, a few months after its formation. It took over the membership of the ANC's student wing which could no longer be retained

due to constitutional changes of the IUS. Due to the political changes taking place all over the world, he said, the IUS has had to review its criteria of admission of members.

Among other amendments, membership of student organisations affiliated to political organisations was outlawed. Consequently the membership of the ANC's student wing and that of the student sections of organisations such as Frelimo (MPLA) was terminated.

In the African continent, Sasco is a leading member of an interim body, made of the Namibian National Students' Organisation and the Zimbabwean National Students' Union, and which is working on the establishment of a student organisation for the southern African region.

He said the idea to establish a regional student organisation had been enhanced by the fact that in countries like Angola and Mozambique the student organisations - which had never been fully representative of students - had been dissolved and moves were afoot to establish true student bodies. At home, the organisation is all out to ensure that unity among the various student organisations is achieved, Mpuu said.

He lamented the fact that a conference aimed specifically at achieving this failed to take place last year. But he said Sasco was still optimistic that unity could be achieved. Other major student organisations in South Africa such as the Pan African Students' Organisation and the Azanian Students' Convention would have to abandon their affiliation to political organisations in order to qualify for membership to the IUS and the AASU.

Their policy of black exclusivity would also make it impossible for them to be members of the two international bodies. Should they meet the criteria and be accepted as members, the South African student organisations would have to share the vote in the two international bodies.

All schools can become Model C

DRAFT legislation to bring about sweeping changes in white education – proposed recently by White Own Affairs Minister of Education and Culture Piet Marais – was tabled today.

The Education Affairs Amendment Bill (House of Assembly) contains a clause which will allow the Minister to declare any State school except industrial or reform schools to be a state-aided or Model C school, simply by publishing a notice in the Government Gazette. (52)

He said about 4 000 teaching posts would be abolished in this process, and that up to 11 000 could be lost if schools did not make the switch.

The Bill made it clear that “all staff members of a public school which is declared a State-aided school, are to be transferred to the State-aided school”.

2/1/72
C. P. van der ...

A PROMINENT TRADE UN...

Teachers, principal clash

Sowetan
24/2/92

By MOKGADI PELA

ALLEGATIONS of maladministration and coming to work under the influence of liquor were made against the principal of the troubled Tladi Technical High School at a meeting in Soweto at the weekend.

Every Thursday *Sowetan* is spotlighting Tladi Tech, a school said to be the worst in the country. Saturday's meeting was a follow-up to teachers' grievances made to inspectors.

Angry teachers accused Mr Abner Saule of having failed to administer the school properly. Last year the teachers claimed Saule promoted pupils with pass marks of as low as 30 per cent.

The teachers accused him of instigating pupils against those teachers he did not favour.

Saule dismissed the allegations as a "conspiracy" against him.

"We have to admit that we are not angels," he said.

So serious were the allegations against Saule that even those seemingly on his side admitted that the school was being maladministered.

The teachers accused the Congress of South African Students of contributing to the collapse of effective



teaching and learning at the school.

Saturday's meeting was convened by the Soweto Education Crisis Committee and was attended by members of the South African Democratic Teachers Union and a top official of Cosas.

Concern was expressed at the meeting about the absence of the Tladi branch of Cosas.

The meeting's chairman, Mr Keystone Sono, said it was clear that there were divisions among the school's teaching staff which had to be solved urgently.

The meeting quashed Saule's suggestion that the ANC and its youth be invited to the next meeting. Saule was informed that the black community was not ideologically homogeneous.

A more representative meeting of teachers, parents, pupils and inspectors has been called for Wednesday at Ipelegeng Community Centre.

Saule said he would respond to all allegations against him at the meeting.

More Soweto pupils for city

52

CT 24/2/92

Staff Reporter

BUSINESSMAN Mr Anthony van Wyk, who last year brought 150 Soweto pupils to the city to get a better education, has brought another batch of pupils here.

But the plan appeared to have hit an immediate snag when three of the pupils were refused registration at Lavender Hill High School.

Last year the pupils brought to Cape Town experienced various accommodation and school registration problems before they were settled.

In 1990 Mr Van Wyk advertised in Johannesburg newspapers that he could, for a fee, register pupils at schools and provide education for them in the Cape Peninsula.

Mr Van Wyk confirmed at the weekend that a group of 48 pupils from Soweto were staying at lodges in Muizenberg and that an additional 250 had wanted to join his programme but were refused because of a lack of accommodation.

The principal of Lavender Hill High School confirmed that the "whole staff" had decided not to admit the three pupils because they did not fit into the curriculum.

Bursaries available for pupils

A NUMBER of bursaries are available for pupils who want to do Standard 6 or 7 at Phuthing School, a private and non-racial school north of Johannesburg.

School principal Robin Cox said parents could now apply for the placement of their chil-

Savetan 24/2/92
dren in these classes for next year.

"Only pupils doing the above standards, and aged between 12 and 14, will be considered.

"Bursaries will only be given to pupils with an impressive academic record, and whose parents can't afford the fees.

"Other parents are ex-

pected to pay the fees in full, or the stipulated minimum, when schools open next year.

"They will be informed what the minimum is when their children are accepted," he said.

Phuthing is an independent school that accepts pupils from all races according to stipulated ratios so

that the intake can reflect the country's population.

The founder of the concept, Professor G Bozzoli, a former principal of the University of the Witwatersrand, says this enables pupils to know more of each others cultures, avoids a dominance of one group over the other; and thus enables them to

complete their high school education knowing more of the country inter-cultural complexities.

Interested parents must phone Johannesburg 464-1905 or 464-1959; or write to The Principal, Phuthing School, PO Box 6870, Bryanston 2021.

Thousands of f

- Laerskool Cotswold, Port Elizabeth
 - Ethel Valentine Primary School, Port Elizabeth
 - Estcourt Primary School, Estcourt
- (b) Department of Education and Culture: House of Delegates
- (a) — Ou Johan Rissik Primêre Skool, Johannesburg
- Laerskool Hugenoet, Johannesburg
 - Hoërskool Kensington, Johannesburg
 - Umzinto Primary School, Umzinto
- (b) Black Private School
- (a) — Hoërskool Goedehoop, Germiston
- (b) Multiracial Private School
- (a) — North End Grey Primary, Port Elizabeth
- (c) 6 February 1992

Teachers: retirement packages

20. Mr A GERBER asked the Minister of Education and Culture:

Whether his Department in 1991 offered certain retirement packages, including early pension, to teachers who had not yet reached the required retirement age; if so, (a)(i) how many such offers were made and (ii) what was the nature thereof, (b)(i) how many teachers accepted the offers and (ii) what is the average age of these teachers and (c) what is the total amount of these offers?

B171E

UNIVERSITY	(a)	(b)	(c)	(d)	(e)
Orange Free State	8 882	301	—	212	—
Natal	8 114	278	2 804	2 210	—
Rhodes	3 228	125	211	536	—
Rand Afrikaans	8 727	405	26	191	—
Witwatersrand	13 666	316	1 678	2 872	—

UNIVERSITY	(a)	(b)	(c)	(d)	(e)
Port Elizabeth	4 096	524	95	214	—
Potchefstroom	8 372	132	18	338	—
Pretoria	21 636	103	35	288	—
Cape Town	10 069	1 948	551	1 700	—
Stellenbosch	13 629	804	20	72	—
South Africa	56 074	5 161	10 012	48 413	—

The above provisional statistics were obtained from SAPSE table 2.7 and include both undergraduate and postgraduate students.

The MINISTER OF EDUCATION AND CULTURE:

No, permanently appointed teachers whose posts have been abolished and who have been declared redundant are dealt with according to section 71(1)(b) of the Education Affairs Act (Act 70 of 1988) and Regulation 4(2)(a) promulgated in terms of the Act.

(a)(i) (ii), (b)(i) (ii) and (c) fall away.

Primary/secondary schools: pupils

23. Mr K M ANDREW asked the Minister of Education and Culture:

(1) What was the total enrolment of pupils at (a) primary and (b) secondary schools in 1991;

(2) what was the daily average (a) number of pupils attending and (b) percentage absentee rate at, (i) primary and (ii) secondary schools in that year? B187E

The MINISTER OF EDUCATION AND CULTURE:

(1)* (a) 513 079,

(b) 351 084;

(2) Statistics of this nature are not kept.

* Pupils at special schools excluded.

Universities: students registered

26. Mr R M BURROWS asked the Minister of Education and Culture:

How many (a) White, (b) Coloured, (c) Asian, (d) Black and (e) other students were registered in 1991 at each university falling under the control of his Department? B243E

The MINISTER OF EDUCATION AND CULTURE:

College turns a new leaf

(S2)

ARG 25/2/92

Students enrol at controversial school

Education Reporter

STUDENTS have started enrolling at the controversial Leadership Education and Advancement Foundation (Leaf) College of Commerce and Engineering in Rondebosch.

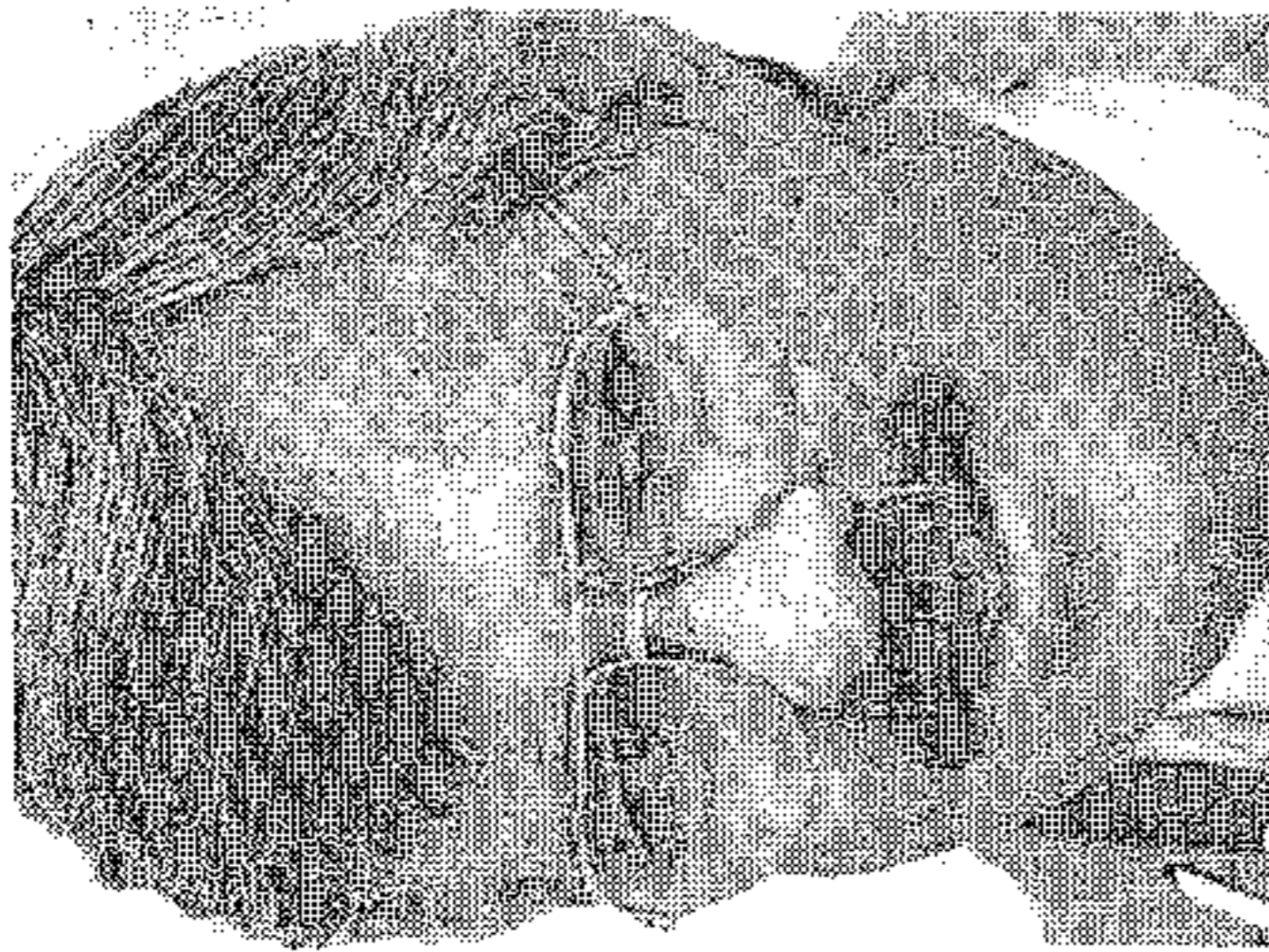
The school in Rouwkoop Road which will prepare disadvantaged matrices for tertiary education opened without incident yesterday.

Opposition from residents and a Supreme Court battle with the Cape Town City Council delayed its opening date by a year.

Opponents cited traffic problems, noise and rowdy behaviour and the loss of residential accommodation, but denied accusations of "blunt racism".

A judge ruled last July that Leaf could go ahead and convert a block of flats, Myrtle Manor, into classrooms.

Since then Leaf has communi-



RECTOR: Mr Martin Mulcahy, head of the Leaf College of Commerce and Engineering.

cated with its new neighbours and earlier this month invited residents to a cocktail party

where they were introduced to college trustees and staff.

Seventy students registered yesterday, although the college can accommodate 130. The two-year bridging programme will enable students to enter university or technikon at second-year level.

According to Leaf the college will address the scarcity of commercial, engineering and entrepreneurial skills.

The rector is Mr Martin Mulcahy, 41, a former conscientious objector and Harvard scholar.

He said the college was opening in a "very positive atmosphere". Discussions with residents had been successful and their concerns had been addressed.

Many of these fears were caused by the unpredictability and insecurity of a changing society, he said.



Pictures: BRENTON GEACH, The Argus.

STUDENTS REGISTER: Students give their details to Mr David Varley, computer science lecturer, and his wife Dorothy.

Pupils removed from unregistered school

Sowetan 26/2/92

(52)

SOME parents, whose children attend school at Our College of Goodhope, have withdrawn their children because the school is still not registered.

The new private school, operating in Pretoria and which charges R2 400 a year or R600 a term a pupil, is run by Mr Reginald Shai.

Shai was interviewed by the police last year after the school he ran in central Johannesburg - Acme College - closed down and thousands of pupils were

By ALINAH DUBE

left stranded, according to the Department of Education and Training.

Mrs Esme Ngalo, the school's principal, told *Sowetan* they were "in a process of registering with the Transvaal Education Department".

The DET has turned down Shai's application to register Our College of Goodhope with the department.

Angry parents, who said they were having difficulties in obtaining refunds, have threatened to take action against the school.

They said they did not know the school was operating illegally until an article appeared in *Sowetan* about a month ago.

"The registration of pupils at a school which is not registered was a gross mistake in the first place. The school authorities took parents for granted and pretended as if they were reg-

istered with the TED," said a spokesman for the affected parents.

"We find it disgraceful that a black person deemed it fit to exploit the situation at the expense of his brothers who are in desperate need for better education.

"There is no doubt that most of the black parents who strive for the betterment of their children sacrifice their hard-earned cash to pay exorbitant fees to these fly-by-night institutions."

A spokesman for the TED yesterday confirmed that the school was not registered yet. She said each school had to register with an official body before the authorities may even think of enrolling pupils or else "they are illegal".

"We have since requested the principal of Our College of Goodhope to submit certain requirements but none have been met so far. We have not heard from them since then," she said.

- of what statutory provisions or regulations; if not,
- (2) whether the management board of a model B school may impose compulsory school fund contributions as a requirement for admission at such a school; if so, in terms of what statutory provisions or regulations;
- (3) whether he will make a statement on the matter?

B166E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No;
- (2) no;
- (3) no.

Departmental schools: African language as subject

S22

*3. Mr K M ANDREW asked the Minister of Education and Culture:

How many (a) schools falling under the control of his Department were offering, and (b) pupils were taking, an African language as a subject in 1991?

B192E

THE MINISTER OF EDUCATION AND CULTURE:

- (a) 923.
- (b) 150 863.

White teacher-training colleges: African language

*4. Mr K M ANDREW asked the Minister of Education and Culture:

Whether any White teacher-training colleges offer an African language as a course subject; if not, (a) why not and (b) what steps are being taken in this regard; if so, (i) which colleges, (ii) what African languages are being offered and (iii) how many student teachers took such language courses in 1991?

B193E

THE MINISTER OF EDUCATION AND CULTURE:

Yes,

HOUSE OF ASSEMBLY

(d) what is the latest estimate of the Government deficit before borrowing as a percentage of the gross domestic product?

THE MINISTER OF FINANCE:

B104E

Since there will be a full report on the course of the 1991/92 financial year in my next Budget Speech, it is premature to answer this question at this stage.

In the meantime, I attach a copy of the press release on the course of state finances for the first nine months of the 1991/92 financial year, released on 17 January 1992.

Information release on the course of the 1991/92-budget for the first nine months of the financial year

Issued by the Minister of Finance, Mr B J du Plessis, MP

1. Introduction

In accordance with its aim to report regularly on the course of the state finances and, more specifically, the annual Budget, the Department of Finance has already issued two information documents during the current financial year. This statement reports on the course of the 1991/92-Budget for the period April to December 1991; it will be the last report for the current financial year until the next Budget Speech.

2. Update on the 1991/92-budget

2.1 Total expenditure

On previous occasions it was mentioned that the total expenditure level for the 1991/92 financial year could amount to R85,984 billion, which is 15,1 per cent above the revised estimated expenditure level of R74,731 billion for the 1990/91 financial year. This figure includes the contingency reserve of R1,2 billion, as well as the provision of R1,95 billion to be financed from the reduction in strategic reserves.

Total exchequer issues in the first nine months of the 1991/92 financial year amounted to R62,443 billion, which represents an increase of 18,5 per cent on the issues for the corresponding period in the 1990/91 financial year (see table 2) and accounts for 72,6 per cent of the total estimated amount of R85,984 billion. A mere mechanical projection of the growth in expenditure for the full financial year on the basis of this growth rate,

would be very misleading. Although this growth of 18,5 per cent appears to be relatively high, it should be kept in mind that the total exchequer issues for the first nine months of the 1990/91 financial year increased by only 10 per cent, so that this year's growth is from a relatively low base. The quarterly analysis of total exchequer issues illustrates this point (table 1).

Although 18,5 per cent can in no way be regarded as an indication of the eventual growth in budgetary expenditure, it might in fact now appear that the Government will have to ask Parliament on 17 February 1992 to approve a substantial larger additional budget than was envisaged by way of the contingency reserve of R1,2 billion. The expected higher-than-budgeted expenditure requirements are related mainly to higher spending pressure on health, intergovernmental grants to Black Local Authorities, and interest on the public debt. As indicated below, these higher expenditures will not bring about any further financing pressures.

2.2 Total revenue

In the previous information release, which appeared in October 1991, total revenue was estimated at R74,156 billion, after provision had been made for the lowering of the VAT rate to 10% and for the additional revenue from excise duties and from the fuel levy. This amount represents an increase of 11 per cent above the actual collections of R66,8 billion in the 1990/91 financial year.

Total exchequer receipts for the period April to December 1991 amounted to R52,767 billion, which is 7,6 per cent higher than the corresponding period for 1990/91 (see table 2).

After an increase of only 0,7 per cent in the first quarter of the present financial year, receipts were up by 8,2 per cent and 13,4 per cent respectively in the second and third quarters of the 1991/92 financial year (see table 1). Although it is expected that this rising trend will be continued in the last quarter, it would at this stage appear that collections for the 1991/92 financial year will probably be even lower than the above-mentioned R74,156 billion, a phenomenon which clearly relates to cyclical factors.

2.2.1 Value Added Tax

In analysing the receipts from Value Added Tax (VAT), various factors need to be taken into account. Some of these are:

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

Revenue/expenditure categories

35. Mr G C ENGEL asked the Minister of Finance:

In respect of the 1991-92 budget year, (a)(i) which categories of revenue have fallen short of or exceeded the budgeted target and (ii) by how much in each case, (b)(i) which categories of expenditure have fallen short of or exceeded budgeted amounts and (ii) by how much in each case, (c) how will the additional deficit be financed or has it been financed and

(i) Boland College of Education

Port Elizabeth College of Education

Bloemfontein College of Education

Edgewood College of Education

Durban College of Education

Natal College of Education

Onderwyskollege Pretoria

Onderwyskollege Goudstad

Johannesburg College of Education

Onderwyskollege Potchefstroom

College of Education for Further Training,

(ii) Xhosa, Southern Sotho, Zulu, Northern

Sotho and Tswana,

(iii) 1 265.

White old-age pensioners: means test

*5. Mr B B GOODALL asked the Minister of Health Services and Welfare:

Whether any steps are being taken by her Department to adjust the means test for White old-age pensioners; if not, why not; if so, what steps?

B254E

THE MINISTER OF HEALTH SERVICES AND WELFARE:

No.

When social pensions were increased as recently as 1 October 1991 the income leg of the means test was extended.

A meeting that never was

Sowetan 27/2/92
52

A parents' meeting to resolve the problems at trouble-torn Tladi Technical High School in Soweto was poorly attended and could not grapple with the major issues because of this. PHANGISILE MTSALLI was there. She also spoke to a group who used to call themselves the "Busted and Company" gang, which was formed by pupils to keep out thugs from the school.

AST Sunday morning was bright and breezy as I entered the littered grounds of Tladi Technical High School in Soweto.

I was there for a parents' meeting but found no parents, teachers or pupils had arrived for it.

A solitary man was moving chairs to an empty classroom in readiness for a weekly church service on the school premises. Nearby an elderly woman tip-toed, peeping into one smelly, soiled toilet and then moving to the next as she searched for one clean enough to use.

Garbage bags, which had been filled by pupils the previous Friday in an energetic clean-up effort had burst and spilled their dirt.

Except for the filth at the gate, there was very little evidence that pupils and a few teachers had sacrificed time and effort to clean their school grounds. Other teachers, who were not part of the campaign, had predicted that it would fail.

As I walked into the grounds my nose was assailed by the smell of dagga, an indication that there was other company on the premises.

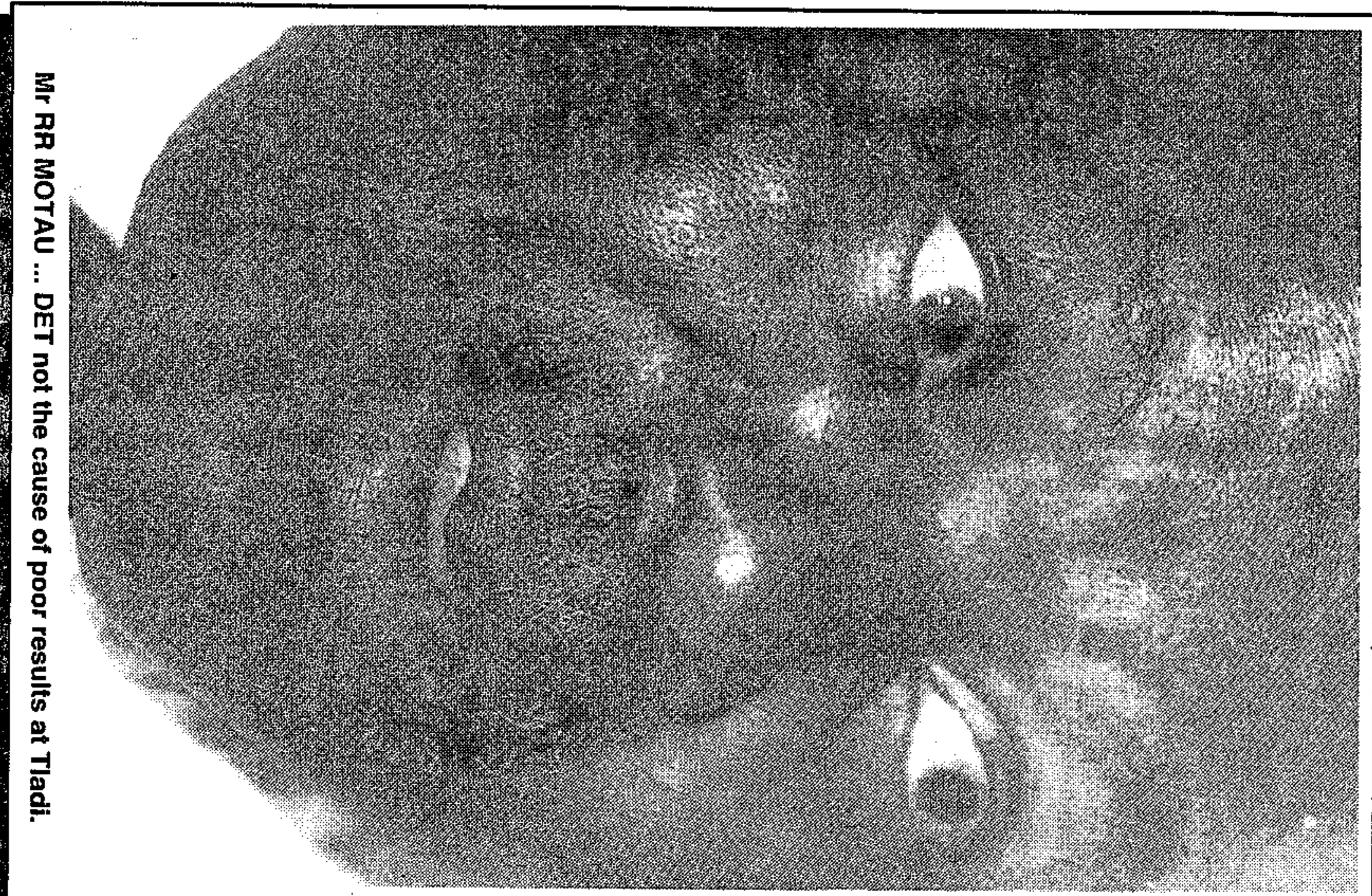
Three boys were in one of the classes on the upper floor of the building, smoking a "joint".

"It's nicer to smoke here," one of them said in answer to my question. "Besides, we come here to guard the school - our presence discourages vandals and burglars."

I continued my walk, skipping over heaps of litter and reflecting on the wasted resources and potential of the school.

Half-finished plumbing ... dust in cubicles that were meant for practical work ... a thick layer of dust covering all the surfaces in the well-equipped laboratory ... the library that was vandalised just over a week ago ... Eventually a parent arrived, followed by "principal" Mr Abner Saule.

The meeting to elect parents' representatives to the Parent-Teacher-Student Association started an hour late with only 10 parents present. By the time



Mr RR MOTAU ... DET not the cause of poor results at Tladi.

IN a surprise development, the Department of Education and Training's chief director for the Johannesburg region, Mr RR Motau, called a Press conference and objected to Sowetan's coverage of events at Tladi Tech.

He said he objected strongly to his department being attacked for problems at schools which were not of the making of his department.

One school which had featured prominently in the Press report was Tladi Secondary School, which obtained a four percent pass rate in last year's matric examinations. Motau pointed out that in the whole Naledi area the average pass rate was 30 percent. This was higher than the average pass for the whole region.

Schools in the Naledi area which were even worse off than Tladi in terms of facilities had produced good results.

By implication this reflected on the management at the particular school. Schools like Seannamarena and Prudence, with worse facilities than Tladi and with minimal provisions had produced better results - 54,72 and 49,28 percents respectively.

For the past five years money spent on repairs and books on Tladi had run into several thousand rands. The acting principal was using outside organisations to enable him to stay in his post.

He said it was clear that it was not true that the DET was the cause of poor results at Tladi because that school was in the same area as others mentioned previously and it was also better provided for with facilities compared to other schools.

In newspaper reports the headmaster had cited the DET and lack of facilities as reasons for the poor results at the school.

On February 18 officials from the DET went to the school to assess the extent of vandalism and shortages of provisions.

They were chased away and not allowed to enter. This implies that the headmaster concerned is not interested in obtaining assistance from the DET to enable him to perform his tasks better.

It also negates a previous reason given for the poor results as being a lack of provisioning by the DET.

Motau said the DET could not allow pupils to be sacrificed because of the vested interests of one particular individual who wanted to cling to his post, in which he is acting, at all costs.

In these days pupils had to be educated and be taught because they are future leaders and the days were passed when other interests could be permitted to come before those of the pupils.

Answering questions from journalists, Motau said Tladi Tech has had no principal since 1990.

Saule is being paid a head of department salary and not an acting principal's salary. The principal's post for Tladi will be advertised in March and a new principal should start working in April.

An amount of R7 730 was spent on repairing doors and window panes in 1990 and 1991. During the same period R50 000 was spent on books and study aids.

attend the meeting called by the Soweto Education Co-ordinating Committee and the South African Democratic Teachers Union to get to the bottom of the problems at Tladi.

The meeting called by the SECC and Sadu last Saturday could not take decisions because of the absence of parents and of the Congress of South African Students' representatives at the school.

At Saturday's meeting teachers again alleged Saule ran the school badly.

Meanwhile, the timetable was finally finished and distributed to teachers last Thursday and hopes were high that a semblance of teaching and learning was to resume this week.

nine members had volunteered to form the ad hoc committee, 35 parents were present.

As I sat in the meeting I could not help wondering how parents could expect children to attend classes punctually and consistently when they themselves could not attend school meetings.

The parents' representatives were mandated to

WE CAN DO IT

Move over or get 'busted'

Sowetan 27/2/92

(52)

TWELVE young, handsome faces looked up at me innocently. They laughed, joked and asked how they could improve their English.

I was face to face with members of the former "Busted and Company" gang formed in 1990 "to fend off thugs from our schools".

These youngsters, aged between 16 and 21, mostly from Thadi Tech and a few from other schools in the area, once struck fear in many hearts. There is graffiti on all the walls and those reading "Busted and Company" are not easily discernible because of a plethora of scribbles by classroom revolutionaries.

Everybody at Thadi Tech knows Mabusted and their roughly scribbled name mars half the revolutionary slogans on the school walls.

The first time I heard of Mabusted (as they are commonly known) was when a colleague's camera flash was pinched from right under his nose.

Minutes after the theft the school's "intelligence" alleged "Busted and Company" were responsible.

Mabusteds say their activities in their two years of existence include escorting girls from Merate Station to school and back, protecting pupils from township thugs and fending off any attacks on the school by other gangs.

Some of their battles have been waged with guns and an assortment of other weapons on the doorsteps of their classrooms.

"I was soon after assembly when an eight-man gang came after me," an 18-year-old member said recalling a confrontation.

"They caught me at the top of the stairs with guns drawn. I had just enough time to drop my books at Denver Hostel (the boys-only technical class) and catch the attention of my brothers. I went after them."

Another added: "We were on top of them. We chased them to the streets. We returned to the school but later found them in the matric classes and we went for them again."

"This time one of the teachers intervened, called us to Sun City (three unused classrooms) and talked us into making peace. We then returned to our classes and continued with our lessons."

However, the youths were not eager to say whether they carried any weapons and if they did, where they got them from.

"All we can tell you, sister, is *stophite*. We use very strong muti. It protects us," they answer whenever I questioned them about their fighting strategy.

"Unlike other gangs Lastborn is our 'driver'," said another member. "Whatever he says goes." Lastborn is a baby-faced 16-year-old with a deceptively boyish voice. He is the kind of teen-

ager any adult would want to cuddle and protect but he needs no protection.

"We are brothers," he said. "Although we were forced to drop our name we refused to be separated. Our slogans are 'Why can't we live together *njengalMabustiyana*' and 'love them all but trust no one', not even the principal."

December 10 1991 was the day when Mabusted had to give up their name in return for their lives.

Thirteen members were dragged kicking and screaming from Lastborn's home by dwellers from the nearby squatter camp after a quarrel over girls.

"We were put under showers and spanked while they ordered us to disband," said another member.

"They were not aware that Lastborn and two others were not among us. Then water stopped and *kwaikhalo enye hiza*. That is how we were saved. In negotiations we agreed to drop the name Mabusted but refused to stop being friends."

The group said they loved their name and enjoyed the fact that most people still called them Mabusted.

"We no longer care about protecting fellow pupils," said Lastborn. "We only look after ourselves and have resolved to join the police force. The inside experience we have in solving crime is enough to help us make a meaningful contribution towards busting criminals."

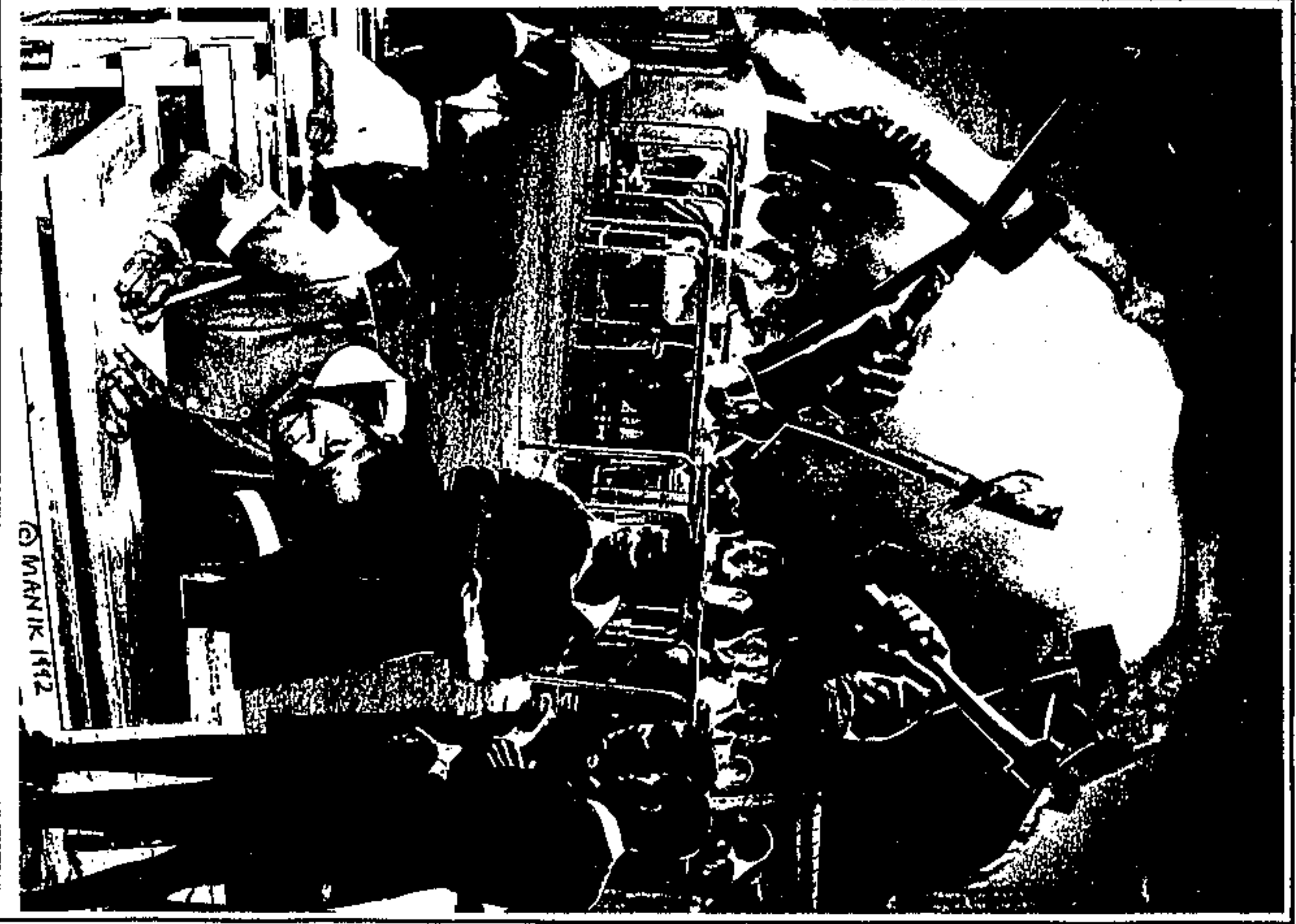
But Mabusted, regardless of their brush with hair-raising escapades and death, are still children.

They love girls, play sport, sing in the school choir, watch *Hunter* and other violent movies to get tips and try to keep their scary behaviour away from their parents. Some even attend afternoon and weekend classes.

On weekends they party, dance quinch-quench and smoke pot.

"Smoking helps us to focus," Lastborn said. Another member said: "I drink from Friday to Sunday while my brothers smoke from Monday to Monday. But we are working hard on our studies as well."

Students, teachers and educational groups have spoken against gangsterism at schools and have embarked on programmes to address the issue.



An artist's impression of the conflict between the culture of learning and the forces that threaten to destroy education.

MAN IK 1412

Bold moves aimed at saving Tladi Technical

Soweto 28/2/92 (52)

PARENTS, teachers, pupils and other concerned parties have decided to appoint an independent person to investigate problems at the troubled Tladi Technical High School in Soweto.

This decision was taken at a four-hour meeting convened by the Soweto Education Co-ordinating Committee and the South African Democratic Teachers Union on Wednesday.

The meeting also resolved that a code of conduct for the school should be drawn up and presented to the next meeting - all the parties before the end of March.

The PTSA and the SECC would monitor progress and review the implementation of Wednesday's resolutions to restore the culture of learning and teaching, discipline and unity at the school.

The school's principal, Mr. Abner Saule,

By PHANGISILE MTSHALI

said: "Our school is a microcosm of the educational struggle waged nationally.

"I will again refrain from responding to allegations levelled at me and propose that we chart the way forward to save the school."

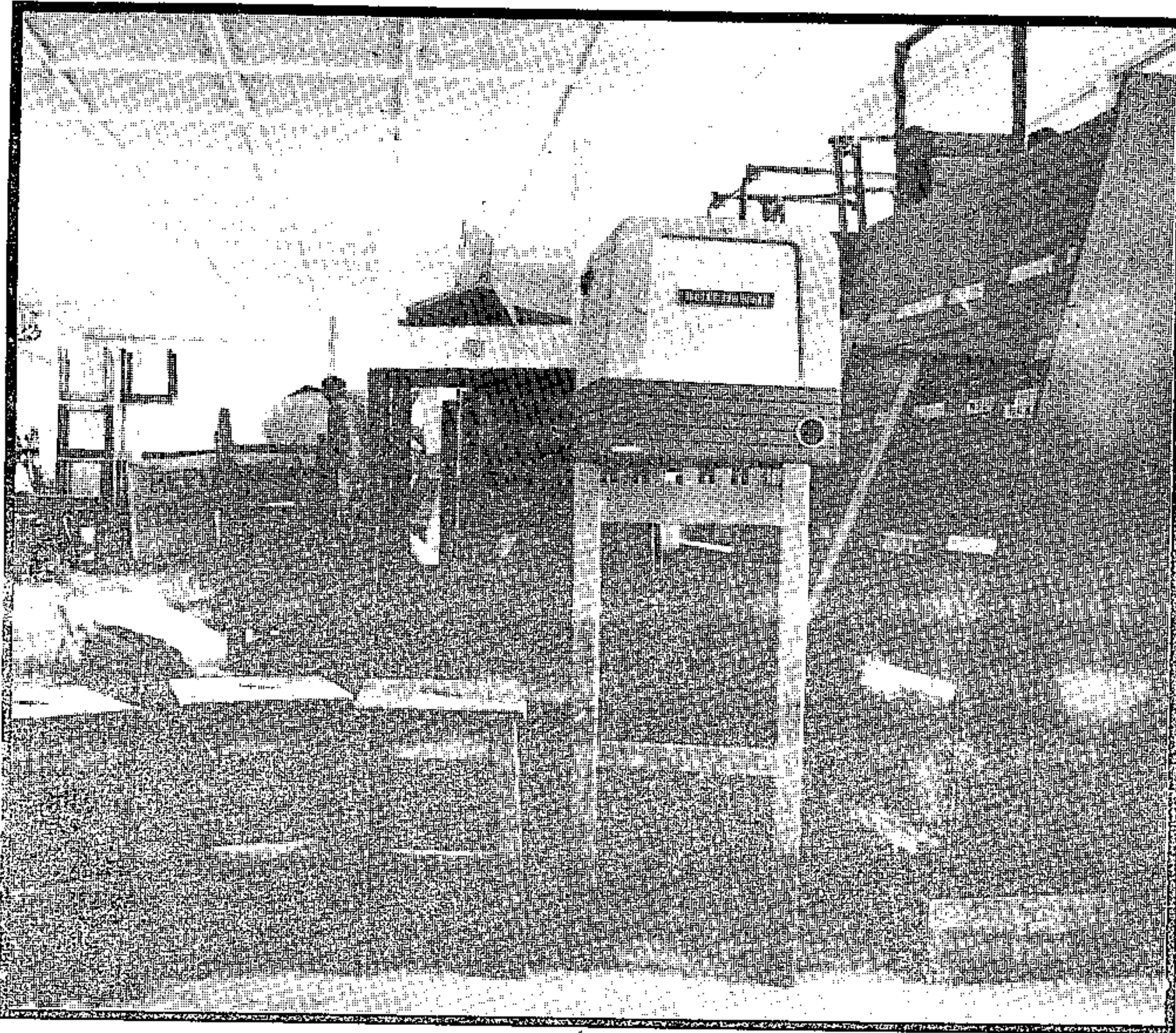
Parents were urged to play their role in the running of the school and to ensure that children were attending classes regularly and punctually.

A call was made to parents and teachers - especially the principal, his deputy and pupils - to co-operate with one another.

The meeting also decided that "a strict record of daily mishaps" be kept.

Saule said: "Let us not hide behind the defiance campaign."

At one end of town, crowded classes



Boom for whites, bust for blacks. Stockpiles of equipment lie disused as black schools suffer overcrowding and inadequate facilities

Photos: STEVE HILTON-BARBER

At the other end, unused equipment

W/Mail 28/2 - 5/3/92

52

The education mess in the Free State town of Kroonstad reveals the astonishing bungling and wastefulness of our schooling system. By PORTIA MAURICE

HIDDEN behind barbed wire and shady eucalyptus trees just outside Kroonstad is a store-yard stacked with everything you need to start a school — from desks and blackboards to filing cabinets and windows.

A stone's throw away in the adjoining Maokeng township, pupils and teachers have to make do with overcrowded "ghost schools" — doubling up in morning and afternoon sessions to quench the thirst for education.

The storeyard, which "belongs" to the Department of Housing and Works: House of Assembly, resembles a war zone. Rust has eaten away at disused filing cabinets which lie exposed to the elements and wooden doors rot.

Contrary to stated policy, empty white schools in the Free State are allegedly being demolished. Kroon-

stad's Kroonheuvel Primary School is a case in point. Township residents say it was broken down in 1990. Equipment with the Kroon-heuvel stamp stands in the storeroom.

Sources say the supplies are enough to build four pre-fabricated school buildings with 18 classrooms. According to the Maokeng Education Forum's Butana Komphela, at least 900 township children of school-going age are without accommodation. "They'd rather get rid of the buildings than allow black children in," said Komphela. "Our children will sit in any kind of structure merely to get the opportunity to learn."

For the past five years or so material from white schools has been passing through the yard. Items such as

stoves and heaters are allegedly auctioned cheaply to white residents.

Three or so kilometres away the Department of Education and Training has created schools in name only. Pupils from six schools cram into three buildings, with pupil:teacher ratios commonly as high as 60:1. At each, two principals and two sets of teachers share adjacent offices.

The bureaucracy is doubled, but not the space. At least one campus runs on the "platoon system". Even Sub A pupils do two shifts — one from 7.20am to noon and the other from noon to 4.30pm.

About 12 years ago, Maokeng Higher Primary School was demolished. The department promised a new school, but most Maokeng pupils still share a campus with Boikemisetso Lower Primary, which opened in 1984.

Buthibeng High School is an old one. But when education organisations approached the department about overcrowding in 1990, it announced the creation of Motswela High — with no building. Its pupils were told they would be "temporarily housed" at Buthipeng. They are still there.

Relebohile Higher Primary was left with six extra classrooms at the beginning of this year because it is situated in an area "terrorised" by the Three Million Gang — allegedly linked to Inkatha. Parents, school sources said,

were reluctant to enrol their children.

The department placed the Standard Sevens of the newly created Dorrington Matsipe School there. The situation, school sources said, is "disruptive", with 22-year-olds and 10-year-olds sharing the same playground. When *The Weekly Mail* visited, the young ones had been coerced by the older students to walk out in celebration of the killing of a gang leader.

"This situation is impossible," said one teacher at Boikemisetso. "They wonder why so many matrics fail, but you only have to look here to see the answer."

A total of 1 108 pupils fill 16 classrooms — an average by calculation of 69 per class. Since 1986, six of the lower primary classes have rotated daily. At Maokeng, which occupies a building on the same grounds, Standards Three to Five do two shifts. Pupils from its eight classrooms share seven toilets.

"How can you expect six-year-olds with little concept of time to report for school at noon?" the teacher asked. "They either complain of hunger, fall asleep or play truant. The poor teachers — who take the blame at the end — start their days tired and depleted."

The picture of education in Kroonstad is certainly a chaotic one. But there is more.

On Monday this week, Maokeng's Mphohadi College of Education was

pronounced closed. The fight is about admissions and space shortages.

When *The Weekly Mail* visited on Wednesday, despondent tertiary students milled around the locked gates. They have been reporting there every day since the closure, and claim the acting rector is inaccessible for negotiation.

With employment prospects low, teaching is often regarded as a last resort for black matriculants. But the college is the only one in the region, and ~~and~~ accepts students from more than 40 high schools.

Would-be student teachers occupied two lecture rooms on February 12 and on Friday marched on the administration block, resulting in confrontation with lecturers and police.

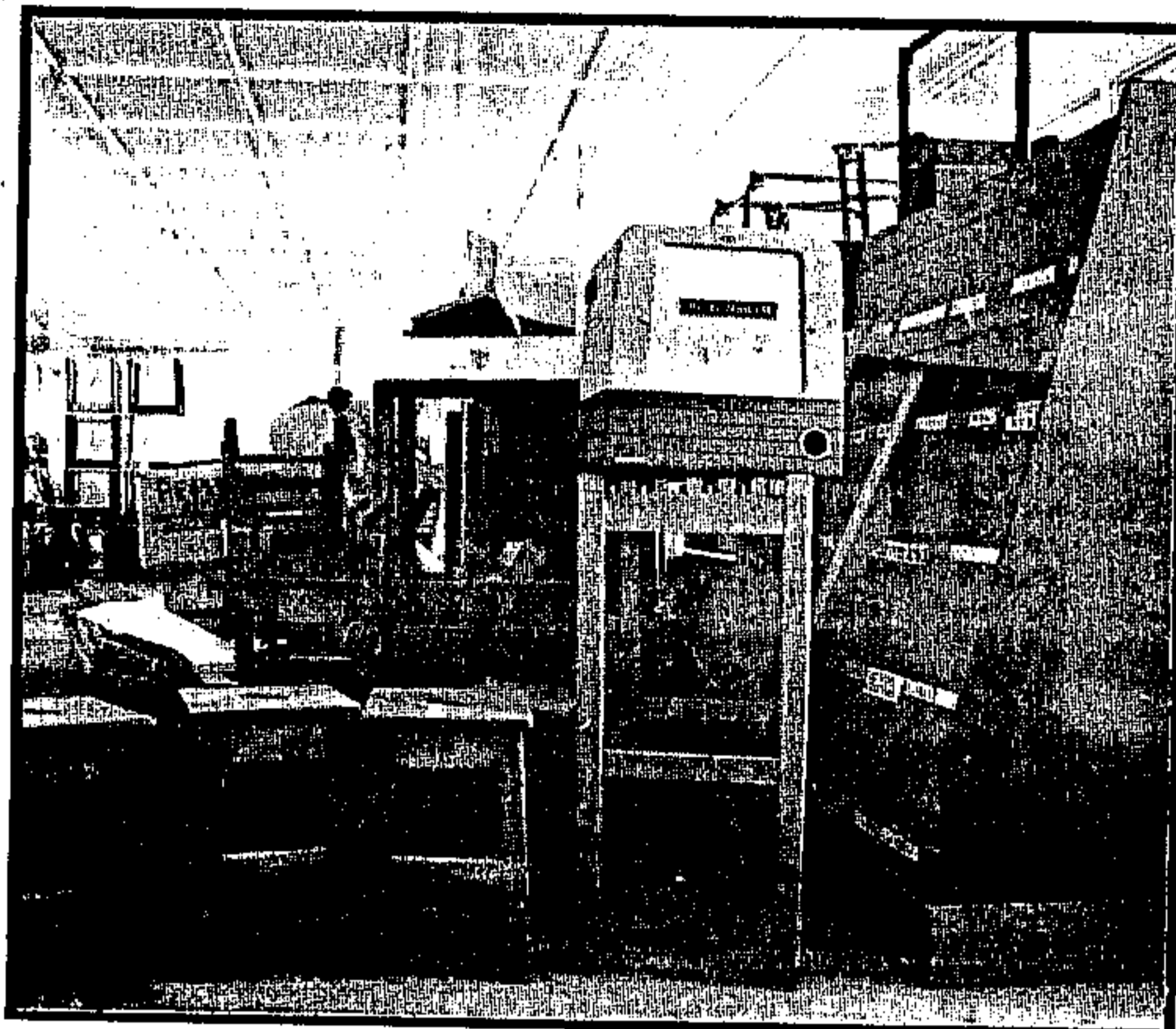
Students allege the DET has long been threatening closure and urged it to send a fact-finding mission to the area. They say officials have told them to get rid of the extra applicants.

"As registered students, we find ourselves as victims caught in the crossfire," said Mashinini. "It is not our responsibility to expel. Why are we suddenly being given this authority? It seems the department is trying to use us as a pressure group to create divisions."

The Maokeng Education Forum plans to issue the DET with an ultimatum on the crisis on March 12. If within seven days there is no progress they threaten a "total onslaught".

By the time of going to press, comment was not forthcoming from the government departments concerned.

At one end of town, crowded classes



Boom for whites, bust for blacks. Stockpiles of equipment lie disused as black schools suffer overcrowding and inadequate facilities

Photos: STEVE HILTON-BARBER

At the other end, unused equipment

W/Mail 28/2-5/3/92

(S2)

The education mess in the Free State town of Kroonstad reveals the astonishing bungling and wastefulness of our schooling system. By PORTIA MAURICE

HIDDEN behind barbed wire and shady eucalyptus trees just outside Kroonstad is a store-yard stacked with everything you need to start a school — from desks and blackboards to filing cabinets and windows.

A stone's throw away in the adjoining Maokeng township, pupils and teachers have to make do with overcrowded "ghost schools" — doubling up in morning and afternoon sessions to quench the thirst for education.

The storeyard, which "belongs" to the Department of Housing and Works: House of Assembly, resembles a war zone. Rust has eaten away at disused filing cabinets which lie exposed to the elements and wooden doors rot.

Contrary to stated policy, empty white schools in the Free State are allegedly being demolished. Kroon-

stad's Kroonheuwel Primary School is a case in point. Township residents say it was broken down in 1990. Equipment with the Kroon-heuwel stamp stands in the storeroom.

Sources say the supplies are enough to build four pre-fabricated school buildings with 18 classrooms. According to the Maokeng Education Forum's Butana Komphela, at least 900 township children of school-going age are without accommodation. "They'd rather get rid of the buildings than allow black children in," said Komphela. "Our children will sit in any kind of structure merely to get the opportunity to learn."

For the past five years or so material from white schools has been passing through the yard. Items such as

stoves and heaters are allegedly auctioned cheaply to white residents.

Three or so kilometres away the Department of Education and Training has created schools in name only. Pupils from six schools cram into three buildings, with pupil:teacher ratios commonly as high as 60:1. At each, two principals and two sets of teachers share adjacent offices.

The bureaucracy is doubled, but not the space. At least one campus runs on the "platoon system". Even Sub A pupils do two shifts — one from 7.20am to noon and the other from noon to 4.30pm.

About 12 years ago, Maokeng Higher Primary School was demolished. The department promised a new school, but most Maokeng pupils still share a campus with Boikemisetso Lower Primary, which opened in 1984.

Buthibeng High School is an old one. But when education organisations approached the department about overcrowding in 1990, it announced the creation of Motswela High — with no building. Its pupils were told they would be "temporarily housed" at Buthipeng. They are still there.

Relebohile Higher Primary was left with six extra classrooms at the beginning of this year because it is situated in an area "terrorised" by the Three Million Gang — allegedly linked to Inkatha. Parents, school sources said,

were reluctant to enrol their children.

The department placed the Standard Sevens of the newly created Dorrington Matsipe School there. The situation, school sources said, is "disruptive", with 22-year-olds and 10-year-olds sharing the same playground. When *The Weekly Mail* visited, the young ones had been coerced by the older students to walk out in celebration of the killing of a gang leader.

"This situation is impossible," said one teacher at Boikemisetso. "They wonder why so many matrics fail, but you only have to look here to see the answer."

A total of 1 108 pupils fill 16 classrooms — an average by calculation of 69 per class. Since 1986, six of the lower primary classes have rotated daily. At Maokeng, which occupies a building on the same grounds, Standards Three to Five do two shifts. Pupils from its eight classrooms share seven toilets.

"How can you expect six-year-olds with little concept of time to report for school at noon?" the teacher asked. "They either complain of hunger, fall asleep or play truant. The poor teachers — who take the blame at the end — start their days tired and depleted."

The picture of education in Kroonstad is certainly a chaotic one. But there is more.

On Monday this week, Maokeng's Mphohadi College of Education was

pronounced closed. The fight is about admissions and space shortages.

When *The Weekly Mail* visited on Wednesday, despondent tertiary students milled around the locked gates. They have been reporting there every day since the closure, and claim the acting rector is inaccessible for negotiation.

With employment prospects low, teaching is often regarded as a last resort for black matriculants. But the college is the only one in the region, and ~~and~~ accepts students from more than 40 high schools.

Would-be student teachers occupied two lecture rooms on February 12 and on Friday marched on the administration block, resulting in confrontation with lecturers and police.

Students allege the DET has long been threatening closure and urged it to send a fact-finding mission to the area. They say officials have told them to get rid of the extra applicants.

"As registered students, we find ourselves as victims caught in the crossfire," said Mashinini. "It is not our responsibility to expel. Why are we suddenly being given this authority? It seems the department is trying to use us as a pressure group to create divisions."

The Maokeng Education Forum plans to issue the DET with an ultimatum on the crisis on March 12. If within seven days there is no progress they threaten a "total onslaught".

By the time of going to press, comment was not forthcoming from the government departments concerned.

Peace returns to Katlehong schools

By **THEMBA KHUMALO**

AFTER weeks of tension in most Katlehong schools in the East Rand, the situation has almost returned to normal, a local teacher said.

Transvaal United Teachers Association secretary NBH Ntsoane said a meeting involving different local student and teacher bodies – including the ANC and PAC – would iron out obstacles to lasting peace in township schools.

Effective learning in most schools was disrupted in mid-January when a PAC splinter group calling itself the Watchdog Revolutionaries started an anti-white teacher campaign in Katlehong.

Teacher burnt

The group demanded the employment of black teachers whose posts had been occupied by white teachers.

In the process of their campaign a white teacher at Kathorus College of Education was burnt and his vehicle gutted. The college has since been closed indefinitely.

An acting school principal at Kwadukathole High School was allegedly raided by members of the splinter group at her home at night and narrowly escaped being harmed.

The incident sparked a public outcry against the splinter group, after which the PAC and its student body, the Pan Africanist Students Organisation (Paso), distanced themselves from Watchdog Revolutionaries and their activities.

However, Ntsoane said the situation was gradually returning to normal.

THE schools' accommodation crisis in the Eastern Cape has led to struggles over school buildings and the arrests of parents trying to enrol their children.

Developments over the past month indicate a situation bordering on the farcical:

- More than 5 000 pupils have not been able to find accommodation in Eastern Cape schools;
- An almost equal number of teachers are without posts;
- Two Port Elizabeth schools are competing for space in the same building;
- A Grahamstown school exists in name only;
- At least 27 people in the Karoo town of Jansenville were arrested for demanding additional teachers; and
- At Mdantsane 10 people were arrested in January after parents tried to force a school to take more students.

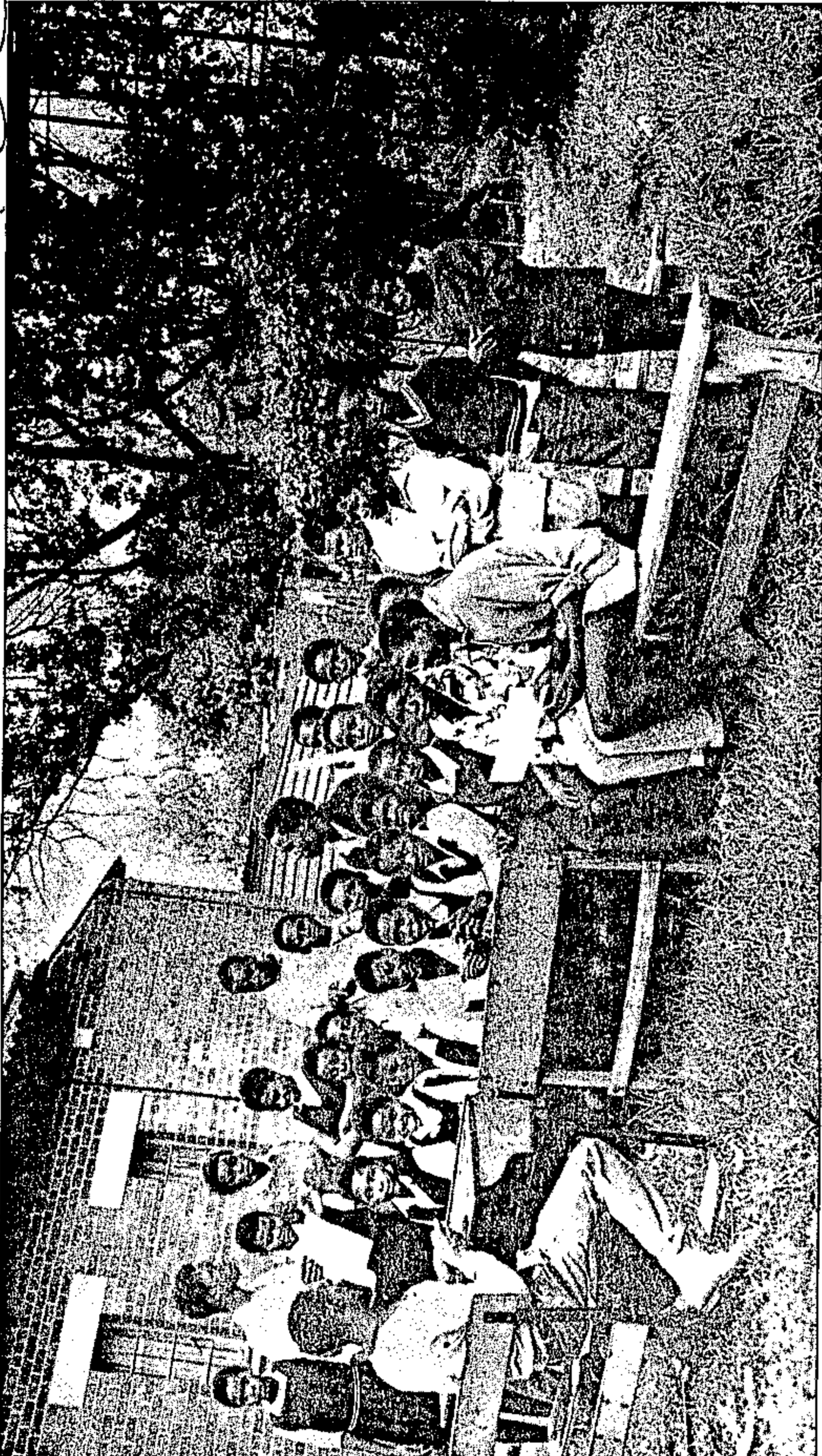
In PE, teachers from the Kwamagxaki High School and the Spencer Mabija Primary School came to blows late in January over what classrooms they were going to use. The two schools have shared the same building since 1987 - which means some 2 000 pupils share 25 classrooms.

A solution to the crisis is still being sought between parents, teachers, pupils and the DET. Ironically, the Kwamagxaki High School produced one of the top three students in the Cape region last year.

In Grahamstown, the Ben Mahlasela High School exists only in name, but the DET appointed teachers, enrolled pupils and allocated books to the school more than two years ago.

Anxious pupils and teachers are still waiting for their school to be built. In the meantime, pupils and teachers use facilities at various schools whenever

Education squeeze



OPEN SCHOOL? ... The Model B school system does not address the severe overcrowding in black schools, some which do not even have classrooms.

they can squeeze in for a few hours.

Meanwhile, about 27 pupils, parents and teachers from Jansenville Public School were arrested on charges of trespassing and holding an illegal gathering after staging a sit-in at the town's municipal offices.

Teacher Siphon Miggels said they were demanding five more teachers from the DET. He said the DET gave the go-ahead for the school to include Std 8 this year, but declined to provide more teachers.

At the Solomon Mahlangu High School in Mdantsane, Ciskei, police arrested 10 people after parents forced the school to take more students. The principal had refused to take more pupils on the grounds that the school could not take more than

the 800 already registered. The DET did not respond to questions sent to them on the crisis in the region.

In Port Elizabeth, Model B schools - which are allowed to admit black students and retain their government subsidy as

long as whites remain in the majority - have opened for their second year and most principals report good experiences with black pupils in their classrooms.

But some educationists have charged the system only benefits the privileged, and doesn't

adjustment was difficult for them because of the difference in our standards to that of their previous schools," he said.

Meanwhile a black principal at Bethelsdorp Senior Secondary School, Raymond Uren, has stated admission criteria as elitist. "Admission into Model B schools is highly selective to make the system work. But a child damned with Bantu Education - what are his chances of getting into such a school?"

"These schools can only serve the middle class, privileged and very bright children. Only people who can afford to buy houses in these areas and who can afford to pay hundreds of rands for school fees can attend these schools. We ask R15 a year and we struggle to get this money," said Uren, adding that the Model B system did not address the problem of overcrowding at black schools.

Muller said one non-racial education department was needed for South Africa, and that accepting a few black children into white schools would not solve the problem. He said while Model B schools might appear to be working, the trouble was that the power to open all schools still lay in the hands of white parents.

DET spokesman Viwe Miza said while Model B schools were a positive step, "it will only help the monied class, because of the transport costs and higher school fees".

However, social integration between pupils at Model B schools has been going very well, according to both school principals and educationists. As Muller put it: "There were extremely few problems of racial mixing. The white fear about their culture being under threat has also been disproved, and the children are all getting on very well." - AIA-Ecna

come close to solving the country's education problems. Critics say the generally good results are mainly due to strict admission criteria.

Prof Joe Muller, a lecturer in the Education Department at the University of Cape Town, said these admission criteria were problematic because these schools were funded with public money.

However, principals at Model B schools in PE schools have vigorously defended the system.

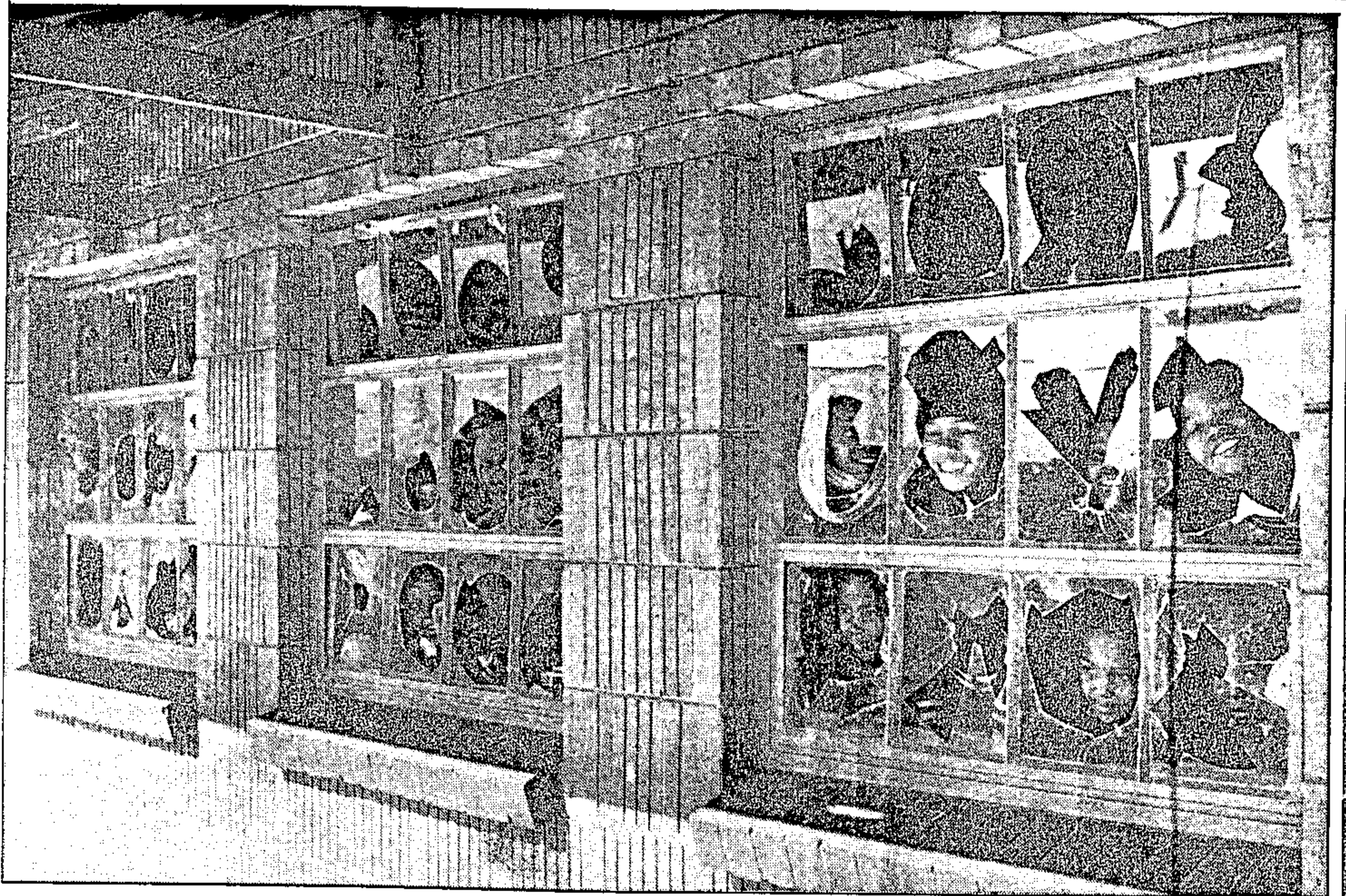
Deputy principal at Collegiate High, Stephanie Harvey, said the entrance examinations were for the "protection and help" of the children. "It is only fair to the children so that they do not flounder and struggle when they do come into the school," she said.

And Dieter Pakendorf, the principal of Grey College, said everybody, irrespective of colour, wrote the entrance examination.

The majority of black pupils passed their exams at both of these schools.

Lawson Brown High was one school that did not require students to write entrance examinations. About 80 black children were admitted - and more than half of them failed the year. Now Lawson Brown is to introduce entrance examinations as well, and more bridging classes.

School principal Bernard Simpson said the high failure rate was because pupils could not cope with the higher standard at his school. "The children struggled academically, especially with the languages. The



NO PANE, NO GAIN . . . Soweto pupils are forced to learn in appalling conditions. Help improve their schools.

Some Soweto schools still carry scars of '76

CP Reporter ^{CP 11/31/92} (S2)

THE condition of Soweto's 250 schools is appalling compared with schools in other areas.

Shattered windowpanes, missing doors and even caved-in roofs are common.

Some have remained like that since the 1976 riots, while others were destroyed during the 1984/1985 unrest.

Cold winters have come and gone, and the children have had to endure these hardships if only

to satisfy their thirst for education.

DET regional public relations officer Saul Mashoko blamed the situation on the lack of community involvement in the maintenance and protection of school buildings.

"Some people still regard the schools as belonging to the DET and not to themselves and do not appear to have a vested interest in the general upkeep of the buildings," he said.

Although the DET was doing everything possible to attend to the plight of Soweto schools, it had become impossible for the department alone to get the situation under control, especially because of the degree of vandalism, said Mashoko.

The community must also get involved, he added.

In an endeavour to make schools in the area better places of learning, City Press, in conjunction with Soweto Glass Ser-

vices, invites the Soweto business community, other groupings and big business to join hands in adopting a school in Soweto by undertaking to pay for repairs.

City Press will run a regular column in which the name of the person, group or business who has made a donation will be announced. Offers should be telephoned to City Press at (011) 402-1632 or Soweto Glass Services at (011) 988-7902.

C

Principal quits in ⁽⁶²⁾ row over promotions

ARC 3/3/93
Staff Reporter

A KHAYELITSHA school principal has "deserted" his school amid a row over the promotion of teachers at the school.

Members of the parents and teachers association at Thandokhulu Secondary have reported that Mr Luzuko Mdunyelwa had not been seen at the school since January 29 and that he could not be traced at his home.

He went "missing" after he was questioned by the association on demoting graduate teachers from posts as heads of department, in favour of "less qualified" teachers.

He was last seen on the school premises after a meeting to discuss the new appointments.

Mr Mdunyelwa, who left school keys and a cheque book with one of the teachers, had acted unconstitutionally when he demoted the teachers without consulting the PTA, the association said.

The parent-teacher body had suspended the four promoted teachers in a bid to compel the Department of Education and Training to help resolve the issue, they said.

A meeting with the department on February 14 had failed to ease the crisis.

Attempts to reach Mr Mdunyelwa for comment have been unsuccessful.

School's legality is still in doubt

Sowetan 4/3/92 (52)

Sowetan Correspondent

A QUESTION mark hangs over the legality of a private high school in Pretoria's city centre which is not yet registered with any education department.

However, Mrs Esmé Ngalo, principal of Our Good Hope College in Bosman Street, said she would visit the Transvaal Education Department to hand in application forms and other requirements for registration.

Pupils of the college last week gathered outside the school's premises, chant-

ing "we want our money back".

They said the college was "illegal" as it was not registered with the Department of Education and Training or the TED.

School fees are R2 400 a year or R600 a quarter.

Approached for comment, a spokesman for the DET said the department had received an application for registration, which it had turned down.

It had also refused a request to reconsider the application, because of problems the DET had experienced with a Johannesburg college in which Mr Reginald Shai, one of the college's advisers, was involved.

A TED spokesman said an application form was sent to Shai in January, at his request.

However, the TED had not yet received an application or any other relevant documentation relating to the registration of Our Col-

lege of Good Hope.

Shai yesterday said "everything was under control" and Ngalo would hand in registration documents yesterday.

Arrangements had also been made for pupils, if necessary, to write their examinations through another registered educational organisation.

He said pupils, parents and teachers were informed about these arrangements at a meeting late last week, and were "happy" about developments.

WE CAN DO IT

Grappling with the

PHANGSILE MTSHALI attended a crisis meeting to discuss the future of Tladi Technical High School. She then went back to find out if words are being translated into deeds. She continues the story of the tragic disintegration of Tladi Tech and the slow and sometimes painful attempts to heal it.

The time was three o'clock in the afternoon, the venue Ipelegeng Community Centre, Soweto, and the occasion an urgent meeting to get to the bottom of Tladi Tech problems and bring the school back on its feet.

About 64 people attended and they represented the Soweto Central and Motlana branches of the South African Democratic Teachers Union (Sadtu), the Congress of South African Students (Cosas) and the Tladi Tech's Students Representative Council, parents, and teachers.

Soweto Education Co-ordination Committee vice-chairman Mr Keystone Sono facilitated the meeting.

All 26 resolutions that were taken emphasised the need for introspection by the 'Tladi family' and for urgent intervention by independent parties to restore effective education.

The school's 'principal' Mr Abner Saule, who had promised to react to allegations levelled at him did an about turn saying if he responded a nasty situation would develop. He dismissed the accusations as blatantly false and unsubstantiated.

About 20 teachers had blamed the decay at Tladi on maladministration, Saule's misconduct, intimidation and party politics followed inside the school.

Saule blamed political differences among the staff and the tactics of the authorities to divide them. He emphasised the need for a positive



RUBEN LEFAKANE

meeting and called for a stop to the "black-on-black verbal violence".

Cosas executive Mahlomola Kekana, who was the next speaker, complained of the way teachers treated members of his organisation.

He said Cosas had resolved that the school should change and run smoothly but they had noted the division among staff members.

A teacher, Mr Ruben Lefakane, volunteered the first resolution suggesting that the principal and his deputy should share an office to improve communication and they should also share responsibilities.

A parent, Mr Sydney Lehlongoane, urged the headmaster to pull up his socks.

Another Cosas official called for the setting up of Sadtu's working and



OUPA MPEFHA

subject committees - that have been set up in other schools.

He also called for the creation of a strong, apolitical SRC to look into school matters.

Veli Mnyandu, vice-chairman of Sadtu central said the Parent-Teacher-Student Association should supervise and assess progress as inspectors came to schools only to find fault and did nothing to develop the curriculum and improve effective education.

Saule suggested that a carefully selected monitoring group to supervise the principal's performance be set up.

A teacher, Miss Barend Mooki, said if the hatchet was to be buried apologies were needed. She called for an independent assessor to come to the school to investigate gripes and monitor progress.



SYDNEY LEHLONGOANE

A teacher suggested that school reports, scripts and mark sheets be sent to parents. She said year-marks should be taken from monthly tests to smooke out those teachers who "cooked" results.

Another teacher urged parents to attend school meetings and also make sure their children attended school regularly and punctually.

Mrs Blossom Kgorodira, a teacher asked that the principal treat the staff fairly and that he stop his "secret" meetings with pupils.

A teacher of bricklaying called on Cosas Motlana to control their members at Tladi, who were seldom seen in class except when they came to announce meetings.

Sadtu publicity officer Mr Oupa Mpefha suggested that a daily record of



KEYSTONE SONO

mistakes should be kept and handed to the monitoring group and that a Code of Conduct for the school be drawn up before the end of March.

Mr Mxolisi Nkosi of Sadtu said there should be greater consultation among the staff, the pupils and parents. He said the SECC should also check on the school's progress weekly.

The decisions have been taken, now the hard work starts...

Next week: We continue to focus on the climb out of the ugly, dark pit.

UPDATE

WE CAN DO IT

problems at Tladi



This shy pupil walks to the toilets of Tladi High School, which has been renamed the Alfred Nzo High School by some pupils.

THERE was a slow and sometimes discouraging start to the rehabilitation of the Tladi Technical High School in the past seven days.

By Tuesday teachers were reporting progress. Classes had started and teachers were keeping pupils in classrooms and stopping them from leaving the school premises.

'Principal' Abner Saule said: "There is an attempt to implement the resolutions of our crisis meeting although we still have problems".

It is now a week after an "educational state of

emergency" was declared by the Soweto Education Co-ordinating Committee at Tladi Tech.

Thursday, the day after the declaration, an SECC delegation led by Mr Keystone Sono visited the school to address Tladi's unhappy family in an attempt to implement some of the resolutions taken the crisis meeting.

"It was a fruitful meeting because we made the whole school community aware of the steps we were going to take," Sono said.

According to teachers after the visit and series of meetings, most pupils did not get back to class. Friday was another chaotic day.

Cosas had called a mass rally at the Jabulani

'There is an attempt to implement the resolutions although there are problems.'

Amphitheatre at 10,30 in the morning. Many pupils stayed at home and those who did come to school did not bring their books along.

The rally itself was cancelled at the eleventh hour yet pupils and some teachers left the school as early 10 am. Sowetan 5/3/92

"I had prepared a test but I had to postpone it," a female teacher said that morning.

"Although the pupils have gone I will stay here until 2pm, my normal knocking off time."

Another teacher said she was luckier than other teachers because she heard of the rally the day before when pupils came to announce it while she was busy teaching.

On Monday sources inside the school said that the situation had not changed drastically, with teachers and pupils coming late and poor attendance continuing.

Tuesday was better as the school community seemed determined to grapple with its problems. Sowetan 5/3/92

This coming Sunday at 9 am parents of pupils will be meeting at the school to plan the way forward.

Rules + discipline = 100 percent pass

MOTSE MARIA High School does not have a motto but if it did, it would probably be: "Through discipline we achieve success."

This boarding school, bound by the Roman Catholic Church's rules, has in the past achieved among the most outstanding results in the country. And if you do not believe this, principal sister Cecilia Lewyllie will show trophies to prove it.

It was established in 1927 without classrooms and with a small number of pupils taught under a tree.

This girls-only school 30km northwest of Pietersburg near the village of Mashashane has become one of the best in the country.

In 1990, it had a 100 percent pass rate in matric.

And, as if to prove that this was no fluke, the feat was repeated last year when 40 students wrote their final examinations and 39 passed with exemptions while one obtained a school-leaving certificate.

That is no small feat considering that the school offers mathematics and physical science as one stream and geography and typing as a second.

Lewyllie said although they obtained a 100 percent pass in 1990, the results were not as good as last year's. She said 1991's results were outstanding in that all the pupils passed all their subjects.

"Actually, one of our pupils, Khutso Madibanya, got an A ag-

By DON SEOKANE

gregate while three others got Bs. Nineteen obtained Cs," Lewyllie explained, adding that 15 pupils obtained Ds. One got an E, just making the exemption and one pupil managed a school-leaving certificate.

Explaining the school's recipe for success over the years, Lewyllie said among the ingredients were discipline, tight control on numbers - the school admits about 350 girls only - and committed teachers. She said discipline was the most important.

"If a school is not disciplined, even if it is because of a large number of pupils, effective learning becomes impossible.

"Teachers do not have to be just good. They should also be committed to their pupils. I am pleased to say that the children have 14 committed and good teachers, among them two American volunteers."

To make sure that all pupils from the lower classes to Standard 10 are prepared for the examinations, there is a supervised study from 3pm to 4pm daily and from 6,45 to 8,30 every evening.

Facilities should also not be forgotten especially if the school is offering science subjects. "It is no use to have science subjects when

the laboratory is inadequately equipped," the sister explained.

Lewyllie was, however, very modest about her school's achievements. "There is nothing special that we do here except teach. We give our pupils home work to keep them busy and to get them used to hard work."

Questioned on the admission policies, Lewyllie said her school did not go for the cream of the crop.

"We accept any pupil who has passed Standard 5. We believe that every pupil deserves the right to be educated.

"The major factor is that we instil discipline while they are still young. No school can maintain high standards without discipline."

During our visit to the school, we found there was no guard at the gate but the girls made no attempt to leave the yard.

Once inside the school yard, the girls are allowed out only on a home-go weekend or when they have special permission to do so.

Head girl Anna Moloto (18) and her assistant, Ida Makgoka (17), agree that discipline is behind the school's outstanding results but they have mixed views on whether the rules are strict or not.

The two, together with their

prefects, ensure that the rules are adhered to.

Moloto explained: "We stick to the rules and we have no reason to change them because they have been tried and tested."

"If pupils before us succeeded then we do not see any reason why we cannot."

Moloto, popularly known as "Bazooka" partly for her firm hand in dealing with pupils and for her style on the netball field, was adamant that they are not "puppets" even though they have no SRCs.

"I do not believe that we should be labelled puppets because we enforce discipline.

"Although we take instructions from the top to our colleagues, if we have genuine grievances we also take them to the school's management." Makgoka dispelled the myth that girls-only Catholic schools do not have contact with boys.

She disclosed that when they go out on school trips, nearby Pax College (which is a Catholic school for boys) goes out with them to "balance the equation".

Makgoka said sporting activities were not neglected as they pursued academic achievement.

"We have netball, softball, volleyball, tennis and athletics," she said.

The crunch however, is that they play only against other Roman Catholic schools. Don't they want to play against schools other than Catholic ones?

"Rules are rules," Makgoka replied.

**FOCUS
EDUCATION**



Head girls at Motse Maria school in Pietersburg. They are Iola Makgoka and Anna Moloto.



CECILIA LEWYLLIE

W/med 63-12/3/92

52
TEACHERS and pupils of a school near Port Elizabeth have called off a week-long hunger strike after the Department of Education and Training promised them another teacher. The 18 teachers and 15 pupils at Jansenville Public School embarked on the strike on February 24, demanding that the DET employ two more teachers and dismiss the circuit inspector.
— Eena



Student-anger over grants

New Nahrain Cleaning Nahrain 6/3-12/3/92

The South African Council of Churches' (SACC) Inter-church Education Programme is facing a student backlash because of the "dictatorial" manner in which it runs the project. The project was founded by the SACC 15 years ago to help black students who were not allowed to attend schools under the Department of Education and Training (DET).

But the SACC's education officer, Thembi Motloatsi, said the council withdrew from running the school five years ago.

Last year's matriculants claimed that the management failed to address problems raised by students. These were related to incompetent teachers, lack of parental involvement in the governing of the project as well as discrepancies in the allocation of funds to help needy students register with tertiary institutions.

Project director Sandra Prosalendis dismissed the allegations and instead blamed the problems on the Student Representative Council's (SRC) failure to co-operate.

She said the inclusion of parents was still under discussion because some people in the project felt that since only students above the age of 18 attended the school, they could be responsible for themselves.

The management committee allocated sums of between R1 000 and R1 500 to needy students who were proceeding to tertiary institutions. Certain criteria to allocate the funds were used, but this did not satisfy the students since only six out of 22 qualified.

One of the students, Zola Manake, said he failed to understand why he did not qualify for the grant because the project's social worker knew that he was in need of help. Furthermore, the management failed to let all students

824 52

know about the availability of the money. This has prompted claims that the management had selected non-SRC members for the "hand-outs" since the council members had been challenging the committee on its activities.

The project uses Wits University third-year students as teachers. Students have blamed this arrangement for the high failure rate. Only 22 out of 80 students passed matric last year.

But Prosalendis said the failure rate was due to the fact that students came from DET schools with a poor background and wrote a Joint Matriculation Board (JMB) exam. The students said the fact that they wrote a JMB exam was precisely the reason why highly qualified teachers should be employed.

The students also claimed that they were aware of plans to phase out black teachers and replace them with white students.

Azasco's sit-ins call

Sowetan 11/3/92
THE radical Azanian Students Congress yesterday called on student movements to back demands for better education with "revolutionary actions".

In a statement spokesman Mr March Mfikoe said the strategies adopted at a weekend education conference in Broederstroom should be backed by sit-ins and other forms of mass action.

"Although in Azasco's view these campaigns and

(52)
strategies are wide-ranging and confrontational in character, they do not constitute mere negotiations with the government."

They "include backing by other strategies including sit-ins, mass action by both the student community within well-timed frameworks with assistance from the working class". But he said mass action should not be allowed to disrupt learning. - *Sapa*.

● WE CAN DO IT

Tladi parents lagging

PHANGISILE MTSALI continues to put Tladi Technical High School in Soweto under the microscope to try and find out what is wrong in our schools. This week she finds that teachers and pupils, on one hand, are continuing to make progress to reverse the rot that was eating into the school. On the other, there was still apathy among parents.

A PATHY seems to have gripped the parents of pupils at Tladi Technical High School just when teachers and pupils there are knuckling down to solving their problems.

After Soweto educational organisations declared "an educational state of emergency" at the school, there was noticeable improvement in the performance of pupils and teachers.

This continued this week. From Monday, however, most of the school time was devoted to preparing for a schools' athletics competition in Lenasia yesterday.

There were other signs of change:

- A woodworking teacher and his pupils demonstrated the new spirit when they patched one of the gaping holes between many of the school's classroom. They used boards and teachers said they were willing to patch more if they could get material.

- Teachers raided a Standard 9 classroom and found seven pupils had promoted themselves when their marks for last year showed they had failed.

The teachers and pupils get-up-and-work spirit was dampened by a dismal attendance at a parents' meeting on Sunday.

The meeting was to enable the parents' wing of the parent-teacher-student association to start monitoring progress at the school.

Only nine parents, who are members of the temporary committee, attended the meeting.



A handful of parents wait in vain for a parents' meeting at Tladi

Saefer 12/3/92
The meeting was called off and the ad-hoc committee decided to meet last night to prepare for another general meeting.

"I hope parents did not attend because they were not notified about the meeting and not because they had no interest," a parent said.

"The principal had promised to send invitations but my child did not give me one."

Another angry parent said that even though many parents learned late of the meeting they should have dropped everything to attend.

"The child's education is important and if par-

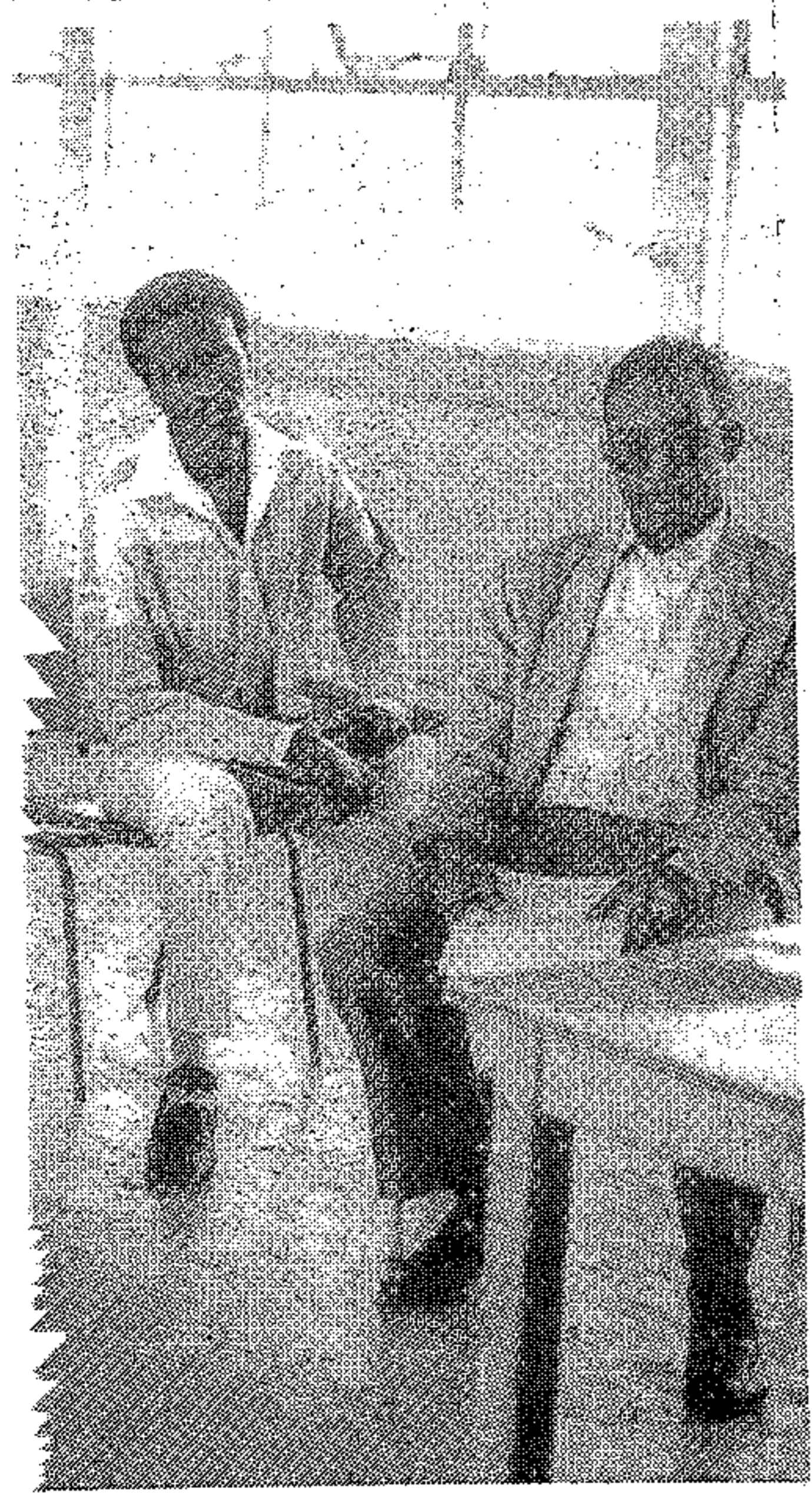
ents cannot sacrifice for it, then I do not know what they will sacrifice for," another PTSA member said.

The only teacher present, Mr City Sedibe, brought an apology from one his colleagues.

He jokingly suggested to parents that problems at Tladi were so deep-rooted that a beast had to be slaughtered for the ancestors if the school was to overcome them.

On Tuesday other teachers told me they did not attend because they were not aware that there was a parents' meeting.

behind



(ends 42 Minutes)

Jack Latch at 31 December 1987, is attached uses the FIFO method of determining the value of selling price of all stock is determined by 10% on cost.

OF LATCH LIMITED AS AT 31 DECEMBER 1987

	30 000	
		10 000
		50 000
		28 100
	13 887	
	8 000	
	16 000	
	30	
	5 000	
Trade debts		600
		4 400
	1 320	
Prepaid expenses		1 880
		11 200
	320	
Accruals	600	
	533	
	21 000	
	12 290	
		3 000
Provision for doubtful debts	200	
	<u>109 800</u>	<u>109 800</u>

to be taken into account

held on 31 December 1987. The only discrepancy between stock on hand and the stock records was in the following item of stock:-

<u>Stock Records</u>	<u>Stock Count</u>	<u>Cost</u>
81 UNITS	78 UNITS	R40 each

bond was in respect of Land and Buildings. The bond was issued on 1 January 1986. Interest is payable quarterly. Capital repayments will be made in 5 equal instalments commencing on 1 January 1988.

3. Depreciation on motor vehicles must be calculated using the straight line method. The motor vehicles have an estimated useful life of 5 years after which their residual value is

Tech on Sunday.

52

Meanwhile, the school will go for another three months without an official principal.

DET's area manager for Naledi, Mr Sylvester Ncala, says the principal's post was advertised in the Government Gazette on February 28. The closing date for applications is March 20 and the new head of the school is expected to start at the beginning of June.

He said he suspended his investigations into the school's problems when he saw that parents and other interested parties were working on plans to correct the wrongs at the school.

TLADI TECHNICAL was built in response to the country's ever increasing need for skilled artisans.

It was seen by many as an answer to the thousands of pupils who usually find themselves unemployed after passing matric.

About 20 percent of Tladi's 900 pupils are studying technical subjects.

These boys, who do bricklaying, woodworking, motor mechanics, welding, metal work and electronics literally spend half their school time at another institution, the Molapo Technical College.

Tladi does not have the facilities for practical work so it has to send its technical students to Molapo Tech daily for their practicals.

While the whole of Tladi Tech was struggling for a timetable for weeks, bricklaying and other technical pupils were chugging along happily with their syllabus.

"Molapo Tech didn't change its timetable from last year's. Right from the start of the year we were therefore expected to get down to work," Mr Sam Nakedi, who teaches bricklaying, said. "As a result we are on time with our syllabus."

Last year bricklaying pupils achieved a 100 percent pass. There were two pupils in the class, one with an A symbol and the other a B in the subject.

The two teachers of bricklaying, Nakedi and Mr Horatius Kamko, said that the size of their class had helped because the pupils could be get individual attention.

"They were good pupils who never

An oasis of sobriety in the skills desert

Sowden 12/3/92 52

FOCUS EDUCATION



The Standard 8 bricklaying class with tutor Mr Sam Nakedi. The students are Moeketsi Chokolo, Rudolph Bolkhurst, Wilzen Ramahleka, Prince Nchaup and Abram Moeketsi.

missed a class and who enjoyed what they were doing," Kamko said. Nakedi said Molapo staff was strict about attendance and this had also helped to draw out the good performance.

"Molapo does not accept a class without a teacher," he said. "Once when I could not be in class I was asked to give a written explanation. The principal also demanded a medical certificate to prove that I was really off

sick." The teachers said strict discipline at Molapo also required pupils to give written explanations when they were absent from school for three consecutive days.

Once when I could not be in class I was asked to give a written explanation. The principal also demanded a medical certificate to prove that I was really off sick.

Waves over seaside scheme

By GAYE DAVIS: Cape Town

THE owner of a Cape seaside hotel is threatening legal action against businessman Anthony van Wyk, director of a controversial scheme for schooling out-of-town pupils in the Peninsula.

Mahomed Meer said he had a verbal agreement with Van Wyk to lease one of his hotels to house the 42 pupils involved in the scheme for a year — but that Van Wyk had allegedly removed the children to another residential hotel without giving notice.

He now wants Van Wyk to pay R12 000 due for the month of March, saying he had turned down other bookings. "What I feel angry about is that we acted in good faith," said Meer. "We loaned vehicles to ferry the children and supplied lunch packs free of charge and brought in a social worker to help supervise."

Meer said he had been subsequently approached by some of the pupils — who range in age from 12 to 24 — claiming that space in their new residence, Ocean View Residencia in Muizenberg, was so limited some were sleeping two to a single bed and eight to a room.

Initially, both male and female pupils were housed in his Cape Sands Hotel, Meer said. Because of "a lack of supervision" and "wild parties", the girls had been moved to another of his establishments, Chartfield House in Kalk Bay, while the boys were put up temporarily in two private homes he owned in Muizenberg.

Van Wyk then moved the boys into Ocean View Residencia and moved the girls out of Chartfield House at the end of last month, according to Meer.

In response, Van Wyk denied breaching any agreement with Meer. He said the initial arrange-

ment had concerned the Cape Sands Hotel and that his students had to be moved from there after Meer let space to University of Cape Town students. Pupils had complained to their parents about the loss of space and he had been forced to act.

"If Dr Meer wants to sue, he should go to court," said Van Wyk. "I've acted in compliance with the wishes of the parents."

Asked about overcrowding at Ocean View, Van Wyk said: "They are a bit crowded there but I am in the process of acquiring a building in Muizenberg."

He said that while the pupils were initially "a bit wild" they were now "living as a family" and a "serious atmosphere of learning" prevailed.

He said all 42 pupils — 20 girls and 22 boys — had been placed in schools, which included Simon's Town High, Muizenberg Middle School, Sibelius High in Retreat, Heathfield High and two private colleges, Harvard and Cambridge.

Two adults lived in Ocean View and the owner was there "most of the day", while he took over supervision from about 6pm.

"I'm not going to go as far as saying the children are happy, but they have learned to trust me and that I care and respond to their grievances," Van Wyk said.

Matter of fact

AN article on Model C schooling in last week's *Weekly Mail* said most of the country's 52 000 schools remained all-white. There are, in fact, only 2 441 white schools in South Africa, with about 52 000 teachers.

The South African Democratic Teachers' Union (SADTU) and the DET matric results

New Nation (Learning Nation)
 Results reflect racial disparities 13/31-19/3/92



~~role as first class citizens in a free and open society~~ (S2)

role as first class citizens in a free and open society

SADTU support programmes

SADTU is prepared to assert its role with regard to this momentous task at hand.

- The Union has planned in-service programmes for matriculation teachers in Mathematics, Science and English in an attempt to improve the proficiency of teachers in the classroom.

- SADTU also believes that part of solving the educational crisis in South Africa is dependent on the efficient management of schools. The Union is therefore planning an education management course for principals in which emphasis will be placed on addressing the demands of a democratic community of parents, teachers and students, and constructively channeling the energies and potential of these constituencies into the necessary results that are required.

- SADTU will also engage in a programme of citizenship education in schools to prepare students for their role as politically accountable citizens in a democratic South Africa.

As a union of teachers, SADTU remains fully committed to working with parents, students and community-based organisations - and administrators - in order to free education from the clutches of the ravaging crisis it has experienced for so many years.

This article was written by the General Secretary of SADTU.

The announcement of the DET matriculation results in January 1992 signalled yet another catastrophe in the arena of education. Once again, as in the past, thousands of parents, pupils and teachers throughout the country have to endure a shattering and demoralising experience. While only 38.6% of the black matriculants passed in 1991, approximately 96% of the white matriculants passed their examinations. Whilst the South African nation is becoming increasingly united around the vision of a democratic and non-racial order, the racial disparities in education are evident in the enormous difference indicated between the black and white matriculation results.

Stop petty recrimination

It is SADTU's firm belief that it is time to move away from petty recrimination and verbal acrobatics on the issue of where to lay the blame for the unsatisfactory matriculation results. The attempt by the authorities to shift the blame to so-called radical teachers and students merely becomes an exercise in which personal animosities override the more important issue of determining constructively the root causes of the education crisis. It is thus important for all of us - parents, students, administrators and service organisations not to become embroiled in an emotional reaction to the symptoms of the problem, but to endeavour to address the root causes.

Education system lacks credibility

When SADTU issues statements to the effect that the DET is incapable of dragging education out of the abyss it has slid into, it is not attempting to discredit and vilify the administrators of the DET. It is acknowledged that the DET has earnestly endeavoured to address the continuing crisis in education. The point that SADTU wishes to emphasize is that the problem lies beyond the administrators, teachers and students. The problem lies in a discredited system of education. That same system of education at present indicates its impotence by its failure to make available adequate resource funding or to instill some measure of political legitimacy in schooling in general.

Correcting historical imbalances

South Africa needs a democratic, non-racial system of education, catering on an equal basis for all children in the country. In the disadvantaged communities, it is imperative that a programme be initiated for the eradication of historical imbalances, and placing the Third world conditions in township schools on a par with the First world standards that the privileged white minority group has enjoyed for the better part of this century.

It is the SADTU viewpoint that education should be career oriented in order that students are assured of employment on completion of the matriculation examinations. Further, education should also be a precursor to preparing students for their

Where to Contact SADTU

SADTU National Office
 Liberty Life Broker Centre
 9th Floor
 112 Main Street
 P.O. Box 6401
 Johannesburg
 2000
 Tel: 011 - 331 9586/7/8/9
 Fax: 011 - 331 1238

SADTU Regional Secretaries Address List

1. CENTRAL TRANSVAAL
 Willie Kutumela
 Mabusabesala Sec. School
 P.O. Box 141
 Siyabuswa
 0472
 Tel: 012182 - 3402

Street Address
 20 Tshoene Street
 Saulsville
 0125

2. SOUTHERN TRANSVAAL
 Dennis Molaba
 1985 Tshongweni Section
 Katlehong
 1832
 Tel: 011 - 905 9274

Postal Address
 P.O. Box 12328
 Katlehong
 1832

3. NORTHERN TRANSVAAL
 Ms Sinkie Malepe
 1164 Zone 8
 Seshego
 0742
 Tel: 01521 - 92 1187
 Fax: 01521 - 91 1842
 (o) 01521 - 71450

Postal Address
 P.O. Box 97
 Seshego
 0742

4. EASTERN TRANSVAAL
 Bernard Matsane
 39 Brown Street
 1st Floor
 Nelbro Building
 Nelspruit
 1200
 Tel: 013192 - 71450
 Fax: 013192 - 72

Postal Address
 P.O. Box 2824
 Nelspruit
 1200

5. WESTERN TRANSVAAL
 Phumla Coba
 Q223 Jouberton Location
 Klerksdorp
 2574
 Tel: 018 - 62 1107
 Fax: 018 - 462 8985

6. ORANGE FREE STATE
 Fanie Sithole
 Hlonamang Sec. School
 P.O. Box 5854
 Botshabelo
 9781
 Tel: 0526 - 34 3576
 Fax: 051 - 48 0108
 C/O Tebo Loate
 ANC Offices

Street Address
 7471 Tsekeletsa Street
 Bloemfontein
 9323

7. SOUTHERN CAPE
 Riedewaan Hendricks
 P.O. Box 4630
 George East
 6539
 Tel: 0441 - 71 1194
 Fax: 04942 - 155

Street Address
 23 Plastjie Street
 George East
 6539

8. WESTERN CAPE
 Lynette Faragher
 83 Fourth Ave
 Rondebosch East
 7700
 Tel: 021 - 361 3430/1/2

Western Cape Office
 C/O NY 1 and NY 110
 Guguletu
 7750
 Tel: 021 - 633 1601
 021 - 633 1602
 Fax: 021 - 633 6543

9. EASTERN CAPE
 Ampie Williams
 32 Joseffe Crescent
 Espin Heights
 Burgersdorp
 Port Elizabeth
 6200
 Tel: 041 - 81 2247
 Fax: 041 - 54 4233

Postal Address
 P.O. Box 17208
 Saltville
 Port Elizabeth
 6059

10. NORTHERN CAPE
 Patrick Lenyibi
 4517 Lethlaku Street
 P.O. Mankurwane
 8345
 Tel: 0531 - 34562
 NECC office between
 14h45 and 16h30
 Fax: 0531 - 34594

Postal Address
 P.O. Box 9584
 Mankurwane
 8345

11. TRANSKEI
 M.M. Matomela
 23 Alexander Street
 Umtata
 Transkei
 Tel: 0471 - 24501
 Fax: 0471 - 31 2552

Postal Address
 P.O. Box 917
 Umtata
 Transkei

12. SOUTHERN NATAL
 Ms Salome Francis
 30 Isora Rd
 Briardene
 4051
 Tel: 031 - 87 5575

Postal Address
 Teachers' Centre
 113 Albert St
 Durban
 4001
 Tel: 031 - 309 4004
 Fax: 031 - 309 3990

13. BORDER
 Mxolisi Dimaza
 839 Zone 4
 Zwelitsha
 5600
 Tel: 0436 - 31413
 Fax: 0431 - 43 5677
 C/O Border NECCF

Cosas, Paso clashes 52

By Sechaba ka Nkosi

THE CONGRESS of South African Students (Cosas) has formed defence units to protect teachers and pupils against attacks on school premises.

The move is a response to a series of attacks which culminated in the assault on a lecturer who was beaten and set alight at Kathorus College of Education in Katlehong in the Transvaal. This prompted the removal of white teachers from black schools.

Cosas spokesperson Mr Jacob Serekwane says the defence committees have been formed because lives and education are at stake.

He says both Cosas members and black teachers have received threats for opposing the attacks.

"We have to be ready as we do not know who will be next. With the Intensive Learning Campaign this year we hope to achieve better results than last year, so we cannot accommodate any disturbances in our education," says Serekwane.

The education scenario in this once-quiet community, now ravaged by continuing political battles since the De Klerk manifesto of February 1990, is typical of what is happening elsewhere in the PWV region.

"The Watchdogs are all Africanist youth activists, that is Paso and Azanian National Youth Unity (Azanyu) members. The name was adopted at Paso's first national congress in Bloemfontein in October 1990. Their task is to see to it that the true Africanist

South
14/3-19/3/92
revolution and liberation is launched and achieved at all costs," says a member, who asked not to be identified.

And PAC president Clarence Makwetu said although the PAC condemns the attacks if they were carried out because the teachers were white, the organisation says there may have been other reasons.

"PAC is not anti-white, it's just anti-baaskap," he explained.

Behind the introduction of white teachers in black schools is an attempt to suppress the student uprisings against Bantu Education.

The first white, mostly Afrikaans-speaking teachers raised eyebrows in black communities, taking up posts in 1985 after a year of ungovernability at black schools.

The DET said there was a need for comprehensive schools to upgrade black pupils technically to prepare them for industry and tertiary institutions. Few black teachers had technical skills, and white teachers were brought in.


Says a principal: "We have about six so-called comprehensive schools in our area but none of them has the technical resources promised by the DET.

"Instead we see these teachers being more privileged than their black counterparts, like being provided with transport by the DET."

The National Education Coordinating Committee (NECC) accuses the government of ignoring warnings and not consulting with community structures before employing white teachers. — AIA

NEWS ROUND-UP

ANC rallies youth for Budget action

S/Times 15/3/92 (52) 
BLACK school pupils have been urged to be "militant in a disciplined manner" during Wednesday's mass action against the Budget.

ANC Youth League president Peter Mokaba said pupils were expected to report for classes and get involved in protests after school hours.

He said the league had debated the possibility of a stayaway but there had not been enough time for effective organisation.

Mr Mokaba said the league had urged its white members to "do anything within their powers" to ensure that the country did not go back to the days of apartheid — but he refused to use the word vote.

But this did not mean it supported President FW de Klerk's "trick".

He said Mr De Klerk had forced blacks into a corner where they had no choice but to support him.

"We are concerned that FW has put Codesa at risk and interpret the referendum as negotiating in bad faith."

He warned right-wingers that firm action would be taken if a "no" vote won.

enrolment is greater than that of 1991; if not, why not; if so, how many additional teachers were made available;

- (2) whether any component of his Department has given notice that any school voting for Model B in 1992 and admitting additional pupils would not receive additional staff; if so, why was such notice given;
- (3) whether he will make a statement on the matter?

B272E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, the staffing provision scales are based on pupil enrolment and are also applicable to Model B schools. At present the latest statistics on the number of additional teachers made available to Model B schools, are not available;
- (2) no, because the actual pupil enrolment as on the tenth school day of the first quarter determines the number of established posts. If a school has an abnormal increase in pupil numbers, irrespective of which model was chosen, the staff allocation is determined according to fixed scales;

- (3) no.

Teaching posts to be eliminated

34. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether any information is available on the number of teaching posts to be eliminated in each of the four provincial education departments in 1992; if not, why not; if so, (a) what is the total number of such posts and (b) what is the reason for their elimination;

- (2) whether any persons currently occupying such teaching posts will be made redundant in 1992; if so, (a) what number of persons will lose their employment with his Department and (b) what efforts have been made to keep such persons in the teaching profession;

- (3) whether he will make a statement on the matter?

B320E

HOUSE OF ASSEMBLY

Certain school in Stellenbosch: results

38. Mr D J DALLING asked the Minister of Education and Culture:

- (1) How many boys were entered by a certain school in Stellenbosch, the name of which has been furnished to the Minister's Department for the purpose of his reply, to write the matriculation examinations in 1991;
- (2) how many of these boys (a) obtained (i)(aa) A and (bb) B aggregate symbols, (ii) matriculation exemption and (iii) school-leaving certificates and (b) failed outright;
- (3) how many A symbols were obtained by these boys in respect of each subject so written?

B328E

The MINISTER OF EDUCATION AND CULTURE:

- (1) 128;

- (2) (a) (i) (aa) 16
(bb) 17
(ii) 75

- (iii) 36;

- (b) 17;

- (3) Afrikaans First Language HG: 5
English First Language HG: 1
English Second Language HG: 3
Mathematics HG: 9
Mathematics SG: 2
Physical Science HG: 12
Accounting HG: 10
Latin HG: 1
Biology HG: 2

History HG: 9

Computer Studies HG: 1

Geography HG: 1

Economics HG: 5

Art HG: 1

Woodwork SG: 1

Sculpture SG: 1

Per capita expenditure: pupils/students

39. Mr R M BURROWS asked the Minister of Education and Culture:

What was the per capita expenditure, (a) including and (b) excluding expenditure of a capital nature, on pupils or students at State (i)(aa) pre-primary, (bb) primary and (cc) secondary schools, (ii) colleges of education, (iii) technical colleges, (iv) technikons and (v) universities during the 1990-91 financial year or the latest specified 12-month period for which information is available?

B352E

The MINISTER OF EDUCATION AND CULTURE:

- (a) (i)* (aa), (bb) and (cc) R4 103

- (ii) R15 431 per full-time equivalent

- (iii) R5 728 per full-time equivalent

- (iv) R5 366 per full-time equivalent

- (v) R8 312 per full-time equivalent

- (b) (i)* (aa), (bb) and (cc) R3 960

- (ii) R15 376 per full-time equivalent

- (iii) R5 295 per full-time equivalent

- (iv) R4 331 per full-time equivalent

- (v) R7 504 per full-time equivalent

* the SANEP system gives a combined figure for pre-primary, primary and secondary schools.

chase

ce and
rested a

en stole
n Castle
kesman
d to ap-

'Sacked' Langa High School principal back in his office

52

ARG 1/13/92

VUYO BAVUMA Staff Reporter

LANGA High School principal Mr Joel Magwaca, who was "sacked" by pupils who claimed he was autocratic, has returned to his office.

Yesterday Mr Magwaca, who has not been at the school since January, spent most of the morning consulting with deputy principal Mr Thembekile Plaatjies.

The decision that Mr Magwaca should return was taken at the weekend by several community organisations including the Pan Africanist Congress, the South African Democratic Teachers Union and the South African Communist Party.

They also decided that the pupils should hold elections for new a Student Representative Council and go back to class.

The pupils passed a vote of no confidence in Mr Magwaca and "sacked" him

when he refused to meet pupils' demands which included promoting failed Standard 9 pupils to Standard 10 and readmitting all pupils who failed Standard 10.

Yesterday pupils did not attend classes and some were seen leaving the school with their books at 10am. Others milled around in the yard.

SRC members said they were not going to classes because they did not want Mr Magwaca at the school.

But a group of pupils calling themselves the Defend Magwaca Committee blamed the SRC for disrupting classes.

They said they wanted lessons to resume immediately but the SRC was influencing pupils not to attend classes.

One said: "We want to attend classes but there are no teachers prepared to teach us."

SS.

NOW OPEN FOR LUNCH — 12 NOON TO 2.30 PM MON-FRI

Parent who does his homework

Sowetan 19/3/92 (52)

PHANGISILE MTSHALI continues to put Tladi Technical High School in Soweto under the spotlight. This week she looks at a parent that does his homework and solutions to problems that affect all our schools.

MR MOSES Machogo sat behind a white desk in his spacious office and doodled on a scrap of paper in front of him.

His colleagues sent friendly glances in our direction and went about their businesses as we sat talking about his parental responsibilities to ensure a better future for his children.

As he left for the office kitchen to make me a cup of tea, I leant over the desk and peered at the piece of paper he had been fidgeting with.

It was a handwritten note announcing a general meeting for Tladi Tech parents this Sunday at 9am.

Machogo is one of the nine parents who volunteered to be in the temporary parents' committee during last month's meeting.

Since then he has been frustrated by the lack of interest of many parents who do not bother to attend meetings.

Unsuccessful attempts

Machogo concedes he was guilty of similar indifference seven months ago.

After three unsuccessful attempts by pupils and teachers to get parents to attend meetings this year, he and other committee members took the initiative to call parents to a meeting.

"The only reason for poor attendance was that parents were not aware of the meeting. This time members of the committee decided to split the load of preparing and distributing letters. We are now waiting to see the response."

Machogo is a divorced father of three.

He lives with his two sons, one of whom is a Standard 9 pupil at Tladi.

He admits that in the past he did not have an interest in his children's education because of personal problems.

"My son has been at Tladi since he started high school six years ago, but the first time I attended a parents' meeting was in August 1991.

Dropped out

"At that meeting I was elected to the parents committee. We did not see each other after that. We did not even elect officials.

"My son repeated one class and dropped out for a while when he was in Standard 7. But I feel I was also to blame.

"The child needs to be taught by teachers and supported by parents to be able to do well at school," he said.

Machogo said as he got to grips with his home and personal life, he began to pay more attention to the boys.

"I found that they were not performing well. When I started monitoring their work, the results improved.

"Now I want to keep it that way."

He said it was important that parents develop an interest because it could improve their children's performance and, at the same time, address the school's problems.



MOSES MACHOGO - doing it for the kids.

Progress so far

Limited progress has been made in the six weeks since Sowetan focused its attention on Tladi Technical High School. Here are the lows and highlights:

- The Department of Education and Training has fallen short of fulfilling its duties;
- Teachers and pupils, motivated by the Soweto Education Co-ordinating Committee facilitators, have moved towards overcoming the problems;
- Members of ad hoc committee of the parent-teacher-pupil association this week prepared letters to be sent out to parents calling for yet another general meeting this Sunday.

Langa school in crisis

(52)
AizG 20/3/92

Hopes pinned on ANC visit

VUYO BAVUMA, Staff Reporter

PUPILS at troubled Langa High School, anxious to end the crisis which has resulted in little learning this year, are pinning their hopes on a visit today by ANC president Mr Nelson Mandela.

Trouble at the oldest high school in the township flared in January when the Student Representative Council told principal Mr Joel Magwaca they were dismissing him because he was "an autocratic ruler".

Mr Magwaca is back, but pupils are not attending classes.

Today Mr Mandela will visit the school during his whistle-stop visit to the Western Cape and pupils opposed to the SRC hope he will have some influence in ending the conflict.

Mr Magwaca, known to be a strict disciplinarian, was "sacked" after rejecting pupils' demands that, among other things, Standard 9 failures be promoted to Standard 10.

Mr Magwaca maintained academic standards would suffer if the pupils were arbitrarily promoted. He also rejected the pupils' allegations that he was autocratic.

The SRC, claiming allegiance from most pupils, insisted on their demands being met, but some pupils opposed them and demanded Mr Magwaca's return.

In January a group of toyi-toying pupils gatecrashed a staff meeting and demanded Mr Magwaca's "hasty departure".

Shocked teachers intervened and gave Mr Magwaca safe passage to his car to begin his six-week "banishment" from the school.

In an attempt to resolve the issue, the Parent-Teacher-Student Association (PTSA) organised a meeting of parents who chastised the pupils for deciding unilaterally to fire their principal. They also ordered the pupils to return to classes and to prepare for their future.

But the SRC marched out of the meeting and the parents' concerns went unheeded. Later the SRC rejected the parents' demands on the grounds that they did not recognise the PTSA.

The division among the pupils grew wider with the formation of a group calling itself the Defend Magwaca Committee.

Chaos as schooling comes to a standstill

CHAOS reigned in most Soweto schools this week as pupils boycotted classes to take part in protest actions

Today members of the South African Democratic Teachers Union are expected to march to the offices of the Johannesburg region of DET in what they call a "campaign against corruption".

Soweto 20/3/92
**By PHANGISILE
MTSHALI**

High schools came to a standstill yesterday when pupils boycotted classes to attend a Congress of South African Students rally at Jabulani Amphitheatre.

At Orlando High School, about 1 000 pupils boycotted classes yesterday in protest against "the unac-

ceptable conduct" of some of their teachers.

The pupils accused some of the teachers of using foul language in class and coming to school drunk. They also complained about the shortage of teachers and of textbooks.

The school's principal, Mrs PM Ramphonyane, confirmed that the school needed five more teachers.

(52)
She also said the school had not received new textbooks for four subjects.

On Wednesday Sadtu members deserted their schools to demonstrate against Mrs Nonto Rwaxa, the principal of Lekang Primary School in White City Jabavu.

A delegation of parents said they had asked DET to extend the principal's term.

C

Earn while you learn

CIPRES 22/3/92
By MARTIN NTSOELNGOE

DANIEL Maimane, a 54-year-old priest with five school-going children, has gone back to school to brush up on English, history and economics.

At times he may even have lessons in the same classroom as some of his young pupils. He is one of the more than 300 students at the Phahma Senior Secondary School adult centre.

Most of those attending night classes are ambitious, and told City Press they wanted to be nurses, doctors, priests or entrepreneurs.

They are all under the watchful eyes of principal Alfred Mabina, and his deputy JM Peterson.

Maimane intends to study for a degree in theology after completing his matric.

He is doing this because he believes that without education the only option is the factory floor. While learning he is earning his living at a blanket-manufacturing firm in Randfontein.

Another pupil, 41-year-old Neria Moima, lost her father when she was a 13-year-old in Std 6. She then had to support her crippled mother and the four other children in the family.

She decided to become a nurse and started working in an old-age home. There she was advised to study privately because there was no one to guide her.

Determined to achieve her dream,

she enrolled at a night school in Mohlakeng, but it closed because of unrest in the township.

Neria is confident she will make it because "I never failed a single class at primary school".

She is in Std 8 studying economics, mathematics and English.

Rosey White told City Press she dropped out of school when she was expecting a child, but when it was born the school would not take her back.

She tried to continue her studies through correspondence but could not cope.

Three years ago she attended classes in Toekomsrus, but most of the pupils were not interested and classes were discontinued in 1989. Her subjects are English, Afrikaans, history and economics.

Sanet Seshoeni, 35, a store controller for a food factory in Randfontein, is studying towards a Bachelor of Commerce degree.

He wants to be an entrepreneur with the same company and is now in his matric year.

Hamilton Xelelo, 29, left Transkei when his father became disabled.

"I decided to find work in the Transvaal," he said. "I could not continue with my schooling because my father had two wives and he was too old to earn."

Xelelo wants to be a sales representative when he passes matric.

More schools, ask marchers

By THEMBA KHUMALO

LEARNING in Vaal schools was disrupted when hundreds of teachers protested against class overcrowding this week.

Teachers described overcrowding as a recipe for yet another high failure rate at the end of the year. C/PRESS 22/3/92

On Wednesday teachers and pupils joined 15 000 anti-Budget protesters who marched to the offices of the Receiver of Revenue in Vereeniging.

The local National Education Crisis Committee (NECC) declared the past week a "week of action".

Leaders of the South African Democratic Teachers Union (Sadtu) and the Congress of South African Students (Cosas) presented a memorandum to the DET containing a list of grievances to the DET. It was addressed to Orange Vaal DET regional director Gert Steyn.

In the memorandum teachers demanded an urgent meeting with Steyn to address their growing discontent with the education crisis.

Gert Engelbrecht, who received the Sadtu-Cosas memorandum on behalf of DET, said he would convey the urgency of the matter to his superiors.

Teachers said the average school population in the region had rocketed to 1 500. Moqhaka High School in Sebokeng had about 1 800 pupils - each class accommodating nearly 80 pupils.

As a result some schools had resorted to the platoon system and others held classes in open veld in protest against the shortage of schools.

A teacher at Moqhaka said overcrowding made it difficult for him to monitor the performance of pupils.

He said: "I teach three classes and it's a headache for me to correct tests. I mark 160 test papers. I hardly have time for myself and my family - even during weekends. We work like slaves in these schools."

The teachers said they had been complaining about the shortage of schools since last year. DET officials had been ignoring their pleas. There was enough land on which schools could be built.

The situation had become so intolerable that they were no longer prepared to accept it.

There was a serious breakdown of discipline in schools. Pupils left classes as early as 11 am to roam the streets, teachers said.

Although Cosas and Pan Africanist Students Organisation leaders were trying to maintain discipline, the situation got completely out of hand in some schools.

Violence also played a part in the education crisis as pupils tended to stay away every time there was an attack in their areas.

Random attacks on Sharpeville residents have claimed about 10 lives in the past weeks. The assailants are believed to be residents of the KwaMadala Hostel, an Iscor complex outside Boipatong.

A Sadtu member said: "That's why we joined the anti-Budget protesters. They were also protesting against the bloody township violence."

Adopt a school today!

CIPRESS 22/3/92

52

By REVELATION NTOULA

THE number of requests from Soweto schools asking to be adopted for the purpose of repairing broken panes is growing by the day.

Requests have also come from as far afield as Venda, Mabopane and Bloemfontein.

So far however, no offers have come from the black business community or from white business.

Some requests following the adopt-a-school campaign jointly run by City Press and Soweto

Window on Education: A joint venture between City Press and Soweto Glass Services

Glass Services range from asking for 20 panes to be repaired, to 1 000 in some cases.

Most of the panes were broken during the 1976 and 1984 disturbances. In some cases, like that of Nakedi Primary in Soweto, teachers, children and parents have clubbed together to raise funds in an effort to have the panes repaired.

"The reluctance by

Soweto businessmen and owners to get involved in repairing the panes appears to be based on the assumption that these will be vandalised again," commented Eric Tonjeni, spokesman for Soweto Glass Services.

"The truth is that vandalism has decreased markedly over the last five years or so," he said.

"By involving communities in the adopt-a-

school campaign we endeavour to bring home to the children that the schools belong to them and not to the Department of Education and Training, or even the government.

"The children place more value on the school buildings and tend to protect the schools once the perception of the building belonging to the government is removed.

"We want the children to be proud of community involvement in making the classrooms and the entire school something to be proud of," Tonjeni said.

Adopt-a-school offers can be directed to City Press at (011) 402-1632, or to Soweto Glass Services at (011) 938-7902.

- (a) (i) 73 808
 - (ii) 72 845
 - (iii) 68 607
 - (l) 63 146
- Statistics with respect to public ordinary school education as at the first Tuesday of March 1991.
- Pupils who did not complete 1991 school year**
- (i) 48. Mr R M BURROWS asked the Minister of Education and Culture:
- How many pupils who, in 1991, were in (a) Grade 1, (b) Grade 2, (c) Std 1, (d) Std 2, (e) Std 3, (f) Std 4, (g) Std 5, (h) Std 6, (i) Std 7, (j) Std 8, (k) Std 9 and (l) Std 10 at schools failing under his Department, failed to complete the 1991 school year?
- B387E

Number of pupils: Grades/Standards

47. Mr R M BURROWS asked the Minister of Education and Culture: ~~52~~

How many pupils enrolled for the 1991 school year in (a) Grade 1, (b) Grade 2, (c) Std 1, (d) Std 2, (e) Std 3, (f) Std 4, (g) Std 5, (h) Std 6, (i) Std 7, (j) Std 8, (k) Std 9 and (l) Std 10 at schools falling under his Department?

B386E

The MINISTER OF EDUCATION AND CULTURE:

- (a) 80 521
- (b) 77 025
- (c) 76 559
- (d) 73 328
- (e) 70 881
- (f) 67 847
- (g) 66 918
- (h) 72 678

HOUSE OF DELEGATES

Films Tolla is Tops 243 834,19
 Koukus Troika Oh Schucks
 Untag 1 055 047,97
 L & O
 Leisurreco Ltd Agter elke man 104 669,27
 Koukus Troika Oh Schucks It's Schuster 8 612,94
 Toron Screen Corporation Lambarene 295 192,81
 L & O The Road to Mecca 701 997,83
 Toron Screen Corporation Rutanga Tapes 929 164,81
 Toron Screen Corporation Die Nag van die 19de 990 993,62
 Toron Screen Corporation Taxi to Soweto 595 000,00
 Toron Screen Corporation Sweet and Short 742 000,00
 Heyns Films Big Game 6 582,24
 Heyns Films Court of Burns 13 935,40
 Heyns Films Kill Slade 12 914,30
 Heyns Films African Express 183 258,40
 Everis Films The Native 117 346,91
 Everis Films American Eagle 19 156,05
 Everis Films No Hard Feelings 15 860,48
 Everis Films Dancing in the Forest 1 775,23
 Everis Films Merchants of War 16 983,82
 Everis Films It's Murphy's Fault 10 146,64
 Everis Films Tattoo Chase 29 761,95
 Everis Films Scavengers 15 490,07
 R6 415 375,51

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

Film producers: subsidies

8. Mr M RAJAB asked the Minister of Home Affairs: ~~52~~

- (a) What amount was paid by the State to film producers in subsidies in respect of the 1991-92 financial year, (b) (i) to whom and (ii) for what films was it paid and (c) what amount was paid in respect of each film?
- D40E

The MINISTER OF HOME AFFAIRS:

- (a) R6 415 375,51
 - (b) and (c) The required information is contained in the attached schedule.
- Information is for the period 1 April 1991 till 26 February 1992.

Producer	Name of film	Amount
Taurus Films	Barret	38 377,50
Bluebell Films	Voice in the Dark	17 500,00
Electra Entertainment	Hot Pursuit	140 362,04
Nu Metro	Enemy Unseen	26 647,36
Nu Metro	Funny Face	11 367,30
Slavica Films	The Wanderers	23 577,26
Slavica Films	Misfortune	47 819,12
Elmo de Witt		

Hansard

(b) Ambulance and Emergency Medical Services
 Clairwood Hospital
 Eshowe Hospital
 Empangeni Hospital
 Head Office
 King Edward VIII Hospital
 King George V Hospital
 Midlands Hospital
 Provincial Medical Supply Centre
 R K Khan Hospital
 Regional Laundry Durban and Coastal Area
 Utrecht Hospital
 Wentworth Hospital and

(c) R61 772 (excluding losses routinely written off during annual stocktaking);

(2) the Health Services Branch of the Provincial Administration of Natal investigates all cases of reported theft and these are also referred to the South African Police for investigation. Losses are written off under delegated authority if the South African Police are unable to resolve the case;

(3) no.

Provincial Administration of the Orange Free State

(1) Yes,
 (a) engineer's equipment,
 (b) Universitas Hospital—Bloemfontein National Hospital—Bloemfontein Provincial Hospital—Welkom and
 (c) R3 812,90;

(2) investigations have been made by the investigating officer as well as the South African Police. No guilty party has been traced. The amount has therefore been written off;

(3) no.

Administration: House of Representatives

(1) Yes,
 (a) clothing, provisions, medical equipment such as diagnostic sets, forceps, torches, baumanometers, dental equipment and kitchen equipment,

Elliot Family Planning Clinic
 Market Street Family Planning Clinic
 —Graaff-Reinet
 Grahamstown Family Planning Clinic
 Fettes Road Family Planning Clinic
 —Port Elizabeth
 Frere Hospital—East London
 Gelvandale Youth Health Centre—Port Elizabeth
 Grey Hospital—King William's Town
 Groote Schuur Hospital—Cape Town
 Ida's Valley Clinic—Stellenbosch
 Kimberley Hospital
 Knysna Hospital
 Komani Hospital—Queenstown
 Livingstone Hospital—Port Elizabeth
 Mowbray Maternity Hospital—Cape Town
 Port Elizabeth Provincial Hospital
 Princess Alice Orthopaedic Hospital—Cape Town
 Red Cross War Memorial Hospital for Children—Cape Town
 Settlers Hospital—Grahamstown
 Somerset Hospital—Cape Town
 Southern Peninsula Hospital Group—Cape Town
 Stellenbosch Hospital
 Swellendam Hospital
 Tower Hospital—Fort Beaufort
 Tygerberg Hospital—Bellville
 Uitenhage Hospital
 Victoria Hospital—Cape Town
 Woodstock Hospital—Cape Town and

Hansard

(b) Albany Road Day Hospital
 Bellville Day Hospital
 Bethelsdorp Dental Health Clinic
 Bishop Lavis Day Hospital
 Dr Abdurahman Day Hospital
 Elsies River Day Hospital
 Lentegeur Hospital
 Heideveld Day Hospital
 Mitchells Plain Day Hospital
 Pacaltsdorp Day Hospital
 Rusthof Day Hospital
 Scottsdene Day Hospital and

(c) R30 740,71;

(2) all the above incidents were reported to the South African Police. Few of the items stolen in these cases have been recovered;

(3) no.

Schools: average class size

122. Mr R M BURROWS asked the Minister of Education and Training:

(1) What is the average class size in (a) primary and (b) secondary schools in each specified region of his Department;

(2) what is the class size required by his Department for supplying a class teacher in (a) primary and (b) secondary schools;

(3) what is his Department's policy in regard to the supply of additional teachers to schools?

(a) Primary (b) Secondary

N-Tvl	41,44	36,40
H/Veld	41,99	36,41
J/Burg	35,13	30,05
Orange-Vaal	39,54	36,73
OFS	42,63	34,70
Natal	42,39	35,43
Cape	41,70	39,30
D/Field	42,50	37,77

(2) (a) Primary—40 pupils (minimum)

(b) Secondary—35 pupils (minimum)

(3) The Department annually creates the maximum number of new posts, in accordance with the amount of money earmarked for this purpose. Posts are apportioned to the regions in terms of the policy (Question 2 above). The Regional Chief Directors allocate the posts to schools according to need.

Statistics as on 5 March 1991.

Training institutions: applications refused

123. Mr R M BURROWS asked the Minister of Education and Training:

(1) How many persons were refused admission to teacher-training institutions under the control of his Department in respect of the current academic year;

(2) (a) what policy is being applied at present in regard to the acceptance of a specific number of persons into his Department's teacher-training institutions and (b) on what demographic projection and school admissions is the current acceptance policy into such institutions based;

(3) whether his Department is experiencing a shortage of teachers; if so, (a) what is this shortage and (b) in what categories of skills is this shortage found?

B317E

The MINISTER OF EDUCATION AND TRAINING:

(1) Approximately 70 000 applicants were refused admission. Since a large number of persons applied to more than one college, it is impossible to say exactly how many individuals were refused admission.

(2) (a) The Department annually determines the maximum number of students who may be enrolled at each college of education, as well as the intake of new first year students. Ideal class sizes, the subjects to be offered, the school subjects for which teachers are needed, the current teacher/pupil ratio in schools, the ideal teacher/pupil ratio 1:40 (primary) and 1:35 (secondary), the projected increase in pupil numbers, the availability of classrooms, the num-

HOUSE OF ASSEMBLY

QUESTIONS

† Indicates translated version.

For written reply:

General Affairs:

132. Mr P G SOAL asked the Minister of Home Affairs:

How many citizenship certificates (a) (i) had been issued and (ii) remained to be issued as at 31 December 1991, and (b) were issued in 1991, to citizens of each self-governing territory?

B333E

The MINISTER OF HOME AFFAIRS:

	(a) (i)	(a) (ii)	(b)
KwaZulu	1 611 543	2 009 960	312
Lebowa	278 321	1 362 363	0
QwaQwa	173 250	1 007 079	1 428
Gazankulu	98 444	487 198	0
KaNgwane	4 574	610 945	0
KwaNdebele	47 430	374 772	240

The figures furnished under (a) (ii) are projections based on the latest adjusted 1985 Census figures as supplied by the Central Statistical Service. The results of the 1991 Census Survey, adjusted for undercount, are not yet available.

Black home-owners

137. Mr P G SOAL asked the Minister of Local Government and National Housing:

(a) How many Black home-owners are there in the Republic, (i) including and (ii) excluding the self-governing territories, and (b) how many such home-owners have mortgages?

B345E

The MINISTER OF LOCAL GOVERNMENT AND NATIONAL HOUSING:

(a) (i) and (ii) No statistics are available because, in so far as it concerns registra-

HOUSE OF ASSEMBLY

tion of land and other real rights, no distinction was made in respect of the various population groups even prior to the abolition of racially-based legislation.

(b) Falls away.

Departmental schools: number of classrooms

159. Mr R M BURROWS asked the Minister of Education and Training:

(a) What is the (i) total number of classrooms in schools administered by his Department and (ii) average number of classrooms for such (aa) primary and (bb) secondary schools and (b) in respect of what date is this information furnished?

B389E

The MINISTER OF EDUCATION AND TRAINING:

- (a) (i) 54 428
 (ii) (aa) 5,5
 (bb) 23,4
 (b) 5 March 1991.

PE/Uitenhage metropole: population figures

165. Mr E W TRENT asked the Minister of Home Affairs:

How many (a) male and (b) female (i) Whites, (ii) Coloureds, (iii) Asians and (iv) Blacks were there in the Port Elizabeth/Uitenhage metropole as at the latest specified date for which information is available?

B395E

The MINISTER OF HOME AFFAIRS:

	(a)	(b)
(i)	82 094	86 365
(ii)	84 770	92 372
(iii)	4 175	4 168
(iv)	208 443	243 457

The 1991 Population Census information, as at 7 March 1991, is furnished. This information has not yet been adjusted for possible undercount. The information refers to the magisterial districts of Port Elizabeth and Uitenhage as data on the metropole is not available.

Electricity supply: PE metropole

166. Mr E W TRENT asked the Minister of Local Government and National Housing:

(a) How many houses are supplied with electricity in (i) the metropole comprising Port Elizabeth, Ibhayi, Uitenhage and Kwanobuhle and (ii) each of these four areas and (b) in respect of what date is this information furnished?

B396E

The MINISTER OF LOCAL GOVERNMENT AND NATIONAL HOUSING:

- (a) (i) 88 496
 (ii) Port Elizabeth
 Ibhayi 65 366
 Uitenhage 7 698
 Kwanobuhle 12 800
 2 632
 (b) 16 March 1992.

Health: amount budgeted

170. Mr M J ELLIS asked the Minister of National Health:

(a) What total amount has been budgeted for health in South Africa in respect of the latest specified 12-month period for which figures are available and (b) how much of this amount has been earmarked for (i) primary health care, (ii) secondary health care, (iii) tertiary health care and (iv) any other specified division?

B400E

The MINISTER OF NATIONAL HEALTH:

Department of National Health and Population Development

- (a) 1991/92 financial year: R714 464 000 and
 (b) (i) R197 059 000,
 (ii) not applicable,
 (iii) not applicable and
 (iv) Health: R517 405 000.

Provincial Administration of the Cape of Good Hope

- (a) 1992/93 financial year: R2 065 342 000 and
 (b) (i) and (ii) separate amounts not available. A total amount of R1 062 441 000 has been provisionally voted,

(iii) R813 120 000 and

(iv) Head Office Administration: R189 781 000.

Provincial Administration of Natal

- (a) 1991/92 financial year: R1 014 063 000 and
 (b) (i) R326 923 000,
 (ii) R345 141 000,
 (iii) R175 221 000 and

- (iv) Administration and auxiliary services R13 436 000
 Ambulance and emergency services R45 541 000
 Supporting and specially controlled services R91 805 000
 Central medical stock account R1 000 000
 Government motor transport R655 000
 Capital works R14 341 000

Provincial Administration of the Orange Free State

- (a) 1991/92 financial year: R659 346 000 and
 (b) (i) R70 712 000,
 (ii) R184 650 000
 (iii) R320 900 000 and
 (iv) R83 084 000 for:
 Management;
 Capital and minor works;
 Emergency medical services;
 Auxiliary and specially controlled services.

Provincial Administration of Transvaal

- (a) 1991/92 financial year: R2 388 161 000 and
 (b) (i) R308 073 000,
 (ii) R773 764 000,
 (iii) R1 306 324 000 and
 (iv) not available.

Administration: House of Assembly

- (a) 1991/92 financial year: R623 630 000 and
 (b) (i) R83 143 200,
 (ii) R537 364 800,
 (iii) R3 122 000 and

HOUSE OF ASSEMBLY

Helping hand

S2
Soweto
27/3/92

HELP is at hand for pupils who want to obtain better results in matric.

The Soweto campus of Vista University will launch a series of supplementary lectures on Saturdays.

The Tutors Educational Programme will offer lectures in English, Afrikaans, biology, mathematics, physics, geography, history, business economics and biblical studies for Standard 9 and 10 pupils.

Registrations will be held at Maxeke High School in Evaton.

All subjects will be offered at R20 a pupil.

TED tells principal to readmit pupils

STAR 28/3/92
CAROLINE HURRY

A HIGH-SCHOOL headmaster whose staff resorted to "irregular" methods to get rid of a number of "problem" pupils thought to be giving the school a bad name has been ordered to re-admit them and apologise to their parents.

Simeon Tobias of The Hill High School near Rosettenville, Johannesburg, has reportedly been ordered by the Transvaal Education Department to re-admit the pupils after inquiries about the matter by Saturday Star.

● See Page 3

His school allegedly used methods that included bringing in a SAP drug-squad officer to threaten the pupils with arrest on the grounds that they were part of a dagga-smoking ring, as well as showing them graphic photographs of corpses of drug users who had died from overdoses.

A number of boys involved were told by the policeman and the guidance teacher, Gerald de Villiers, that if they did not leave the school voluntarily they would be sent to a "clinic school" until they were 21, where they would hardly ever see their parents and where pupils were so unhappy that they tried to hang themselves.

Parents were threatened with prosecution by

● TO PAGE 2

Readmit

● FROM PAGE 1

the guidance teacher for neglecting their children's welfare if they did not consent to their removal.

According to information in the possession of the Saturday Star, the boys had smoked dagga occasionally after school.

Russel Rehbok, an ex-pupil and law graduate from Wits University, said the incident had been brought to his attention by teachers.

"On February 3, one teacher informed me that during a staff meeting Tobias had congratulated De Villiers for dispensing with a group of trouble-makers, and said if any other teachers were having problems with pupils, they should in-

form him and he would get rid of them," said Rehbok.

"This teacher and others were upset by Tobias's disposable children policy and approached him for a meeting to discuss the matter.

"Tobias assured the concerned teachers that all correct procedures had been followed. He said the narcotics branch of the SAP had approached the school and informed him a police computer had identified a group of drug-dealers at the school.

"He said the SAP had advised that the group be broken up and that the parents be contacted."

However, when the Saturday Star brought the matter to the attention of the TED, which sent an inspector to the school, Tobias denied ever speaking to the police.

BOYS 'blackmailed' to

quit school

(S2) (25) (28/3/92) STAR

A SATURDAY Star investigation has revealed that serious irregularities may have occurred in the removal of a group of boys from a Johannesburg school because they were thought to be giving the school a bad name.

This newspaper is in possession of affidavits from pupils and parents stating that early last month Lieutenant Werner Pretorius of the SAP Narcotics Bureau used "intimidation and threats of violence" against boys at The Hill High School which were designed to make them leave the school.

The pupils were told to write statements saying they were dagga-users and suppliers.

The statements were filed, but according to the school the file has "unfortunately gone missing, despite every effort to locate it".

Pretorius, whose presence at the school was allegedly requested by one of the teachers, was introduced to each boy as the "narcotics chief".

One of the Standard 8 boys concerned said: "Lieutenant Pretorius took my address and said there would be a summons in the post.

"He said I was lucky he didn't send his men to 'f... me up' and the best thing I could do was to leave the school.

"I was surprised that Lieutenant Pretorius had become

Drug squad threatened violence, say parents

CAROLINE HURRY

involved. Although he and Mr de Villiers (a teacher) had said I might have to appear in court, another teacher told me the police could not prosecute unless they found me in possession of dagga.

"But I was still very worried that the police had become involved."

According to some of the pupils and parents, the boys had admitted to smoking dagga at a party, but never on school premises. They denied dealing in or supplying the drug, but were allegedly told by De Villiers that by sharing a joint of dagga they were guilty of supplying the drug.

Pretorius allegedly told the boys their statements were sufficient evidence to prosecute and convict them, but he could arrange to have the matter dropped if they left the school.

According to the statements sworn by the boys and their parents, De Villiers said that if the boys were not removed, they could be sent to a "clinic school" until they were 21.

A 16-year-old Std 9 pupil said: "I was told to go and speak to Lieutenant Pretorius, who said if he saw me in the street smoking dagga, he would f... me up and throw me in jail."

A Mr Rehbock, an ex-pupil and a law graduate, says he approached a police station for advice relating to the legitimacy of the policeman's conduct and was told to speak to a Colonel Kruger at John Vorster Square.

"He was abrupt and rude and asked me what my problem was. He told me Pretorius was acting within the scope of his duties.

"In my opinion, this school has abused legal and educational procedures. In order to expel a child, legislation prescribes strict procedures to be followed as well as specific misdemeanours on the part of the child.

"In my opinion this process seems to have been circumvented by the use of pressure to remove troublesome children."

Headmaster Simeon Tobias refused to speak to Saturday Star.

Dr Ken Paine, executive director of the Transvaal Education Department, said: "As the matter is still under investigation, the department is not in a position to comment. The matter is handled internally according to the policy of the department, and in the best interests of education and those who are involved.

"At this stage, no further comment can be made."

'Chalk down' at caretaker row

52

By SOPHIE TEMA

29/3/92

TEACHERS at the Nghunghunyani High School in Chiawelo have embarked on a "chalk down" rather than allow the caretaker to stay in the school's cottage.

Pupils have demanded that caretaker Phineas Mntambo and his wife Precious be allowed to occupy the cottage instead of his present accommodation, a toilet converted into a room.

Pupils claimed the Mntambo's have been staying in the converted toilet since 1985 while the teachers are using the school cottage as a staff-room.

A meeting between parents, teachers and pupils will be held at the school today to discuss the controversy that is dividing teachers and pupils.

Pupils have asked the Soweto Education Crisis

Committee to intervene in the matter.

On Friday pupils alleged teachers had indicated they were not prepared to move out of the cottage, claiming Mntambo was not a caretaker, but an odd-job man paid by the Department of Education and Training.

School principal J Khoza said Phineas had been staying on the school premises since 1985 and the room in which he slept was not a converted toilet, but a storeroom.

Khoza said: "I was approached by Mntambo, who pleaded that I accommodate him in the storeroom because his family home was overcrowded.

"He never complained of being uncomfortable. A week ago the pupils took up the matter and demanded that he be housed in the school cottage."

and (b) what was the total net annual cost of such transport in each province in 1991;

(2) what is his Department's policy regarding the transportation of pupils? D54E
The MINISTER OF EDUCATION AND CULTURE:

(1) (a) None, the Department does not provide subsidized school buses, but 14 433 pupils were transported on State Contract Buses.
(b) The total cost of providing State Contract bus services for 1991 was R6 205 411. A breakdown per province is, as yet, not readily available.

(2) The existing policy of the Department requires a levy of R25,00 per term per pupil on a strict affordability basis. This policy of providing a State Contract bus service is being revised whereby a transport allowance will be given only to indigent pupils who qualify through a means test.

Free textbooks/prescribed books: cost

10. Mr M RAJAB asked the Minister of Education and Culture: (52)
What was the cost of providing free textbooks and prescribed books in (a) primary and (b) secondary schools under the control of his Department in the latest specified financial year for which information is available?
D56E

The MINISTER OF EDUCATION AND CULTURE:

Figures available for the latest financial year (1990/1991) are as follows:

(1) Promotion/upgrading of professional personnel in the Department of Education and Culture—House of Delegates since 1 January 1988 to 29 February 1992

	(a) Inspection and advisory services	(b) Psychological services	(c) Education planning	Total
(i) PL 4 to PL 5	23	4	5	32
(ii) PL 5 to PL 6	15	2	7	24
(iii) PL 6 to PL 7	5	1	2	8
(iv) PL 7 to PL 8	2	-	2	4

(2) (a) Superintendents of Education Promoted from Level 4 to Level 5

1. Mr G S Ebrahim
2. Mr J Govender
3. Mr L Naidoo
4. Mr P Govender
5. Mrs A C Janssen
6. Mr M A Padayachee
7. Miss V Ramlall
8. Mr H B Singh
9. Mr I Rawatlal
10. Mr R Valjee
11. Miss F R David
12. Mrs F Laban
13. Mr K P Govender
14. Mrs P Naidu
15. Mrs M Persad
16. Mr R Maharaj
17. Mrs S Balkission
18. Mrs D D Naidoo
19. Mrs J Fakir
20. Miss S Ismail
21. Mrs D L Naidoo
22. Mrs S Pillay
23. Mr D M Moodaly

Promoted from Level 5 to Level 6

1. Mr I Kathrada
2. Mr S E Majam
3. Mrs E Buys
4. Mr M H Aboobaker
5. Mr L V Pillay
6. Mr A I Ismail
7. Mr R L Beharee
8. Mr N M Moodley
9. Mrs E S Somers
10. Mrs M Walters
11. Mr A D Padayachee
12. Mr P A Naidu

Promoted from Level 4 to Level 5

1. Mr P M Govender
2. Mr S G Moodley
3. Mr V Naidoo
4. Mr P Naidoo

Promoted from Level 5 to Level 6

1. Mr N R Singh
2. Mr J Narainsamy

Promoted from Level 6 to Level 7

1. Mr P B Singh

Promoted from Level 4 to Level 5

1. Mr M J Gonsalves
2. Mr C D Simjee
3. Mr D Chetty
4. Mr A Singh
5. Mr G H Maharaj

Promoted from Level 5 to Level 6

1. Dr S P Naicker
2. Mr C L Joshua
3. Mr S Jugdeo
4. Mr B Singh
5. Mr G Singh
6. Mr G Naidu

13. Mr V Naidoo
14. Mr M M Moodley appointed on Level 5 on 1/2/91
15. Mr H Rameshur
Promoted from Level 6 to Level 7

1. Mr P J Venter
2. Mr G Khadaroo
3. Mr M Narainsamy
4. Mr J Pillay
5. Mr V R Govender

Promoted from Level 7 to Level 8

1. Mr L R Naidoo
2. Dr C G Shah

(2) (b) School Psychologists Promoted from Level 4 to Level 5

1. Mr P M Govender
2. Mr S G Moodley
3. Mr V Naidoo
4. Mr P Naidoo

Promoted from Level 5 to Level 6

1. Mr N R Singh
2. Mr J Narainsamy

Promoted from Level 6 to Level 7

1. Mr P B Singh

Promoted from Level 4 to Level 5

1. Mr M J Gonsalves
2. Mr C D Simjee
3. Mr D Chetty
4. Mr A Singh
5. Mr G H Maharaj

Promoted from Level 5 to Level 6

1. Dr S P Naicker
2. Mr C L Joshua
3. Mr S Jugdeo
4. Mr B Singh
5. Mr G Singh
6. Mr G Naidu

Hansard

7. Mr P B Peters was transferred and appointed on Level 6 on 1/7/91

Promoted from Level 6 to Level 7

1. Mr G Pather
 2. Dr M Naidoo
- Promoted from Level 7 to Level 8
1. Mr R L Pienaar
 2. Mr B M Moodley

Urdu/Tamil/Hindi/Arabic as matriculation courses (SZ)

14. Mr M RAJAB asked the Minister of Education and Culture:

- (a) How many secondary schools fall under his jurisdiction and (b) how many of these schools

offer (i) Urdu, (ii) Tamil, (iii) Hindi and (iv) Arabic as a matriculation course?

The MINISTER OF EDUCATION AND CULTURE: (SZ)

- (a) 147
(b) (i) Urdu: None
(ii) Tamil: None
(iii) Hindi: 1
(iv) Arabic: 5

It must be noted that although the above-mentioned languages and others such as Telugu, Gujarati, Zulu, etc are on offer to the matriculation level at all secondary schools, pupils do not take them beyond the primary school level. Only Arabic is studied by a small number of pupils in the final school phase.

Hansard

HOUSE OF ASSEMBLY

shortages and (b) what is being done to remedy the situation? B405E

The MINISTER OF CORRECTIONAL SERVICES:

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

Unit cost per prisoner

145. Mr D J DALLING asked the Minister of Correctional Services:

What was the unit cost per prisoner per day in the 1990-91 financial year?

B360E

The MINISTER OF CORRECTIONAL SERVICES:

R28,85

Prisons: visits by judges/magistrates

171. Mr D J DALLING asked the Minister of Correctional Services:

- (1) (a) On how many occasions in 1991 was each prison visited by a (i) judge of the Supreme Court and (ii) magistrate and (b) on what dates did each of these visits take place at each such prison;

- (2) whether he took any action as a direct result of reports submitted to him pursuant to such visits; if so, what action on each occasion?

B404E

The MINISTER OF CORRECTIONAL SERVICES:

Reply bound in Annexures of House—see M229-1992

Correctional Services: staff shortages

172. Mr D J DALLING asked the Minister of Correctional Services:

Whether his Department is experiencing staff shortages; if so, (a) what is the extent of the

- (a) Yes. Shortages are being experienced in the following occupational groups:

— Disciplinary personnel

— Artisan personnel

— Work Study personnel

— Computerized Information System personnel

— Musicians

— Nurses

— Social Workers

— Psychologists

— Pharmacists

Due to a cut-back of 3,6% in its Budget, the Department will be able to keep a maximum of 23 397 members in its employment during the 1992/93 financial year. Essential services can be maintained with this number of members, but an under-provision of funds will result in 1 275 posts for the operationalization of, inter alia new/modernized prisons, correctional- and parole supervision and the offices of Regional Commissioners not being filled without reorganization.

In addition, it is also expected that in consequence of an amendment of the policy regarding the paroling of prisoners, a greater number of prisoners will be detained, resulting in a need for a further 800 posts.

- (b) The Department continues to attempt to perform essential services effectively by means of rationalization of functions, replacement of members and the scaling-down of functions with a lower priority. Furthermore, continued efforts are made to fill especially critical posts in the specialized occupational groups, but due to a general under-supply in the labour market, this is not always possible.

White teachers wanted back

B/D ay 31/3/92
A SIT-IN by members of the Congress of South African Students (Cosas), who are demanding the return of 19 white teachers to the Vaal Triangle township of Katlehong, began yesterday evening. ~~52~~

The teachers were withdrawn from three schools in the township after the death of a colleague who was beaten and set alight by students demanding that posts held by whites be given to unemployed black teachers.

Cosas, which is staging the sit-in at the Katlehong municipal offices, is demanding that the 19 teachers return to the schools before the Easter holidays.

The Department of Education and Training's (DET's) Theo Buys said the teachers' safety had to be assured before they could return.

Meanwhile, academic activities at the Kathorus College of Education in Katlehong have been transferred to an Alberton church. DET spokesman Kim McEvilly said classes had been moved to Alberton's Methodist Church about a week ago. She declined to say if the move was related to the attack on white personnel. — Sapa.

Cosas: bring back white teachers

A sit-in by members of the Congress of South African Students, who are demanding the return of 19 white teachers to the East Rand township of Katlehong, began yesterday evening.

The 19 teachers were withdrawn from three schools in the township after the death of a colleague who was beaten up and set alight by students demanding that posts held by whites be given to unemployed black teachers.

Cosas president Moses Maseko said earlier during discussions with the Department of Education and Training, however, that his organisation could not guarantee the safe return of the teachers to the township.

The DET's Theo Buys said the teachers' safety had to be ensured before they could return.

● Academic activities at the Kathorus College of Education in Katlehong — scene of hostilities towards white teaching staff — have been transferred to Alberton's Methodist Church. — Sapa.

EDUCATION - SECONDARY SCHOOLS

1992

APRIL - AUG,

Cosas continues with Katlehong Council sit-in

Sowetan 1/4/92

MEMBERS of the Congress of South African Students yesterday continued a sit-in at the Katlehong Council to demand the return of 19 white teachers who have been withdrawn from three schools.

The council said yesterday it would not evict the Cosas members.

But town clerk Mr Fanie Mare said the pupils had abused the council's generosity by occupying the chamber after they were allowed to hold a meeting with Mr Theo Buys of the Department of Education and Training.

He said the council would try to negotiate with the protesters and persuade them to leave the premises.

The sit-in by about 50 Cosas members started on Monday after the meeting with the DET.

Mare said the number of protesters had increased after a television broadcast on Monday night on the sit-in.

Students want teachers back

ABOUT 50 Kaitshong students and their parents have threatened to go on a hunger strike if Education and Training Minister Sam de Beer does not reinstate white teachers at schools in the East Rand township.

The 49 chanting demonstrators, most of them members of the Congress of SA Students (Cosas), yesterday continued an overnight sit-in at the Kaitshong Town Council boardroom to demand the return or replacement of 19 white teachers withdrawn from the township by the Department of Education and Training (DET) following the death of a white colleague earlier this year.

Kathorus College of Education teacher Schalk Dippenaar died in hospital last month after he was beaten and set alight in January by students demanding white teaching posts be vacated for unemployed black teachers.

A third meeting on the issue on Monday night between students and DET officials made no progress and demonstrators would continue their sit-in, Cosas national president Moses Maseko said.

He said the DET, in the two earlier meetings with Cosas, had agreed to provide temporary teachers and he charged that the department was dragging its feet.

The safety of teachers was guaranteed as the majority of students and parents were supporting their return, reporters were told. — Sapa.

Comment Page 12

Numsa members guilty of murder

FIVE Numsa members at Haggie Rand, who took part in armed attacks against co-workers who refused to join an illegal strike in 1989, were found guilty in the Rand Supreme Court yesterday on various counts of murder and attempted murder.

Joseph Benghu, who was hired as a "hit man" to assist in the attacks on non-strikers was also found guilty of murder and attempted murder.

Five Haggie Rand employees were murdered and nine others wounded during the intimidation campaign against non-strikers on the Witwatersrand from November 1989 to April 1990.

Judge Du Plessis, sitting with two assessors, yesterday found that shop stewards' chairman Richard Ngobeni and workers' representatives Jeffrey Mtshali, Malvert Ngubane, Malan Khumalo and Samuel Malepo had played a leading role in the campaign of violence.

The five were dismissed by Haggie Rand before the intimidation campaign was launched.

The court accepted State evidence that the five had been members of, or intimately involved with, a workers' representative group known as the committee of 10.

There was no doubt, the judge said,

SUSAN RUSSELL

that the attacks were planned and carried out by the committee.

Ngobeni was found guilty on four counts of murder, eight counts of attempted murder, two counts of attempted arson and the unlawful possession of a firearm.

Mtshali was convicted on one count each of murder and attempted murder. Ngubane was found guilty on one count of murder, two counts of attempted arson, seven counts of attempted murder as well as the unlawful possession of a firearm and ammunition. The court convicted Khumalo on all 16 counts.

Benghu was found guilty of murdering two non-strikers and attempting to murder four others. He was also found guilty of unlawfully possessing a firearm and ammunition.

Malepo was convicted on one count of murder and two of attempted murder. An accomplice of the six men, Abraham Keele who turned State witness, was given indemnity from prosecution.

Judge Plessis discharged Keele from prosecution at the request of the State, saying he had answered all questions factually and honestly. The case was postponed to June 1 for evidence in mitigation.



Ivory Coast Foreign Minister Amara Essy is greeted by ANC deputy president Walter Sisulu at the ANC's Johannesburg offices. Essy held brief talks with Sisulu and ANC secretary-general Cyril Ramaphosa at the office yesterday.

Picture: BRIAN HENDLER

Ivorian foreign minister in local talks

ANC deputy president Walter Sisulu said he briefed visiting Ivory Coast Foreign Affairs Minister Amara Essy on the SA situation during their meeting in Johannesburg yesterday.

Essy said the fact that ANC president Nelson Mandela had lent his support to President F W de Klerk in the March 17 referendum proved dialogue could solve problems. Earlier, after meeting Foreign Affairs

Minister Pik Botha, Essy said they had "a thorough discussion on African affairs and bilateral matters relating to our countries". He said his visit was aimed at strengthening the two countries' relations.

Essy also held talks with De Klerk at Tuynhuys where he delivered President Houghouet-Boigny's message "on the outstanding referendum victory". — Sapa.

ANC deputy president Walter Sisulu is greeted by Ivory Coast Foreign Affairs Minister Amara Essy at the ANC's Johannesburg offices. Essy held brief talks with Sisulu and ANC secretary-general Cyril Ramaphosa at the office yesterday.

Picture: BRIAN HENDLER

R4bn plan to upgrade black education

Biday 1/4/92

~~258~~ BILLY PADDOCK ~~258~~

CAPE TOWN — Department of Education and Training (DET) Minister Sam de Beer yesterday unveiled details of a R4,6bn short-term bridging programme to eliminate backlogs in black education while negotiations continued on a single non-racial schooling system. (S2)

He also denounced the "ridiculous situation of retrenching highly qualified white teachers while we have a shortage of trained teachers in black education".

The solution to this problem was not easy, he said, extending an invitation to all those white teachers who had been retrenched to make themselves available to his department.

De Beer told a news briefing his budget had increased by 35,3% from the amount allocated last year, raising the per capita spending on black pupils to R1 200 a year.

He said his department had consulted various organisations on the programme.

De Beer said as a result of the discussions, changes had been made to the programme.

De Beer announced that a further 2 520 classrooms would be completed this year, including 15 schools in squatter areas. A further 2 766 classrooms would be ready next year, leaving the department with a backlog of about 5 000 classrooms. Government was giving textbooks and stationery worth R80m to schools this year.

He said 3 299 new teaching posts had been created this year and the department was aiming to improve the 1991 pupil-to-teacher ratio of 41:1 at primary and 35:1 at secondary schools.

He also announced the appointment of staff commissioner W-G M van Zyl, who would investigate complaints from aggrieved educators independently.

Cosas continues with Katlehong Council sit-in

Sowetan 1/4/92

MEMBERS of the Congress of South African Students yesterday continued a sit-in at the Katlehong Council to demand the return of 19 white teachers who have been withdrawn from three schools.

The council said yesterday it would not evict the Cosas members.

But town clerk Mr Fanie Mare said the pupils had abused the council's generosity by occupying the chamber after they were allowed to hold a meeting with Mr Theo Buys of the Department of Education and Training.

He said the council would try to negotiate with the protesters and persuade them to leave the premises. The sit-in by about 50 Cosas members started on Monday after the meeting with the DET.

Mare said the number of protesters had increased after a television broadcast on Monday night on the sit-in.

no fee' system

cover an amount in accord- special fee arrangement
with a tariff which applied, he would have to
obtain the permission of the

Teachers and pupils urged to work harder

STAR 1/4/92

S2

Political Staff

CAPE TOWN — The Minister in charge of black education, Sam de Beer, pressed yesterday for greater involvement by communities, parents and pupils in protecting educational resources.

He said an increasing responsibility rested with them to protect and preserve buildings, equipment, teachers and other resources.

Unveiling a package of how the Department of Education and Training's R4,6 billion would be spent in the financial year starting today, he told a news conference it was unfortunately the case that the present investment in black education was not productive.

All South Africans had an interest in improved utilisation of resources, and in pupils and teachers who worked diligently and maintained constructive order and discipline at schools.

"Much is made of the right to

education, but it is a right which carries certain duties and requires a sense of responsibility," he said. "Education must be earned through hard work on the part of both teachers and pupils together with the whole-hearted participation of the community."

Mr de Beer said the new budget was a net increase of 19,2 percent over that spent in the previous financial year.

"While expenditure in other areas has been cut back, the Government has remained true to its conviction that education is a major investment in the future," he said.

The 19,2 percent increase would probably rise further during the year because of additional spending on capital projects and improvement of educators' conditions of service.

Mr de Beer said the building of a further 2 520 classrooms at 60 new and 74 existing public schools would be completed this year. Construction of 2 766 more classrooms at 83 new and 13 existing schools would start. They would be

ready next year.

He said 3 299 new teaching posts had been created this year, aimed at reducing the pupil-teacher ratios of 41:1 at primary and 35:1 at secondary schools last year.

Textbooks and stationery valued at R80 million had been given to schools for this year. More would be given to schools with unexpectedly high enrolments.

Everything possible would be done to replace books if pupils did not return them. But this would have to be done at the expense of other essential resources.

At farm schools, money had been set aside for 580 more classrooms. The teacher-pupil ratio of 1:38 should be alleviated by the addition of 330 more teaching posts.

Mr de Beer said a staff commissioner, Dr WGM van Zyl, had been appointed on February 17. This meant that aggrieved educators could now have their complaints independently investigated outside the department.

WE CAN DO IT

Twelve weeks on and the rot that plagues Tladi Technical High school is still the same. Attempts have been made to change this state of affairs but nothing seems to change. PHANGISILE MTSHALI reports.

IT is 12 weeks and two days after the school year started in January and yet Tladi Technical High School still looks exactly the same way as it did when I first visited it.

A few miserable looking chairs, battered tables and desks are still its only furniture. There are gaping holes still in the window panes - more now than at opening time.

The classrooms have no doors and are an open playground for vandals and thugs. Pieces of chalkboards hang miserably on some of the walls.

On Tuesday Mr Abner Saule, deputy principal Mrs Muthapo and some teachers and even fewer children were at school before the first bell. There were even fewer pupils - even by Tladi standards - after the lunch break.

The time was 7.50am - the exact time when the school should have assembled for prayers.

Teachers drifted in and out of the office: one asked for chalk, the other explained he was preparing a test on the board before his pupils arrived.

Pupils went from class to class dragging that laughable furniture, preparing for the day.

At 8.05am Muthapo came in looking for the bell. A neatly dressed pupil rang it as he moved from class to class.

Pupils and teachers kept trickling in. Technical pupils and their teachers headed for Molapo Technical College for their practicals. Other pupils strolled in, some at a snail's pace as if the ringing bell had no urgent message for them.

A couple of teachers closed the main gate and urged pupils to move faster to assembly. One broke a small branch from a tree to make his point clear. I sat waiting for that heart-warming music that was part and parcel of assembly during my school days. I heard nothing.

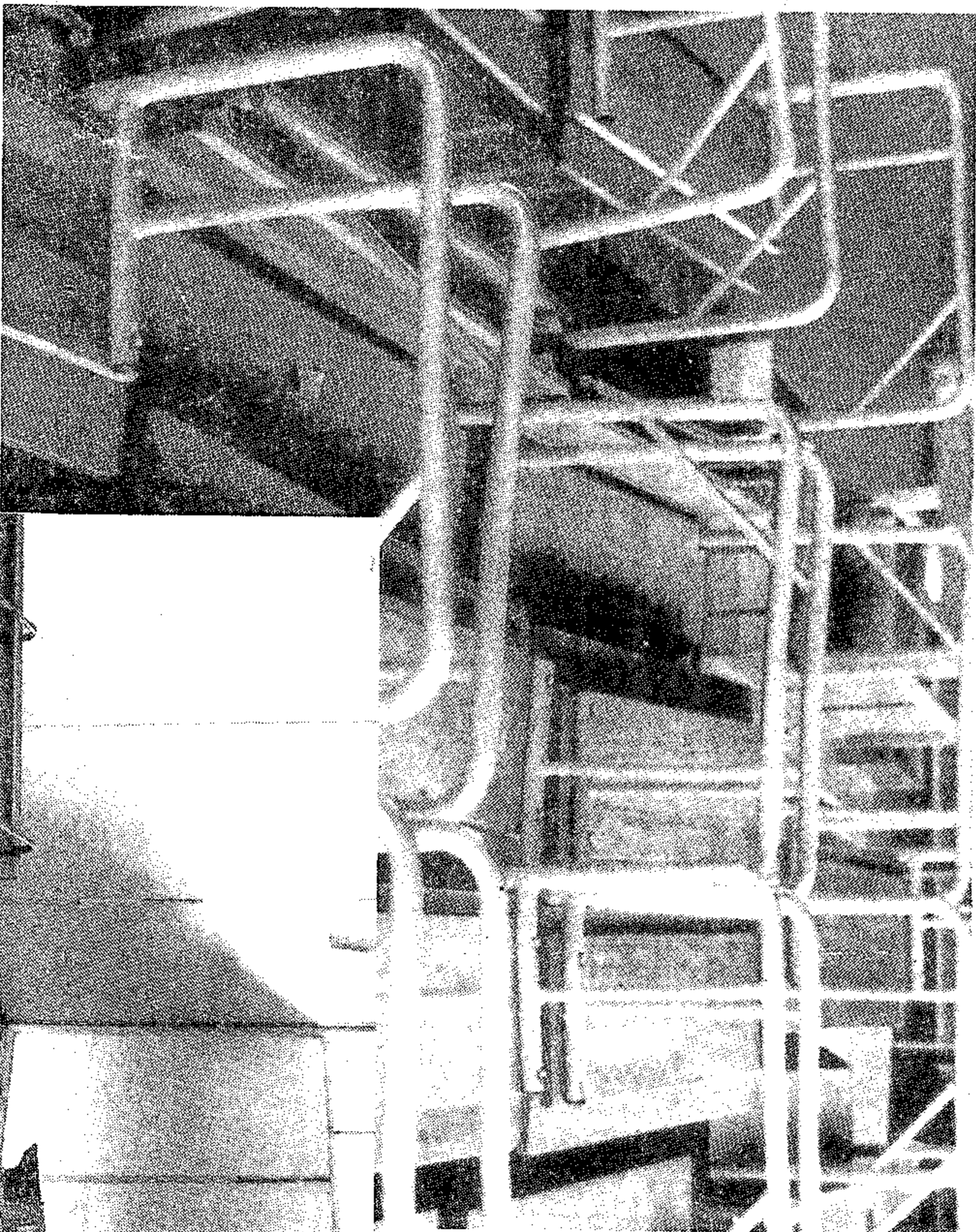
At 8.08am they dispersed. Pupils still trickled in, some bare-handed.

A group of boys asked me if I did not have something better to work on as I was bothering them at their school so early in the morning.

DET ^(S2) playing trivial ^{Seawest} pursuit with pupils ^{2/4/92}

FOCUS EDUCATION

Desks, desks, desks ... this is the DET warehouse but (below) Tladi Tech has to make do with almost no furniture at all. DET regional manager says Tladi has not submitted a proper requisition.



Depends on the teacher who conducts assembly. Sometimes when we are behind times we just say

Some organizations may attempt to follow both approaches equally while others may follow one more so than the other. Thus the two approaches suggest that perhaps the different groups of problems may carry different weights during the SISF process. The matrix in Figure 1 shows the approaches, categories with summarized problem statements, and weights in each cell.

For example, when seeking new and unconventional applications under the impact, leadership may play a more critical role. Without experience, particular and technology, a leader in the SISF process may be unable to conceive effective management to gamble on radical innovation. This does not suggest that leadership is unimportant when attempting to plan applications for alignment but rather that it may be more critical under the impact approach.

Because the align approach typically affects larger numbers of lower-level employees, the potential for widespread effects increase the complexity of the align approach. Thus resource issues are probably of more critical concern in this approach.

Finally, regardless of whether the approach is 'impact' or 'alignment', implementation is still often perceived as the key to successful SISF. Thus whether an organization is attempting to identify a few high-impact applications or many integrated and conventional ones, implementation issues remain equally important.

Conclusion

Effective SISF is a major challenge facing business executives today. It is an essential activity for unlocking the significant potential that information technology offers to organizations. This article has examined the challenges of SISF.

In summary, strategic information systems planners are not particularly satisfied with SISF. After all, it requires extensive resources. Top management commitment is often difficult to obtain. When the SISF study is complete, further analysis may be required before the plan can be executed. The execution of the plan might not be very extensive. Thus, while SISF offers a great deal—the potential to use information technology to realize current business strategies and to create new ones—too often it is not satisfactorily done.

In fact, despite its complex information technology ingredient, SISF is very similar to many other business planning endeavours. For this reason alone, the involvement of top management and business planners has become increasingly indispensable.

not properly done. The needed furniture was not written off. Schools in my area that handed their properly filled requisitions will be getting their needs when we re-open. Tladi will also get its furniture when it hands in properly-filled requisitions."

However, educational organisation seem to be making a headway.

- Yesterday an SECC delegation visited the school to address teachers and pupils to ask them to get committed to make the best of the school.
- The SECC has been getting weekly reports from the Tladi school. David Maepa said the reports identified there were problems at the school but they fell short when coming to practical attempts on the ground to resolve those problems.
- A parents' committee has been formed and is gearing to stop the decay of Tladi.

requisitions.

- They also admit that Saule was officially not the head of the school though they expected him to fulfil headmaster's duties.
- In February he sent hand written lists of requisitions for furniture and school repairs to the authorities.
- DET sent two officials to assess the school but they were chased away by the Tladi Cosas branch.
- Saule says the school is still short of an Afrikaans teacher for Standard 7, a Tswana Teacher for Standard 8 and, strangely enough, a general science teacher for Standard 8. He also says the English teacher is overloaded.
- Mr Sylvester Ncala, the area manager in charge of Tladi, says: "I still have not received a formal teacher requisition from Tladi. The information that I received for furniture shortages was

How does Tladi punish its pupils, I asked Saule. "We do not have corporal punishment. That was banished a long time ago by Cosas," Saule explained. "Now it all depends on the individual teacher. Some keep late-comers and homework dodgers out of their classes."

"Sometimes girls are made to clean. If the offence is serious we call in parents to discuss the matter. But otherwise teachers are trained how to discipline children."

Eventually I left the school. The main gate had been locked but pupils kept coming in and leaving the school in one of the concealed small gates.

The lack of academic and structural changes at Tladi Technical since the school opened makes one curious if DET authorities and school leadership were not playing a game of trivial pursuit with the future of Tladi pupils.

- DET did not provide furniture and other needs because they said the principal did not submit the

In the principal's office Saule was writing. And for the first time I had a thorough look in his office, particularly the wall opposite the door.

A big 1991 ANC calendar with Nelson Mandela and Oliver Tambo shaking hands in Sweden in between the prophecies of the Freedom Charter writings monopolised the space. Next to it were two Cosatu posters one calling for a boycott of Labour Relations Act and a programme of the funeral service of a Tladi MK cadre.

They overshadowed a three-year-old chart titled Division of Duties. It had Botha as the manager and Miss Mthembu as his deputy, heads of departments who are no longer at the school. Beneath it a smaller chart gave names of the sports committee, also headed by Botha.

"This depicts the old order," Saule said when I asked him why an outdated duty roster adorned his wall. As you notice it still has the HoD and the old principal. It is there because I have not got down to removing it."

When I mentioned my disappointment at not hearing the hymn singing, Saule answered: "It

Fails to

It is an

er the need

Daid

No. 17)

members

time and

by having

power in

of an

Sadtu slams DET

See page 21/4/92
THE South African Democratic Teachers Union yesterday accused the Department of Education and Training for causing confusion at Tladi Technical High School.

Sadtu official Mr Mxolisi Nkosi said DET was reacting to DET's "unilateral decision" to remove acting principal Mr Abner Saule without consultation with the community of Tladi.

Nkosi was speaking after a poorly attended meeting called to establish a monitoring group for the school.

The meeting resolved that all interested parties should meet on April 12 to discuss the formation of the school's management committee.

●See page 33

Star links up with TV tuition

Staff Reporter (52)

Boys and girls in Standards 5, 6 and 7, keen to come to grips with such "horror" subjects as maths, science, accountancy and English, are to receive a major boost from a new series of television lessons.

CCV Television is starting the educational programmes on Monday in a bid to help children of all races who are having difficulty with certain subjects.

The Star will provide written back-up material for the lessons the day before they are screened.

Teleschool, as the new series is named, deals with the subjects most pupils hate. It cuts across the syllabi of the various education departments and gets to the root of the problem in an informal, relaxed way.

The lessons have been prepared in consultation with education authorities and academics nationwide to ensure they meet the needs of pupils. One subject a day will be

screened each day from Mondays to Fridays.

There will be maths on Monday, accountancy and business, economics on Tuesday, biology and science on Wednesday, English on Thursday and technical subjects on Friday.

The programmes start at 3 pm daily and last 30 minutes each. They will be re-screened on TV at later dates.

The Star will publish back-up material the day before the programme is screened. In other words, if you want written information in advance for Monday's maths lesson, make certain you get a copy of The Star on Friday.

If you want to watch the accountancy programme (called "Millionaires in Training"), on Tuesdays, make sure you have Monday's paper. And so on.

As an added service, The Star has prepared a special scrapbook for pupils who want to keep the back-up material.

The scrapbook will be available from April 7 from the Promotions Department, Box 1014, Johannesburg 2000. The cost is R4 a book.



Bright sparks . . . of Hillcrest Primary School — Charlene Leventhal (left), Maurice Farelo and Sonja Bugarin — with The Star's education scrapbook. Syllabus-related material will be published from tomorrow in The Star.

Picture: Joao Silva

WHEN I visited Tsogo High School, stuck away in the hills above the desolate village of Mmakau in Ga-Rankuwa, I wondered how it managed to survive. (52) (100)

Its standard fees are low — R70 a year, R40 of which is a requirement of the Bophuthatswana government which pays only for teacher salaries and a bit on the side.

How, I asked, is it possible that "white" Model C schools — which operate on the same principle — should charge in excess of R1 000 a year and yet a school like this is able to provide affordable excellence? wlm
3/4 - 9/4/92

The answer is simple: Tsogo is the most recent addition to the Holy Redeemer primary school, Morekolodi, started by the Catholic church in 1926. Today, the nine Sisters of Mercy who teach there do not see their salary cheques each month. The six Irish and three South African sisters live frugally and pool all they have towards developing the school.

"We don't know where the money comes from; God sends it," they say confidently. Once the school's needs have been attended to, high school principal Sister Colmcille explains, they live on what's left.

This altruistic ethos keeps Tsogo going against all odds — slowly acquiring computers, library books and the like to serve the surrounding community. Without the dedicated lay teachers on the staff it would not survive. But Tsogo is of that breed of Catholic schools which, although largely free of government control, is no ivory tower. It makes two points: independent does not have to be elitist, nor quality education expensive.

The feisty nuns have a zeal for education that is far greater than "the job". They believe they give the schools they start a special "spirit". However, vocations to the ministry are dying out because, say the sisters, people are no longer willing to make permanent commitments.

It seems like an oasis amid the drought. Holy Redeemer's initial primary school has expanded to include a pre-school, a high school and an adult education centre. Adults do sewing and

bricklaying courses after hours, and the school runs a bridging programme for teenagers who would otherwise not make the grade. Many pupils also use the classrooms for night-time study because there is no electricity at home.

Hundreds of applicants are turned down each year, and only about 600 of the high school's 700-odd students can afford to pay. They try and squeeze in as many pupils as possible, but also to keep class sizes below 50. Colmcille is taken aback when I ask whether they'd ever refused admission to a child out because he or she couldn't pay.

"Good heavens no," she says. "I would never dream of that."

But the oasis metaphor is only an educational one. Life is pretty tough in Mmakau. Water is scarce, and the nuns say three orders before them left as a result.

Telephones are often down and the roads are poor, but the nuns' good humour and warmth make the task seem effortless.

The biggest challenge, they say, is to keep going. Parents are concerned that their children use the opportunity they have been given.

Two years ago the school had a display of books suggested by teachers. Each parent donated one of the books to the library. Parents also fundraised for the first batch of the school's 15 computers.

At Tsogo, pupils also sit in on annual parent-teacher consultations.

In the beginning, says Colmcille, the children hated it, but now they're "getting brave and open up if there's something happening at home and they cannot study.

It also makes them more conscious of their own behaviour".

Tsogo does its best to see pupils through once they complete matric but often socio-economic factors impose a ceiling as they enter the outside world.

Principal of Morekolodi, Sister Kieran, says the school is often used as a stepping stone to multi-racial urban schools.

This, she believes, may be the "calling" of Catholic rural schools like Tsogo in the future.

Independent — but it's no ivory tower

BY PORTIA MAURICE



Sister Colmcille, principal of Tsogo High School

Praise and punishment

W/maif 3/4 - 9/4/92

(252) (52)

SHOULD pupils be rewarded for doing well as well as punished for the bad things they do? And, if so, what is an exemplary deed and what should be the reward?

This question is being debated by staff and pupils at Mmabatho High School in Bophuthatswana, which is moving a step ahead of student representative councils and democratic school governance towards a "points system" or "code of conduct".

But, as is clear from the central question, the code is not merely a disciplinary measure aimed at detaining pupils for homework not done or insubordination. Its conception is a worthy lesson in the "rights and responsibilities" crisis which will increasingly plague student leadership as institutions become democratic in a post-apartheid South Africa. How much say should pupils have in the running of education institutions and to what extent should SRC leadership join the structures of governance and discipline its members?

Mmabatho High has already built up a fairly democratic tradition. Students have class representations in the normal way. They have half an hour's *kgotla* — meeting — every Friday and the occasional full assembly to discuss pupil affairs from which teachers stay "well clear". SRC executive members sit with staff on a number of management "teamlets" — pastoral, discipline, academic, sport and culture, administration, hostel and public relations and development.

They are co-ordinated by a management team of staff leaders, and these filter ideas up to the governing management council — comprised of parents, ex-officio staff members and two teacher representatives.

SRC chairman Dire Tlati says pupils have found the "code of conduct" idea a bit hard to swallow, but there is a staff-student committee to iron out contentious issues. By the points system pupils will accumulate or lose points depending on their behaviour.

Insubordination, swearing and littering could be among punishable offences, and peer tutoring, excelling in sports or academics and helping out in the library may be rewarded.

Tlati says SRCs in independent schools like Mmabatho should build a bridge between staff and pupils, not create antagonisms. "We do defend student rights, but we're not here to fight the staff," he says. "They can learn a lot from us, and democracy minimises unhappiness."

Some staff share these sentiments. "Wherever we can we give students a chance to express themselves — to channel their feelings and respond to them," says music teacher and public relations head Simon Cushman. "Matters may take longer to come to a head this way, but at least everyone is heard. People wouldn't be able to kid the system because there are so many involved in any one thing."

Government inspectors do not visit and at present the school is debating whether pupils should be part of evaluating teachers — an exciting but uncomfortable prospect for some. "When you assess at corporate level, your

How far can you take democracy in schools? Mmabatho High School is experimenting.

By PORTIA MAURICE

(52)

clients are central," Cushman says. "At school, our clients are our pupils."

Mmabatho is a semi-private school, much like the Model C soon to be instituted at many South African white schools. The Bophuthatswana government pays teacher salaries — although no cheque has come as yet this year. Maintenance costs are also covered by Lucas Mangope's government, but the school has autonomy at all other levels.

It is one of three "designated" schools in the homeland, and was started as a pilot education project 12 years ago. Its future is precarious though. If government funding were to be cut, either parents or standards would suffer. "It's a frightening scenario," says vice-principal Michael Erskine. "For every staff member we'd have to employ, fees would rise by at least R100. It would be an absolute disaster to become fully private."

The "open door policy" and constant communication are a source of pride for principal Mark Briston. Corporal punishment is banned and discipline is not stringent. Only anti-social behaviour would result in expulsion.

Briston adds that because many students

come from disadvantaged backgrounds with an uncertain future, the school's greatest contribution is to train them as speakers to cope with the outside world. "The first thing they need is to improve confidence and self-esteem," he says.

The school has only a smattering of white pupils, although the staff is mostly white. The demand is huge: last year 1 100 pupils were tested for 120 places in Standard Five. It was understood the Bophuthatswana government would replicate the successful Mmabatho model to expand the base of quality education, but instead it built an International School in the civil service town two years ago. Perceived as ostentatious and wasteful by locals, this caters mainly for the children of expatriates and African diplomats. The government is rumoured to have helped it on its

way with more than R200-million, although it is meant to be a private school.

Mmabatho High is building a new library, media centre and auditorium to improve its role as a "facilitating institution" for the broader community.

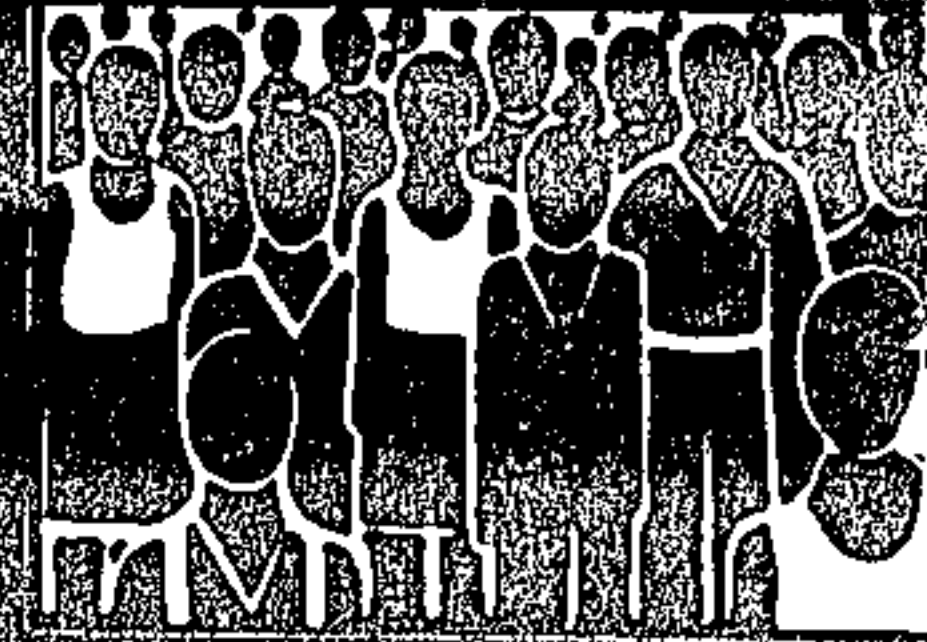
Next year it will run its first full-time bridging course for matric pupils from surrounding government schools who do not make university entrance.

Mmabatho High is innovative in other ways too:

● For three years now the school has had an English second language department. The demands of multi-lingualism are great — some pupils speak English as a first language, others Setswana and other African languages. ESL head Gary Barkhuizen believes teacher training has been very slow in responding to what is becoming an urgent need.

● The school does a "major balancing act" with multi-culturalism — trying to cater for all religious and cultural backgrounds. Years of experience have resulted in high tolerance levels.

MATRIC HISTORY



HISTORY FOR TOMORROW'S CLASSROOMS 5:

Language and Bias ⁽⁵²⁾

in History Books

New Nation [Learning Nation] 3/4-9/14/97

WHAT IS HISTORY?

In our previous two articles we learnt that historians use written, pictorial, material, oral, primary and secondary sources to find out about the past.

Last week we read that history books are secondary sources of information. We learnt that when we read any history book, one of the questions we should ask is: Is it biased? In other words, can we trust what it says?

In our next few articles we will learn how to criticise sources of information. We will look at the question of bias - with particular reference to our matric school history textbooks.

What is bias?

Bias simply means one-sidedness. When a book is biased it means that it favours one side. It gives one particular view of a person or an event. Bias can be found in most history books. But some history books are more biased than others.



Governments and biased textbooks

Most of the history textbooks used in South African schools are very biased indeed. They

support a particular point of view. The government has used the history we learn at school to try to make us believe in its policy of apartheid.

South African school textbooks are not the only ones that are biased. Governments all over the world use school history to get students to believe in their policies.

How do we notice bias in a history book?

There are a number of things we should look at in order to decide to what extent a history book is biased. One way of noticing bias is to look at the language used by the historian.

The use of certain words can often tell us what the historian's bias is.

Exercise

Read this example of a biased piece of information taken from an old Russian high school history textbook. It was written at the time that Stalin was in power. Stalin was a dictator. He did not like anyone to criticise him. Trotsky, Rykov and Bukharin were against Stalin's rule. Stalin had the school textbooks re-written to show that he was a great leader and that people like Trotsky were traitors.

The contemptible enemy of the people, the fascist agent Trotsky, and his contemptible friends Rykov and Bukharin, organised in the USSR gangs of murderers, wreckers and spies... The fascist scoundrels, the Trotskyites and Rykovites, caused train collisions in the USSR, blew up and set fire to mines and factories and wrecked machines, poisoned workers, and did all the damage they possibly could. These enemies of the people had a definite programme, which was to restore the yoke of the capitalists and landlords in the USSR, to destroy the collective farms, to surrender the Ukraine to the Germans and the Far East to the Japanese, and to promote



A NEW APPROACH TO HISTORY FOR STUDENTS, WORKERS AND COMMUNITIES

the defeat of the USSR in the event of war. These brigands were caught and punished as they deserved.

- A.V. Shestakov (1938) A short history of the USSR.

Let's look at the language used in the above extract. The author has used certain words which tell us that he does not support Trotsky. Underline some of the words he uses which tell us that he is biased against Trotsky. (Use a dictionary to look up any of the words which you do not understand).

We've looked at how the language used can help us to notice bias. Next week we will look at other ways of finding bias in a history textbook.



Reference

1. Hinton, C. (1990) What is evidence? John Murray, London.

GROUPS



Responsibility and Commitment

New Nation

(Learning Nation)
314 - 914192

In last week's article we looked at how study groups function. From the letters we receive, many groups also expressed concern about motivation and commitment in study groups. Today, we will focus on these issues.

Motivation and aims

Group members will be responsible and committed when they are motivated, and want to be a part of a group in order to learn. The reasons for wanting to learn might differ from person to person. One person will want to learn because he wants to pass the matric exam. Another will want to learn because she wants to understand and change our society. Your motivation for wanting to learn in a group will be strengthened when members are clear about the aims of the group. Here are two examples of aims that different study groups have set for themselves:

Group One:

"To study together, share books, ideas and skills to improve our marks at school"

Group Two:

"To debate and discuss topics which affect our lives and which we don't usually learn about at school"

Has your group established for itself a set of aims and is each group member clear about these aims?

If there are no clear aims for your group or if some members are not happy about the aims, then this can lead to misunderstandings about what the group is meant to do. Confusion can also lead to a lack of motivation amongst group members. If your group has not yet established for itself a set of aims, then you should set aside time as soon as possible to do this. The group as a whole must ensure that every member understands the aims and accepts them. For those groups that have already established their aims, it can be a useful exercise to reaffirm the aims of the groups. What this involves is taking time during a study session to allow members of the group to say what they see as the aims of the groups. You must be able to say why you want to keep the aims the same or why you want to change them.

Commitment and Responsibility

When group members are clear about the aims of the group this is usually all the motivation that is needed for the group to have committed and responsible members. There are situations however when groups experience problems with some members. Some groups have written to Learning Nation to ask for advice on how to deal with such problems. Some of the problems faced by groups include the following: members coming late to meetings, being drunk when they come to meetings, not participating in meetings and being absent from many meetings. We have one basic suggestion for groups experiencing these types of problems:

Discuss these problems OPENLY with the group as a whole.

Why do we say this? There are many possible reasons for people behaving in what appears to be an irresponsible manner.

For example, there could be legitimate reasons for people not attending meetings. Maybe they don't have transport money. The advantages of raising problems in this open way then allows for the group as a whole to offer



possible solutions to the problem. To take our example further, the group might decide to pool some money for people with transport problems or the group might decide to find another venue which does not require much travelling. But irresponsible behaviour can also have deeper causes. For example, people tend to stay away from meetings or fail to actively participate when their motivation is low. Again, open discussion is the best way of dealing with the situation. The person or people who have failed to attend meetings regularly or do not want to take on responsibilities, must be given the chance to express themselves freely. The group as a whole has the responsibility of identifying exactly what the problem is.

It is the responsibility of the group to find solutions to the problem. For example, the group could suggest that members who keep forgetting dates and times should keep a diary. Dealing with problems in a collective way also helps to build collective commitment and responsibility amongst all members of the group. At the end of the open discussion it might be the case that one or more group members no longer feel that they want to be a part of the group. While it is the duty of the rest of the group to try and avoid losing any members by offering different ways of solving the problem, no one should be forced to remain in the group.

Here are some ideas that you may want to think over and discuss in your group. They concern how people RELATE to each other in a group situation:

- ★ No single person should dominate the group. If one person seems to be dominating, the other members should point this out. The person concerned should then take special responsibility for encouraging others to participate.
- ★ People must be honest with each other about things that they think should be changed or discussed in the group. No-one must ignore their own needs or pretend that they are benefiting from the group when they are not.

(52)

★ Everyone in the group must take responsibility for offering help when they can and for asking for help when they need it.

★ Working with other people is not always easy. Everyone in the group must take responsibility for making things work.

The Editor

I am hereby applying for registration of our study group into Learning Nation, we further ask information on how to strengthen our study group and to make progress with it.

We want to study the Current political situation, so we will like the Learning Nation to provide us with these following resources:

- Subject study guides and any other materials related to this.
- Booklets of : workers struggles; student struggles; women struggles, current political situation.

Yours in struggle
Cde Elvis Nyapele

Dear Sir

Hoping that you're very well in life, and I am also well. I am writing this letter on behalf of our study group which has recently taken inception. We, the study group, want to thank you very much for your helpfulness which resulted in the formation of our group.

Your articles of "Groups" has been so important, and is at present important, also will be important too for us as it provides us with a lot about Groups.

We could be glad if you could send us the previous year's (1991) material which is about Matric Literature. You claimed to have prepared in a booklet form. Hoping for a soon response.

Yours faithfully
The secretary of the group
KweSethu Senior Secondary School
KwaMashu

At a meeting to discuss and co-ordinate Outreach programmes held at St John's College in February, Protec director David Kramer asked the question: "Why do you want to do all this?"

In response, Michael Carter, who heads St John's College's Centenary Outreach Initiative, suggested that the motivation for Outreach would be some or all of the following: philanthropy, social awareness and a desire to improve their image.

Be this as it may, the efforts of Independent Schools Council schools in Outreach are significant:

ST MARY'S DSG KLOOF NATAL: St Mary's Interactive Learning Experience assists black primary

Reaching out to help

W/Mont 3/4-9/4/92
school pupils to make the transition from mother-tongue to English instruction in Standard 3. Smile provides instruction using teachers and English-speaking Standard 9 pupils for black pupils and workshops for teachers.

HILTON: A master is in charge of the Outreach Society, concerned with the estate school for staff children. Plans for adult education are in hand.

MICHAELHOUSE: Has a development director. Teacher upgrading programmes in English, maths and science.

What are independent schools doing to assist the less privileged? **MARK HENNING**, national director of the Independent Schools Council, outlines the Outreach programmes

ST MARY'S WAVERLEY: Programmes include a Saturday School for 75 Alexandra children in Standards 3, 4 and 5, with cultural enrichment and

games, excursions and an environmental camp; and a Standard 5 bridging programme for 25 weeks. There is also a week's language workshop in Alexandra early in the year.

ST STITHIANS COLLEGE: There is an upgrading programme for 60 matriculants in maths, science and English, and also a night school for staff. Penryn College, a joint venture, has opened in the Lowveld.

DURBAN GIRLS COLLEGE: Two nursery schools in kwaMashu and

Lamontville; a Shell in-service teacher and parent training course with the school providing holiday accommodation; the Durban Independent Schools Choir; and Teenagers Against Drug Abuse, directed by the girls.

ST ALBAN'S: Very extensive and elaborate on-campus programmes, with a director (senior master) and a (black) co-ordinator. Some 100 Standard 10 and 30 Standard 9 students come to the school every afternoon. There is a teacher up-grading programme in Tembisa and English classes at Standard 3/4 level in Mamelodi, Soweto and Umlazi.

ST MARY'S DSG PRETORIA: Upgrading of 160 pupils in Standard 4-8 maths, which is now being duplicated at Pretoria Girls High School; 240 pupils are given help in Standards 9 and 10 in English, maths, and science; secretarial courses for 30 students; and teacher upgrading off-campus with Vista University.

WATERKLOOF HOUSE: The school accommodates the Ikageng Centre of Project Literacy, an adult literacy programme mainly for domestic workers in Pretoria. No WHPS teacher is allowed to participate and the school provides nothing but its premises.

WOODMEAD SCHOOL: As part of the Ikageng Project, Woodmead accommodates 180 adults for evening classes. Also a Saturday school for 120 local farm children; and in a recent holiday a successful residential course was run in maths and science for 120 Soweto matric candidates.

PHUTHING: Phuthing's Outreach programme assists in a high school in Tembisa; and in Ivory Park (Midrand) they have helped establish vegetable gardens. It is in the process of setting up an adult literacy programme.

ST ANDREW'S SENDERWOOD: The main programme is the Daveyton Saturday School for 72 children in Standards 4, 5 and 6.

SOMERSET HOUSE: The Share school teaches literacy, language and numeracy to 160 adults. Many students are farmworkers.

ST JOHN'S COLLEGE: The college is about to enter the field in Alexandra to upgrade the qualifications of teachers and an enrichment programme for primary school pupils.

REDHILL: For the past nine years Redhill has provided a base for 150 pupils from Alexandra as part of the Gifted Child Programme. The nursery school teachers are involved in a teacher training programme in Alexandra, and SA Breweries funds an in-service project whereby an Alexandra nursery teacher spends two terms at Redhill. There is also involvement in the Anglo-American-funded Alexandra community centre.

ST DUNSTAN'S: A bridging programme in English and mathematics for 900 children up to Standard 8 level.

MICHAEL MOUNT WALDORF: Seven hundred children attend the weekly Early English programme at the school; and 600 matric candidates from Alexandra come twice a week after school.

MAX STIBBE: This Waldorf school grows sufficient food to supply the school. This expertise in cultivation is being shared with the local community, and a Village Market has been created.



St Martin's School Rosettenville - Johannesburg

St Martin's is an independent, Anglican, non-racial and co-educational boarding school in the accessible suburb of Rosettenville.

The Preparatory School admits pupils from Grade 00 to Standard Five. The facilities include: a modern Science Laboratory; a Craft-Design-Technology Centre; comprehensive teaching and extra-curricula programmes in an integrated approach to child-centred education; and an afternoon-care service.

The High School caters for pupils from Standard Six to Standard Ten, and Post-Matric. The full spectrum of academic and commercial subjects is available to all students seeking a university oriented education.

The teacher to pupil ratio at St Martin's School is a very favourable 1:12. A full programme of academic support is available during the course of a structured and fully supervised day.

St Martin's School has a number of scholarships available to students entering Standard Six. Invitations to write the Scholarship Examinations are secured on the basis of results of the Admissions Tests which are conducted during the second and third terms.

Parents who seek a challenging and secure environment for their children should contact the school as soon as possible. Write to, or telephone:

St Martin's School
114 Victoria Street
Rosettenville 2197
Telephone 435-0735/6/7

St Martin's Prep School
Private Bag X01
Hillex 2039
Telephone 435-0380/1

Telefax: 435-7303

REVIEW: Independent schools

The inside track to the boardroom

w/mail 3/4-9/4/92

BIG business will continue to fund the fees of bright black students at independent schools because they turn out the kind of graduates who can impress in the boardroom.

But donor funders are finding new priorities in a "new" South Africa and are likely to decrease their funding in this sector.

Alison Papenfus of the Southern African Association of Independent Schools says major corporations have

funded these schools generously because they needed "quality black graduates" whom were not getting from government schools.

It will take at least a decade for state education in South Africa to be geared to produce sufficient graduates for the demands of the business world.

In the meantime, independent schools remain the only field ripe enough with the kind of graduates who can be promoted to senior management

Independent schools have long provided the directors for top companies — and big business has reciprocated with money. But how long will this continue?

By **FERIAL HAFFAJEE**

positions. At the same time though, Papenfus says, "independent schools face enormous cutbacks in all spheres".

Parents faced with low pay increases, retrenchments and inflation will no

longer be able to afford the high fees. Businesses suffering low turnovers and a long recession will cut first from social responsibility budgets, and foreign donors who see "things are better in South Africa" are likely to cut aid.

She predicts, though, that as the job market opens up, more and more black people being drawn into higher paid senior jobs will choose to send their children to independent schools to escape township education.

"Therefore, the student population at our schools is changing from disadvantaged black students to those from middle class homes who can afford to pay full fees," says Papenfus.

A typical case is Sacred Heart College in Yeoville. Sixty percent of its pupils are black yet, according to principal Brother Neil McGurk, most can afford the fees of between R3 500 and R4 000 a month. Of the school's R6-million budget, only R200 000 is funded by bursaries.

On the other hand, schools like St Barnabas in Bosmont near Johannesburg face problems because they rely heavily on funding for disadvantaged students.

Principal Michael Corke says the school's mission is to provide opportunities for students with ability but whose families cannot afford to pay private school fees. They also recently began recruiting students from rural areas.

Papenfus explains that independent schools in South Africa raise money through fees, government subsidies and fundraising from local and overseas sources.

Some schools, like Rodean, Kingsmead College and St John's College in Johannesburg, divide the budget by the number of students and charge fees accordingly.

Foreign donors like the US Agency for International Development, and the Canadian and Australian embassies, give the most to education, says Papenfus.

But donor representatives say the country's changing face is forcing them to re-evaluate their education priorities.

Where independent schools provided a viable alternative to apartheid education in the past, many believe that with an interim government on the cards donors should also start giving to state schools with inferior facilities.

"Our objective would be to improve the quality of basic education throughout the system," said a donor. He pointed out that pupils at government schools were without textbooks, school buildings and basic equipment and independent schools are privileged in comparison.

Kagiso Trust, one of the biggest donor trusts in the country, has not funded independent schools for two years, although its funding for bursaries doubled this year. Most donors are adopting a "wait and see" policy and will re-evaluate their funding policies once an interim government or constituent assembly is in place.

Although Corke says fundraising is always a problem, he doesn't believe South African business will stop funding independent schools because apartheid education will not change overnight.

Papenfus, is not as optimistic; she says although most pupils who needed funds were admitted this year, the recession and new funding priorities of donor agencies will soon create problems. "And by the beginning of next year, things will be very hard."



ST BARNABAS COLLEGE

Langeberg Avenue, Bosmont, Johannesburg

APPLICATIONS FOR ADMISSION IN 1993 ARE INVITED

St Barnabas College, a pioneer in the field of school desegregation, is at the forefront of current South African education initiatives, and has had more than twenty years' experience in the field of non-racial education.

In addition, the school has a particular mission to those young people who have historically been disadvantaged in South Africa. St Barnabas College supports a financial aid programme, through which bursaries are awarded, and which sets fees according to the financial needs of the family.

This independent co-educational boarding and day school offers admission to standards five and six. Consideration will also be given to admissions to standards seven, eight and nine.

An academic curriculum leads to university entrance. Classes are small, and the learning approach demands a high degree of responsibility and application by students. Intellectually rigorous courses and varied educational programmes are blended within a stable and productive learning environment.

Participation in a wide range of sporting, cultural, academic and community service activities is central to the educational ethos of St Barnabas.

Dedicated and highly qualified teaching staff pay particular attention to intensive, compensatory teaching and the overcoming of educational deficits.

In all this, St Barnabas College is committed to excellence.

For further information, please contact Monica Maccario at:

Address: P O Box 88188, NEWCLARE, 2112
Telephone: (011) 474-2055

REVIEW: Independent schools

In search of holistic learning methods

W/Mail 3/4-9/4/92
 People have broken the string for me
 Therefore, the place became like this
 to me
 The place does not feel to me
 as the place used to feel
 The place does not feel pleasant to me
 because the string has broken for me.

SO reads an adapted version of the San poem which gives Sacred Heart College's first Integrated Studies (IS) textbook its name.

The Broken String is a Standard 6 history book due for publication in May. It is the first of 12 modules to be published for junior secondary level as impetus to multi-disciplinary study.

Sacred Heart adopts a subject-based approach to IS, which it hopes other schools could emulate. Seventy per cent of the content of each book is in the chosen subject area and the balance covers a range including media studies, economics, geography, archaeology, anthropology and biology.

IS is a developing methodology which stresses the links between subjects and promotes more holistic learning. It aims to go beyond the narrow constraints of existing syllabi and promote inquiry modes of learning within an explicit conceptual framework. Because in real life children encounter information in an integrated way, the method is said to be more beneficial.

At Sacred Heart, the experiment began seven years ago, when IS was introduced as a bridging course for English second language students.

Integrated Studies was introduced at Sacred Heart College as a bridging course for English second-language pupils. Its success has led to the hope that other schools may follow suit.

By PORTIA MAURICE

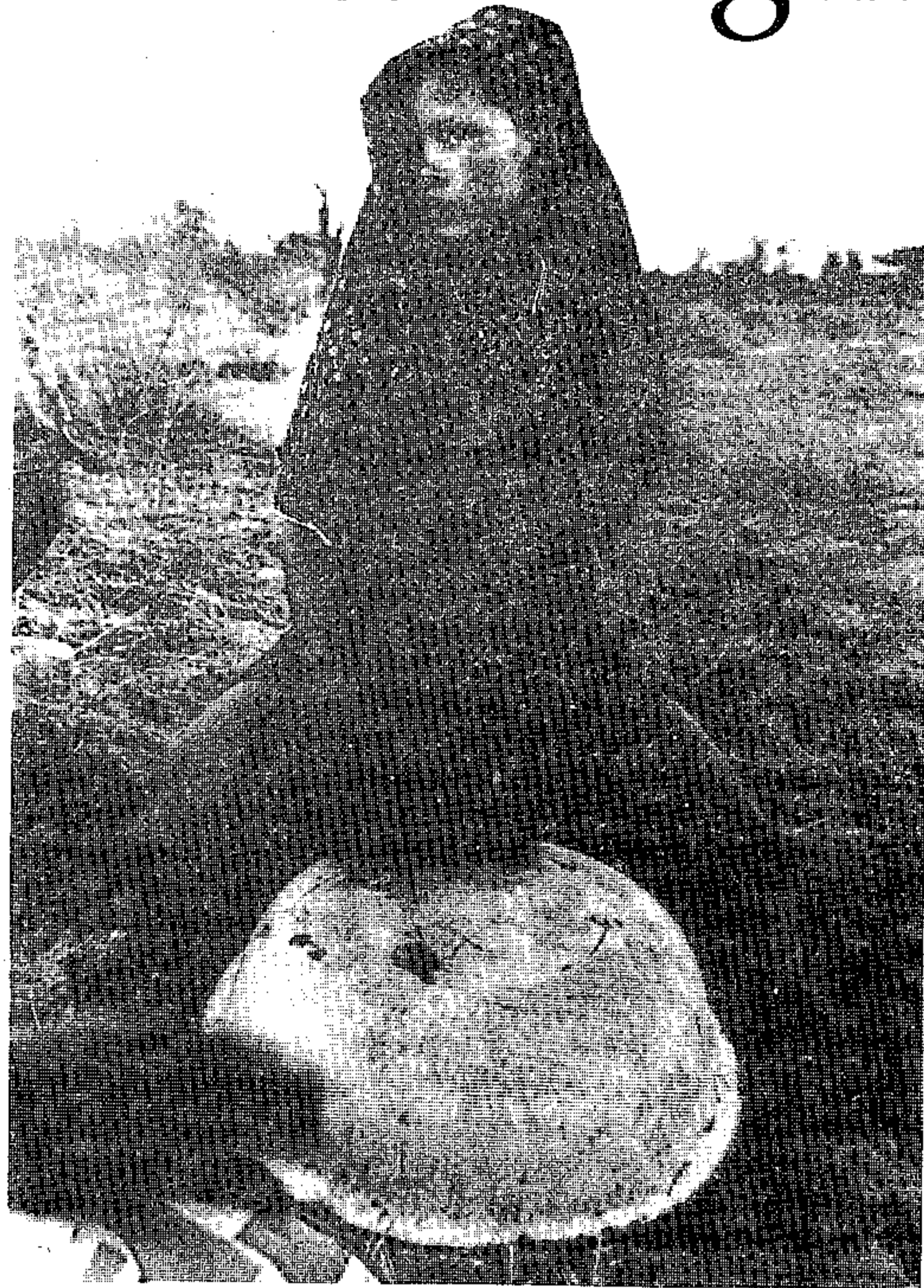
They were presented with skills-based materials — emphasising reading, writing and thinking — with a content mix. The course was so effective, says Emilia Potenza, author of *The Broken String*, that it was introduced across the board for Standards 6 to 8 in place of English, history, geography and biology in 1988. Confidence, independent learning skills, classroom co-operation and language proficiency had all improved.

"Because of the deficiencies of the entire education system, children benefit from a skills-based approach," says Potenza. "It's a very liberating experience."

Many of the IS aims were difficult to measure through orthodox exams, so Sacred Heart devised a new system with three components: an open book exam to test skills transfer; a traditional content-based exam and an oral.

It was tough though: parents were apprehensive and teachers burdened. "We had to write our own materials while teaching because there were no textbooks," says Potenza.

So, at the beginning of 1990, two teachers were seconded to full-time



A !Kung girl plays a dongu. The !Kung are said to have been the last surviving hunter-gatherers
 Photo: PAUL WEINBERG

writing. Today, the curriculum development project is said to be the biggest of its kind in the country. "This work would normally be done by the state," says Potenza. "It's not just creating

additional resources; we hope in the long-term to replace what exists."

This is why a subject-based approach was chosen — it allows for least timetable disruption and teachers

feel more comfortable with it. "We don't want to miss the boat and have an idea that's ahead of its time," she said. In its recent curriculum reform document, the government hinted at a similar approach for the future and it is hoped the two initiatives will dovetail so that Sacred Heart's course could have wider impact.

The content of *The Broken String* has been carefully selected to include core concepts, to redress the balance on issues which have been deliberately excluded from government syllabi and to be as up to date as possible.

Land dispossession is the binding theme, and the textbook covers pre-industrial South African history.

The content is new and exciting, but so is the methodology. The book is divided into nine units, which include the origin of people, foci on hunter-gatherers, herders and African farmer and the demise of pre-colonial kingdoms through conquest. As a case study, Potenza has drawn on the work of American Lorna Marshall, who spent three years in the 1950s researching the !Kung people, said to have been the last hunter-gatherers to have survived in the Kalahari.

"It's all interactive," says Potenza. "Children ask the questions and through doing things — like role playing, comprehension exercises, basic research — they learn the content."

The Broken String (published by Centaur/Heinemann) is accompanied by a guide for teachers and pays special attention to language difficulties. A series of "implementation workshops" will be held after publication.

By PORTIA MAURICE

THE Gaditshwene project in the northern Transvaal is an apt illustration of how students can harness different skills and academic disciplines to make a hidden memory of the African past come alive.

Gaditshwene is an historical site identified by Mmabatho High School history teacher Clive Young two years ago. Evidence suggests it was home to about 20 000 Iron Age Batswana people — a settlement about the size of Cape Town during the early 19th century. Impressions of the site were recorded by British missionary John Campbell, and it was razed in about 1823 by the Mfecane.

Discovery of the site is a find of the proportions of Great Zimbabwe — and the pupils and staff of the school have put in many hours of hard work clearing the site, recording observations and asking pertinent questions.

What started off as a history project for Standard 8s has grown into a mammoth inquiry embracing aspects of archaeology, anthropology

Gaditshwene brings the past to life

W/Mail 3/4-9/4/92
 gy, biology, geography, ecology, environmental awareness, science and art. The Setswana department was also involved since African children are encouraged to learn the English, Latin or Afrikaans terms for trees and plants but have no knowledge of them in the vernacular.

This is an exciting practical example of the Integrated Studies concept, and one which inspires pride in local pre-colonial history. "Suddenly you can refer to an aspect of their (the students') past which has been ignored," said current history teacher David van Wyk, who heads the project.

"Historically," says fellow teacher Sue McIntyre in a recent article, "Southern Africa has been fragmented into different racial, language and cultural groups which are further defined by the allocation of specific geographical areas. Such



Integrated Studies ... A new approach to teaching

identities have been reinforced by all there is to read in geography or history textbooks.

"Integrated education means that

the school environment is one where integration occurs not only socially (as implied in the 'open' schools concept), but also educationally."

The site is situated some 25km north of Zeerust on the farm Bloemfontein, amid the Tshwenyane Hills. Its location matches that described in words and pictures by Campbell in his *Travels In South Africa* (London, 1822). The team has discovered the remains of cultural artefacts like pottery and iron smelters which resemble those he drew. A number of circular stone formations are similar to hut walls constructed by Shona, Venda, Tswana and Sotho people.

It is really a constant learning process. The pupils, for example, pick seeds, leaves and branches of plants and classify them, then research their uses in traditional society — whether in the manufacture of tools, the construction of huts and fences

or for medicinal purposes.

"We strongly believe that Integrated Studies involves the integration not only of academic disciplines, but also of diverse cultures and the reintegration of humanity and our earth," the pupils say in an introduction to their entry to Wildlife Expo '91, in which they won the Transvaal section.

The school has applied for a licence to dig and have the site declared a national monument. In the long run, it is hoped an educational institution for multi-disciplinary study will be established and that Gaditshwene's unique ecological system will be protected via a nature reserve.

But the project could be an expensive one, and the farm's owner wants to charge R15 000 a month to lease the area. Van Wyk said they hoped to persuade the private sector to fund the project at R100 000 a year for three years. But help is needed urgently as a massive donga threatens to erode the site.



All Saints Senior College
 Ciskei

LEADERSHIP EDUCATION & ADVANCEMENT FOUNDATION

WE REAFFIRM OUR COMMITMENT
 TO STRIVE TO ACHIEVE AN
 UNDIVIDED EDUCATION SYSTEM IN
 A DEMOCRATIC SOUTH AFRICA.

Irrespective of race, faith or
 gender our children deserve
 to live in freedom and peace,
 and to receive the best
 possible education.

Private Bag X0035, Bisho, Ciskei
 Telephone: (0401) 93081, Telefax: (0401) 91611

HOLY FAMILY
 COLLEGE, PARKTOWN



a quality education in a caring
 environment

Grade 0 - Std 10

The Holy Family College is a
 centrally-situated co-educational, non-
 racial Catholic day school. Write to
 Box 87159, Houghton, 2041 or Tel
 (011) 486-1104.



MONTESSORI TRAINING
 CENTRE AND PRESCHOOL

Applications are invited for the following
 courses in 1993

2 YEAR TEACHERS' TRAINING COURSE
 1 YEAR PRACTICAL COURSE WITH 2ND
 YEAR IN PRESCHOOL
 INTRODUCTORY COURSES FOR
 CAREGIVERS AND TEACHERS

Enquiries to:

The Registrar (mornings only) (011) 884-2393
 Applications for the first two courses should
 be made in writing, enclosing a C.V. and
 received not later than June 1st, 1992,
 and sent to:

P O Box 55360, Northlands, 2116

THE Independent Examinations Board is to fill the vacuum of the Joint Matriculation Board, and will set its first matric-level paper in 1993.

New national director David Adler and IEB chairman Michael Corke explained to *The Weekly Mail* this week the "deathly silence" which has surrounded the initiative, which began in 1987 when the JMB announced it would be phased out.

Board members have been seeking financial backing and consolidating the team in the interim. Former Community-Based Development Programme director Adler and Clive Talbot, former director of examinations in the Natal Provincial Administration, have stepped on board.

Members of the independent school community and some involved in alternative education had moral difficulty with the prospect of pupils writing racial exams when the JMB fell away. A board of directors — comprising, among others, Brother Jude Pieterse, of the South African Catholic Bishops Conference, Professor Owen van den Berg, of the University of the Western Cape, and John Samuel, of the African National Congress — was formed to set the IEB in motion.

Although the IEB promises better quality and efficiency than its predecessor, the first paper will be based on

the published syllabi and networks of the JMB. There will be no shocks, they assure.

The organisation wants to adapt the exams and curricula process to a changing South Africa, but this will take a while. There is a need for both conservatism and for change. Says Adler: "Running an effective and efficient matric exam must be our flag-

It's been five rather quiet years since the decision that the Joint Matriculation Board would die. **PORTIA MAURICE finds out what's been happening**

ship, but it's not going to be enough to meet the needs of South Africans. With disparities as they are, putting all schools into one matric exam immediately would be disastrous."

Given the challenge of building a new "South Africanism", the IEB regards proper curriculum development and intervention in the lower standards as a major growth point. Already the organisation has begun running pilot English and maths exams at Standard Seven and Eight levels. Last year 7 000 candidates at 55 schools wrote these.

They aim to design exams for the end of the primary school and sec-

ondary intermediate levels — which could play an important role if compulsory schooling for all is introduced.

The IEB also plans a programme of exams for adults — students and workers excluded from formal education because of the ongoing crisis. Adult basic, intermediate and matric exams will be designed to have equivalency with the formal education system.

"Our idea is to push creative talent upwards towards excellence, while allowing more students into the system," says Adler. Standards, by his thinking, are far too often confused with competency and content. Maths, in the same way Latin used to be, is being used as a means of selection

rather than of teaching skills.

Schools in the past have put stronger candidates into the JMB and weaker ones into National Senior Certificate. On university selection committees, they say, the unspoken rule is that JMB graduates are more favourably treated.

The IEB wants rather to move towards equity and consistent high standards. "We don't want to become an examining body for elite schools," says Corke. In the end, exam systems have to be part of the development plan of a future state and the IEB wants to be part of this.

Stepping in to the deathly silence

A deathly silence



From PAGE 23

rather than of teaching skills.

Schools in the past have put stronger candidates into the JMB and weaker ones into National Senior Certificate. On university selection committees, they say, the unspoken rule is that JMB graduates are more favourably treated.

The IEB wants rather to move towards equity and consistent high standards. "We don't want to become an examining body for elite schools," says Corke. In the end, exam systems have to be part of the development plan of a future state and the IEB wants to be part of this.

Continued on PAGE 24

Attacks keep pupils away from Anchor High

By THEMBA KHUMALO

VIOLENCE between Meadowlands residents and local IFP hostel inmates in the past two months has brought learning at Anchor High School to a virtual halt.

52
5/19/92
A spokesman for the South African Democratic Teachers Union (Sadtu), Oupa Mpetha, said pupils and teachers were not going to school because they were afraid of being attacked.

The school is separated from the hostel by a road.

Parents meet at Uncle Tom's Hall at 9am today to address the crisis. Yesterday the Orlando West Community met to discuss the problem.

Mpetha said parents were particularly angry with officials of the Department of Education and Training (DET) for their apparent indifference to the crisis.

"Although they are aware of the problem, the education officials are doing absolutely nothing to solve it."

Sadtu and the community were looking at alternative venues in Orlando East for the pupils to continue classes.

Cosas demands white teachers be replaced

Staff Reporter

STAR 7/4/92
S2

The Congress of South African Students (Cosas) has called on Education and Training Minister Sam de Beer to replace the 19 white teachers withdrawn from Katlehong schools earlier this year after some were assaulted at school.

At a meeting at Lethula High School in the East Rand township yesterday, about 700 pupils and parents threatened "more mass action" if the DET did not replace the teachers soon, said Cosas branch spokesman McKenzie Mokoena.

The DET has previously said it would fill the posts after the Easter school holidays.

Mr Mokoena said Cosas expected a reply from the DET today.

The PAC student wing, the Pan Africanist Student Organisation (Pasos), said it was not responsible for the attacks on white teachers, although it has been campaigning for white teachers in black schools to be replaced by black teachers.

Pasos blamed the attacks on group that had broken away, the Revolutionary Watchdogs.

The violent attacks on white teachers claimed the life of Schalk Dippenaar (53), a department head at the Kathorus College of Education, who died in February, a month after being assaulted and set alight in his office.

Mr Dippenaar's death was deplored by Cosas and teacher organisations.

Matric fee shock for Soweto pupils

52

Soweto
8/4/92

By PHANGISILE MTSHALI

THE announcement of an increase in two matric examination entrance fees has caused an uproar in Soweto.

Confused parents and pupils spoke against the Department of National Education's announcement that matric pupils would choose between two different registration fees for their examinations.

Matriculants entering for the senior certificate would pay R66 and those registering for the exemption certificate would pay R71.

A spokesman for the Department of Education and Training yesterday said this was nothing new.

"Over the years we have had two fees for those registering for the senior certificate and those registering for the university entrance package. This was the decision by the Department of National Education," he said.

The Congress of South African Students slammed the increase in fees and called on the DET to explain the need for examination fees.

Cosas also demanded that the closing date for examination registration be postponed from May 4 to June 4.

A Soweto parent wondered if the "new" method meant that pupils were buying the university entrance.

Check the proof of the mathematical pudding

B10ay 8/4/92

THE standard of pupils' understanding in schools which use SERGO, a software package for teaching mathematics, has increased substantially, say teachers.

"One student improved his mathematics grade by two symbols in his matric year largely by using SERGO each afternoon for a month," Parktown Boys High teacher Jenny Audouin says.

Jeanette van der Breggen, a teacher at St Mary's DSG in Pretoria, says SERGO has boosted pupil confidence.

"The children enjoy doing mathematics on the computer to such an extent they come and voluntarily use it in the afternoons."

Van der Breggen says SERGO can also be used for

remedial teaching.

John Orr technicon uses SERGO through a master computer which is linked to 16 other computers.

"Although the teacher works from the master computer, he is able to access individual computers if any child is facing a problem — thus individualising the lesson," principal Einar Nilsen says.

King Edward VII teacher Gavin Crayston says there has been a noticeable improvement in the standard of the pupils through the use of SERGO.

House of Representatives educational technology director David Shepherd says his department uses the TOAM mathematics software package in 138 primary schools around SA.

The figure for Blacks can further be broken down to average figures in geographical areas:

TBVC states	59.8
Self-governing territories	54.4
Remainder of South Africa	50.0

Education: salaries

185. Mr R M BURROWS asked the Minister of Education and Training: **(30)**

(a) What was the amount spent by his Department in 1991 on (i) salaries of teachers and principals, (ii) salaries of administrative staff, (iii) salaries of inspectorate and executive officials, (iv) salaries of any other specified staff, (v) capital expenditure, (vi) supplies and services, (vii) equipment and (viii) other items and (b) what percentage of the total education expenditure by his Department in 1991 does each of the above amounts constitute?

B426E

The MINISTER OF EDUCATION AND TRAINING:

The information as requested in a(i) to (iv) is not readily available and a total amount for personnel expenditure is supplied:

	(a)	(b)	%
(i) - (iv)	R 000		
(v)	2 820 160	74,80	
(vi)	284 478	7,54	
(vii)	243 188	6,45	
(viii)	49 667	1,32	
Total	3 720 947	9,89	
	3 770 440	100,00	

Note:

The books for the 1991/92 financial year have not yet been closed. The information is therefore based on estimated expenditure.

Standard 10 examination results

186. Mr R M BURROWS asked the Minister of Education and Training: **(52)**

How many pupils at schools falling under the control of his Department (a) wrote, (b) passed and (c) failed their 1991 Standard 10 examinations in respect of (i) Mathematics (Higher Grade), (ii) Mathematics (Standard

- (a) R46 644 085
(b) R27 248 377
(c) R102 070

Black provincial health clinics

192. Mr E W TRENT asked the Minister of Local Government and National Housing:

(1) (a)(i) How many provincial health clinics for Blacks were there in the Port Elizabeth/Uitenhage/Ibhayi metropole as at 31 December 1991 and (ii) what are their names, (b) what are the functions of these clinics and (c)(i) what was the staff complement as at the above date and (ii) in what categories were these staff members employed;

(2) (a) what was the expenditure budget of each of these clinics, and (b) how many patients did each of them attend to, in 1991 or the latest specified 12-month period for which information is available?

B438E

The MINISTER OF LOCAL GOVERNMENT AND NATIONAL HOUSING:

- (1) (a) (i) 10
(ii) Walmer Community Health Centre
Kwazakale Day Hospital
Motherwell Community Health Centre 40
Motherwell Community Health Centre NU8
Laetitia Bam Community Health Centre
4 X Satellite Community Health Centres in Kwa-Nobuhle
Middel Street Clinic

(b) The above render a curative primary health service and an antenatal care. The Motherwell Community Health Centre 40 renders a 24-hour service which include an obstetric and casualty service.

(c) (i) and (ii)

Walmer CHC 31 5 X Administrative
5 X Professional Staff
15 X Nursing
8 X General

Kwazakale
DH 60 3 X Professional Staff
33 X Nursing
5 X Administrative
8 X General
11 X General Assistants

Motherwell
CHC 40 108 5 X Professional Staff
63 X Nursing
9 X Administrative
17 X General
14 X General Assistants

Moherwell
NU8 10 8 X Nursing
1 X Administrative
1 X General Assistants

Laetitia Bam
CHC 12 4 X Nursing
1 X Enrolled Nurse
1 X Nursing Assistant
3 X General Assistants
1 X Medical Officer
(2 to 3 hours per day)
2 X Administrative

4 Satellite
CHC

1 3 1 X Nursing
1 X Administrative
3 X General Assistant

2 3 1 X Nursing
1 X General Assistant
1 X Administrative

3 4 1 X Nursing
1 X Enrolled Nurse
1 X Administrative
1 X General Assistant

4 4 1 X Nursing
1 X Enrolled Nurse
1 X Administrative
1 X General Assistant

Middle Street
Clinic 10 3 X Nursing
1 X Enrolled Nurse
1 X Nursing Assistant
1 X Medical Officer
(2 to 3 hours per day)
2 X Administrative
2 X General Assistant

Learning with no future

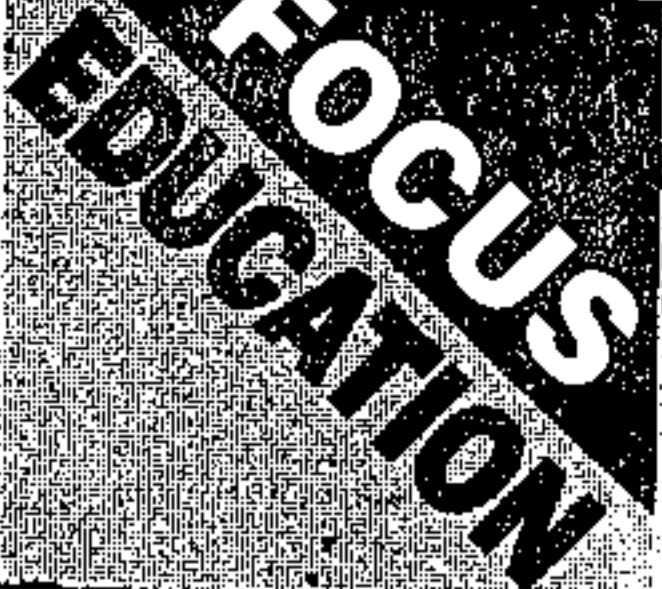
Standard 8/4/92

522

Today we show you copies of pages from the exercise books of a Tladi Tech matric pupil. His command of the English language is shocking - the very language in which he is to write six subjects in his final exams and hopefully use in a year's time when job-hunting or at university. This report by PHANGISILE MTSHALI.

A STANDARD 10 pupil should have a working command of the English language which is the medium of instruction for the seven years of his schooling career.

By the end of the first quarter of his final matric year he should at least have gone through a quarter of his syllabus - two letters, composition and one essay.



This week I chanced upon the exercise books of a Standard 10 pupil of Tladi Technical High.

He does English, Afrikaans, Sesotho, biology, business economics and history and his ambition is to become a lawyer.

He attends a Saturday supplementary school to help him achieve his goal.

"I dropped maths in Standard 8 because I did not understand what it was all about," he said.

"I am having second thoughts about business economics although we've had quite a lot of lessons on the subject. I like my Afrikaans and biology teachers. They are doing their best to make sure we pass the subjects.

"You know, they make sure we do our homework after the day's lessons."

His exercise books bear him out. In his biology classwork book there are eight entries dating from the beginning of February



Broken windows... but the will to learn is showing on the faces of these pupils.

Pic: PAT SEBOKO

when the school timetable was not ready. All entries have been marked and signed by the teacher.

A quarter of his biology note books are filled.

His Afrikaans classwork book showing 13 entries, dating back to January. All entries are marked, showing the teacher's signature with corrections underneath each and every entry. He has also written one letter.

Unfortunately none of his other classwork books are as impressive, although many books, he said,

are still with his teachers.

He does not even have any books for business economics.

But Tladi pupils have been accused of latecoming, irregular school and class attendance, low morale and lack of interest in their schoolwork - something that would reflect on their classwork books.

The school does not have adequate furniture, is short of teachers and textbooks, and the smelly filth

surrounding the buildings make it look like a war zone.

Tladi High is plagued by endless problems that keep teachers and pupils away from class as they battle to restore the culture of learning.

On Sunday teachers, parents and other interested parties will meet yet again in a desperate bid to stop the cancer that is eating away at the school before the start of the new quarter.



BERNHARD LOUW

Matrics to register ⁵² by May 4

REGISTRATION of fulltime candidates who intend writing the Department of Education and Training's matric examinations in November will close on May 4.

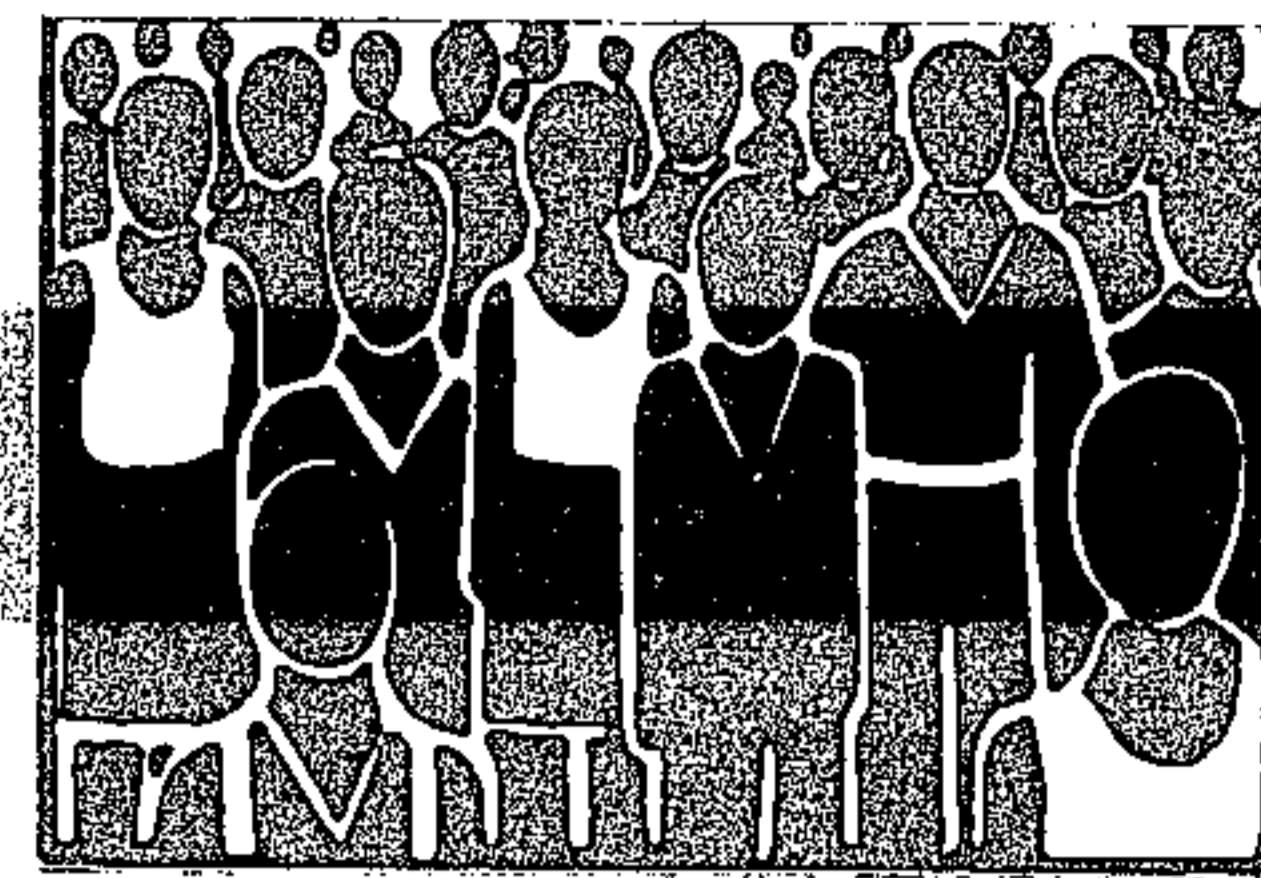
DET director-general Dr Bernhard Louw said in a statement yesterday the date had been decided on "to give the managements of schools ample time to process the entries after the school holidays during March and April".

He said the date would enable parents to have the money at hand.

Louw said candidates sitting for the senior certificate exams would pay a R66 entry fee. Those proposing to complete senior certificate exams with university entrance would pay R71.

"As in the past, the fees paid by the candidates will only cover part of the costs of the examinations. The DET subsidises the bulk of the examination costs," Louw said. - Sapa.

MATRIC HISTORY



HISTORY FOR TOMORROW'S CLASSROOMS

S2

New Nation [Learning Nation] 10/4 - 15/4/92

Balance and Bias

Last week we learnt that bias means **one-sidedness**. We learnt that if we look carefully at the way in which **language** is used we can notice bias in a history book. This week we will consider how **balance in the selection of facts** can help us notice bias.

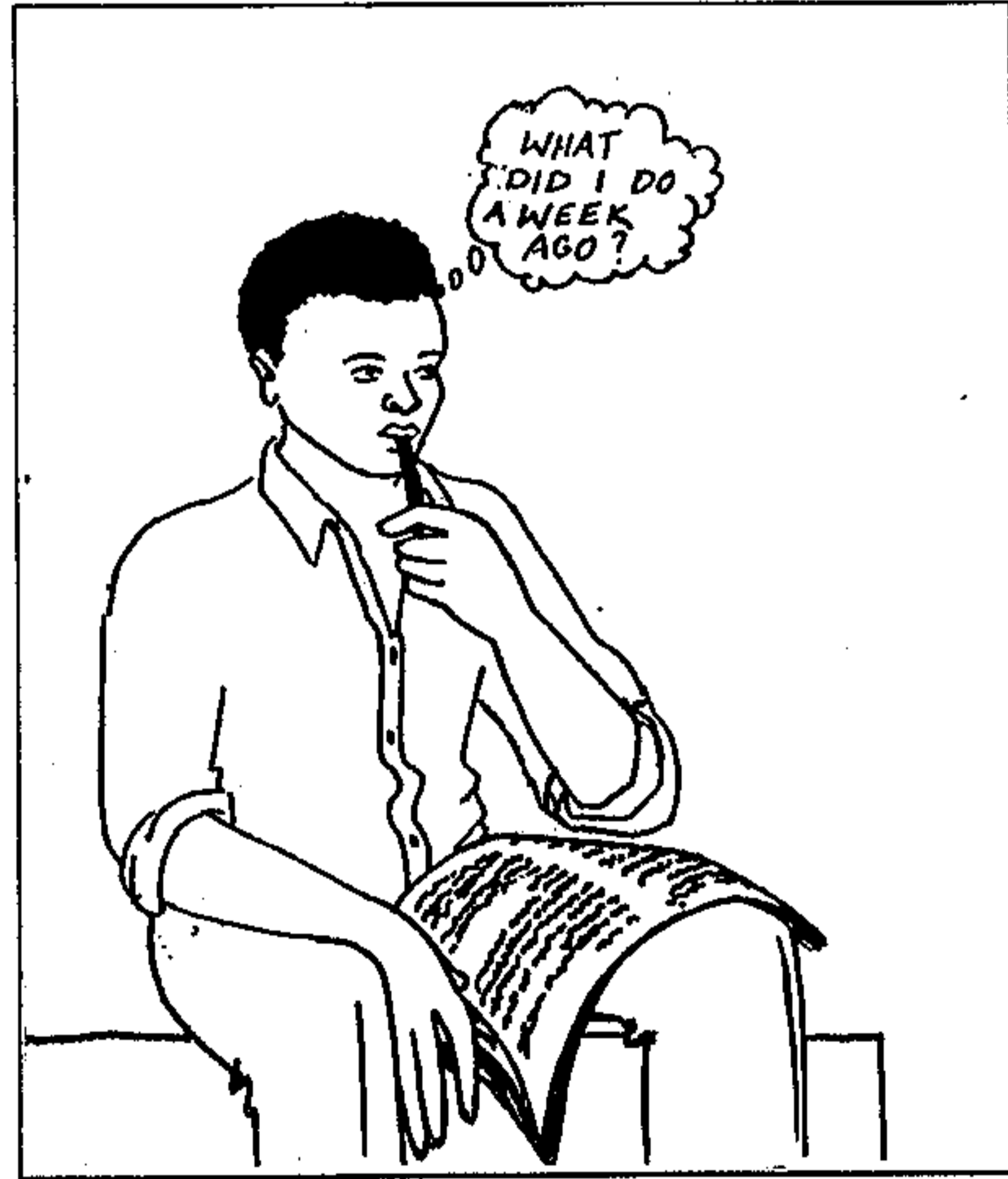
To assist us in understanding the question of balance, let's begin by asking the question: **Is history the same thing as the past?**

Is history about 'the past'?

We often hear people say that history is 'about the past.' But 'history' and 'the past' are **not** the same thing.

When we talk about the past we include every single thing that ever happened in the past. However, it is **impossible to know everything** about people and events in the past. Try doing this exercise about your own past:

Think about what you did exactly one week ago. Write down as many things about that day that you can remember.



Have you written down every **single thing** that happened? Can you even remember every single thing that happened? No, of course not! You will notice from what you have written that you probably only wrote down what you thought was **important**. Think about how you decided what was important enough to write down.

In the same way as you had to decide what was important in your life a week ago, historians have to decide what is important about the past and what should be written down in a history book.

Different historians have different ideas about what is important. What historians leave out is just as important as what they write about.

topic being written about. If you have a basic knowledge of the topic being written about, you can look for facts which have been left out. By leaving out some of the details and giving more attention to other details, a history book can make the reader think in a particular way.

Balanced or biased?

The matric syllabus states that we should study South African history between 1910 and 1970. One of the topics for study is: **The effects of participation in the First World War.** Let's look at what one of the prescribed textbooks says on this topic. The authors of this textbook have selected what they think was important.

'The Great War, which broke out in August 1914, had a profound effect upon the political situation in South Africa:

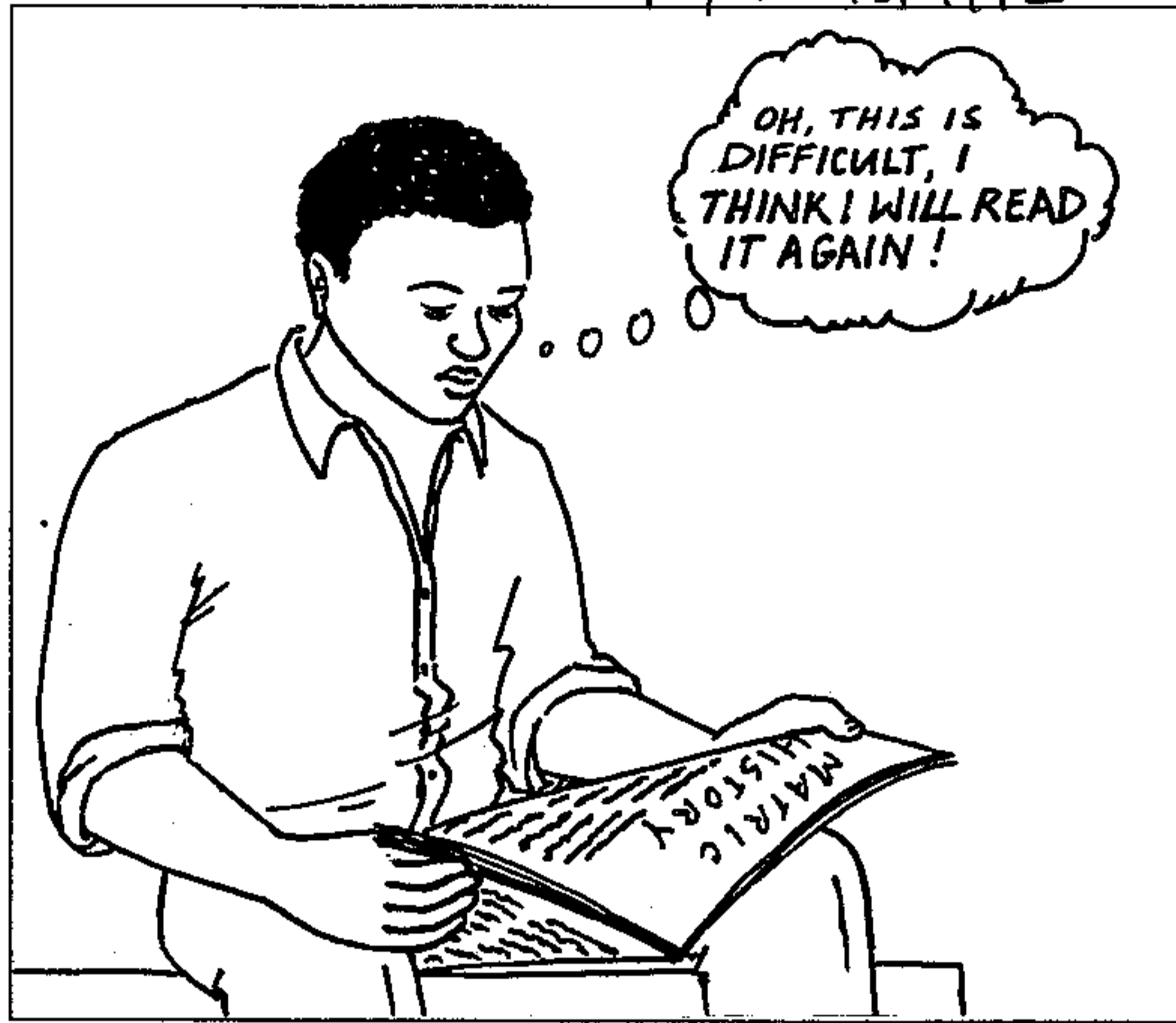
- * It finally destroyed Botha's hopes of national unity.
- * It greatly revived hatred between Afrikaans and English speakers.'

- from **Active History Std 10** by A.J.P. van Rensburg and F.S.G. Oosthuizen.

Questions

- a) What impression do we get of who shaped South Africa's past?
- b) We do not get a balanced view of the effects of South Africa's participation in the First World War. What has been left out?

So far we have learnt that we can notice bias by looking at the language and the **balance in the selection of facts.**



Next week we'll look at how the **beliefs and background** of the historian can help us notice bias.

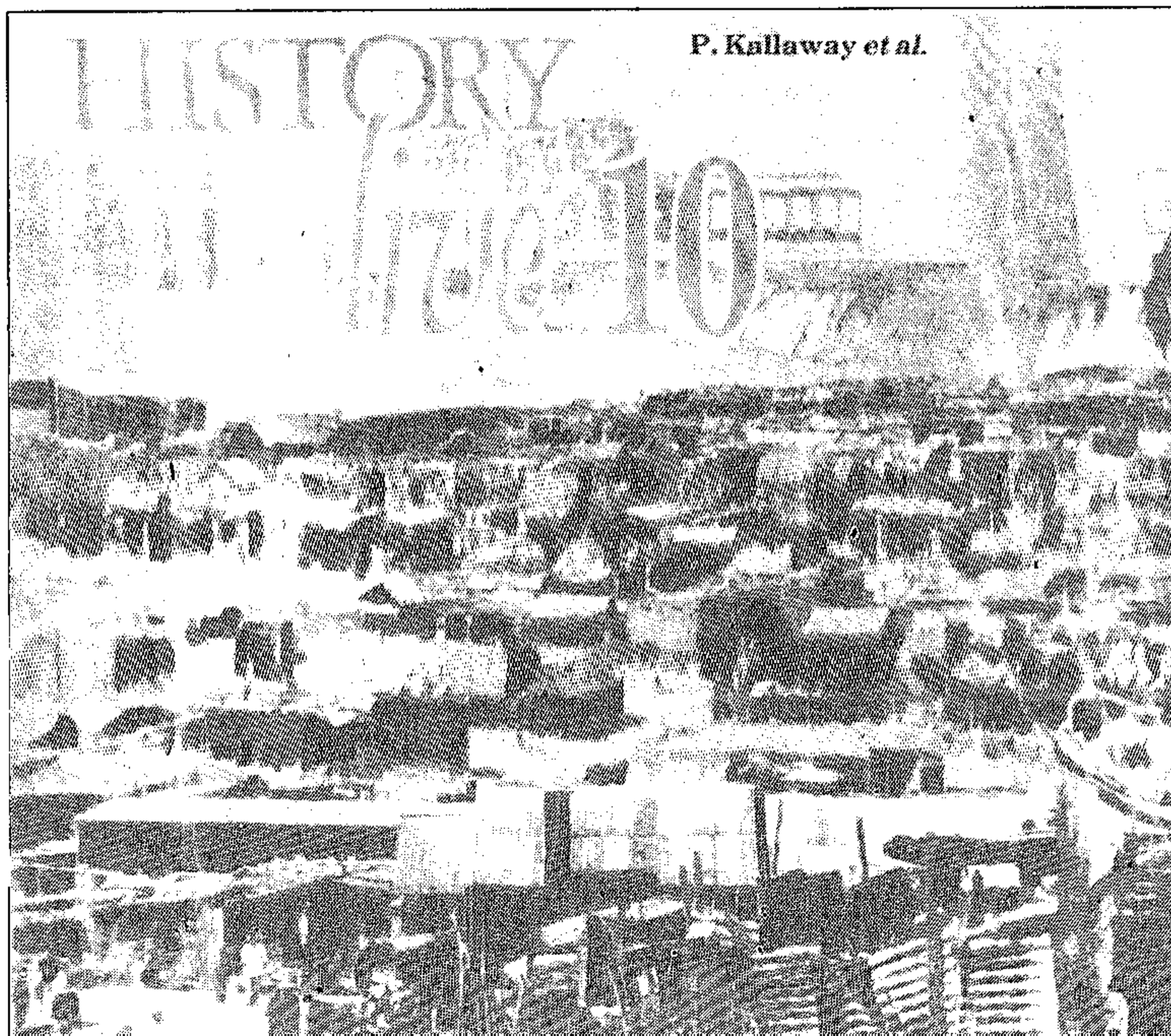
Some school textbooks used in South African schools are more balanced than others. One of the best textbooks suitable for matric is called **History Alive**. It does not deal only with what is in the syllabus. It is available from bookshops which sell school books.

If you are a serious student of history and would like to get a more balanced view than what you might receive at school, you should buy a copy of this textbook.

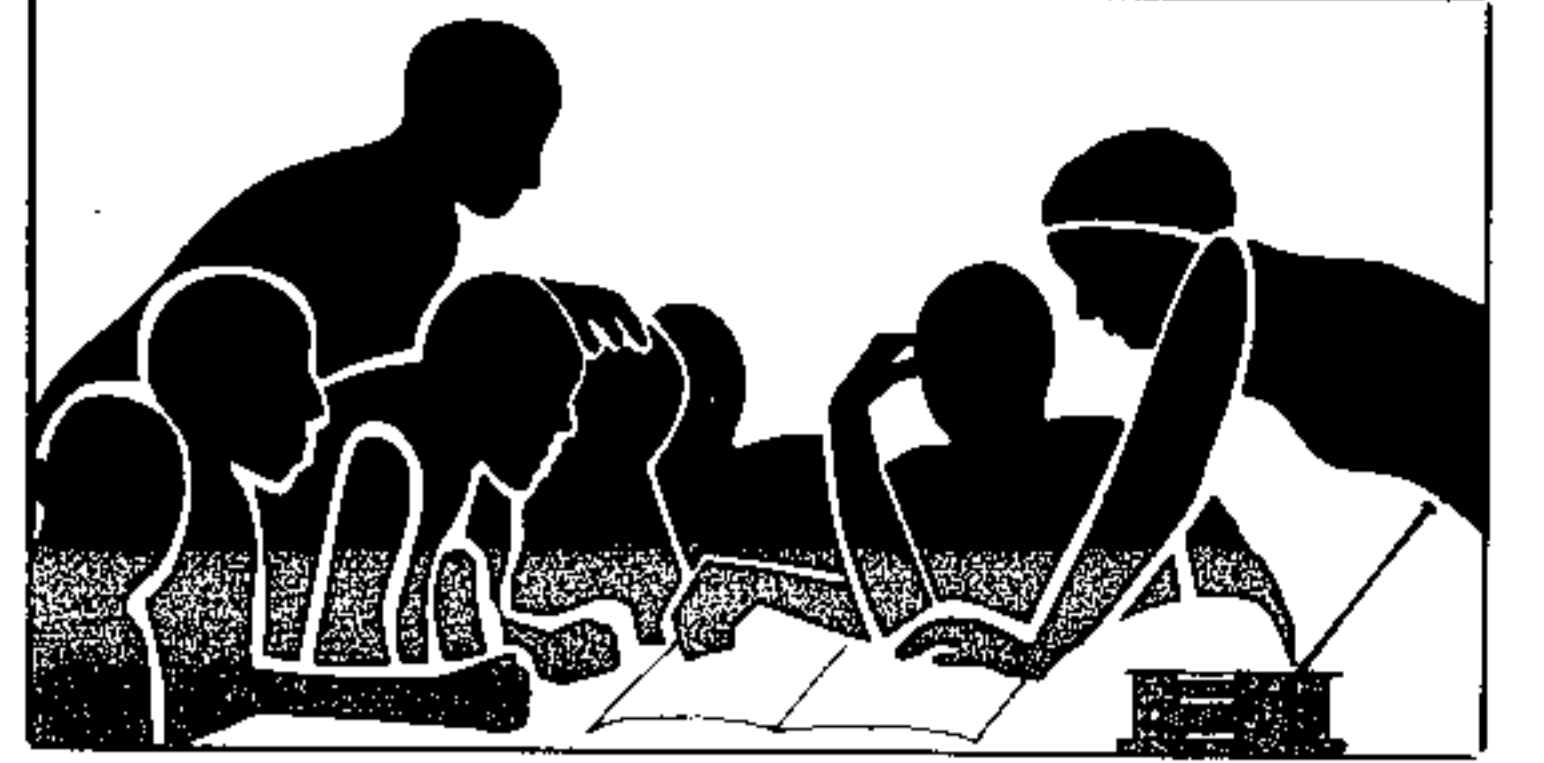
It is not prescribed by the DET and so you should not use it to prepare for your matric history exam.

References

1. Hinton, C. (1990) **What is evidence?** John Murray, London.
2. Kallaway, P. (1987) **History Alive 10** Shuter and Shooter, Pietermaritzburg.
3. Nisbet, J. (1984) **History Alive 5** Shuter and Shooter, Pietermaritzburg.



GROUPS



Group Leadership

New Nation
(Learning Nation)
10/4-15/4/92
52

Introduction

Over the last few weeks, we have focused on issues of concern raised by readers and the learning groups about group work. This week we want to look at the issue of leadership and the role of a group leader. While we were writing this article, Learning Nation received yet another letter from a group asking about leadership and group leaders.



towards decision making. It also means that all members of the group must take responsibility for the decision taken and for whatever happens as a result of that decision.

Information To Assist Your Group

In last week's edition of Learning Nation, the BUILD YOUR ORGANISATION page looked at how organisations work. It looked at the importance of democracy in organisations and the role of leadership. Learning Groups are encouraged to discuss this article as well when they take up the question of leadership in the group.

Here is another view by the revolutionary leader *Amilcar Cabral*, from his book "Unity in Struggle", on collective leadership, which your group can use to enrich its discussion and debate.

To lead collectively, in a group, is to:

- study questions jointly
- find their best solutions
- take decisions jointly
- benefit from the experience and intelligence of each person.
- encourage everyone the opportunity to think and act
- demand that people take responsibility according to their ability
- encourage people to take initiative
- co-ordinate the thought and action of those who form the group
- derive maximum benefit for the group based on the goals set by the group and its ability

Dear Sir

16/03/92

Inquiries about Study Groups

With reference to the Learning Nation published in New Nation dated 13-19 March 1992, I become more interested in Learning Nation Study Groups.

I am doing Standard 10 at Bopedi-Bapedi. We formulated a study group made of twenty members, but we are having a serious problem when coming to the Study Materials and how to conduct the group. Who is to lead the group. We want to deal with English, Biology and Agricultural Science. I request from you the steps to be taken to become your members. I don't know what type of material can you help us or any assistant which can guide and put us through.

Yours faithfully
Mr M. Kgoedi
Marishane

The Role of a Group Leader

Democratic organisation or democratic education does not mean that there can be no leader or teacher. However, the role of a leader or teacher must be chosen so that democracy or collective learning is strengthened. Different people in the group may be good in certain topics or subjects. The group can then decide that this person should prepare and lead the group discussion. This is one way in which leadership is shared and skills amongst the group are developed. Over and above this kind of leadership, the group also needs a leader or leaders who will ensure that the group continues to function well. Some of the tasks that these people will carry out are:

- ensure that the date, time and venue for the next group meeting is set
- ensure that the agenda for the next meeting is done and everyone knows what they are expected to do
- ensure that all group members are informed about the meeting
- act as the link between the group and Learning Nation, although all members of a group are free to write to Learning Nation

Share Your Ideas with Other Groups

We have given only some ideas on the issue of leadership and the role of group leaders. There are many groups who may have many more interesting suggestions based on their own experiences. We encourage you to write in to Learning Nation with your suggestions so that we can share them with other groups.

We are also glad to receive letters, like the one below telling us what you find useful or not in Learning Nation. We welcome all your suggestions for the building of a better Learning Nation.

What is Leadership?

For most of us, our common experience and understanding of leadership is that of an individual who makes decisions which other people then follow. Very often, a leader is chosen simply because the person is a man, is older than everyone else, person talks a lot, is clever or the person is well known. This kind of understanding of leadership and these reasons for choosing a leader often lead to making a bad choice in who should lead. The idea that a leader decides and the rest of the group follows also allows for the leader to become a dictator over the group.

Presently in South Africa we live under the dictatorial apartheid regime. Our education system, in what we are taught and the way in which we are taught, is undemocratic. In our struggle against apartheid society and apartheid education, we also struggle to build a democratic society and a democratic way of learning. Democracy in society and in the way we learn also means a different understanding of leadership and the role of a leader.

A democratic society, democratic education and democratic organisation of which the learning groups are an example, work through collective leadership as opposed to individual leadership. Collective leadership means that all members of the group have the right to contribute

Some groups who have written in to Learning Nation, said that they have elected a chairperson, a treasurer and a secretary for their group. Your group must decide for itself just how formal a structure it wants. Try to avoid the danger of long discussions over how the group should work. There is no one, fixed way of working collectively. Try one suggestion out and after a while evaluate it to see if it works. In the end you may want to stick to this method or try another. At all times though, you must guard against one or a few people in the group wanting to dominate. The group members have the right to make these individuals aware of what they are doing. This must be done in a "comradely" way. If it continues to be a problem, the group will have to discuss the issue and find ways of overcoming the problem.



Dear Sir/Madam

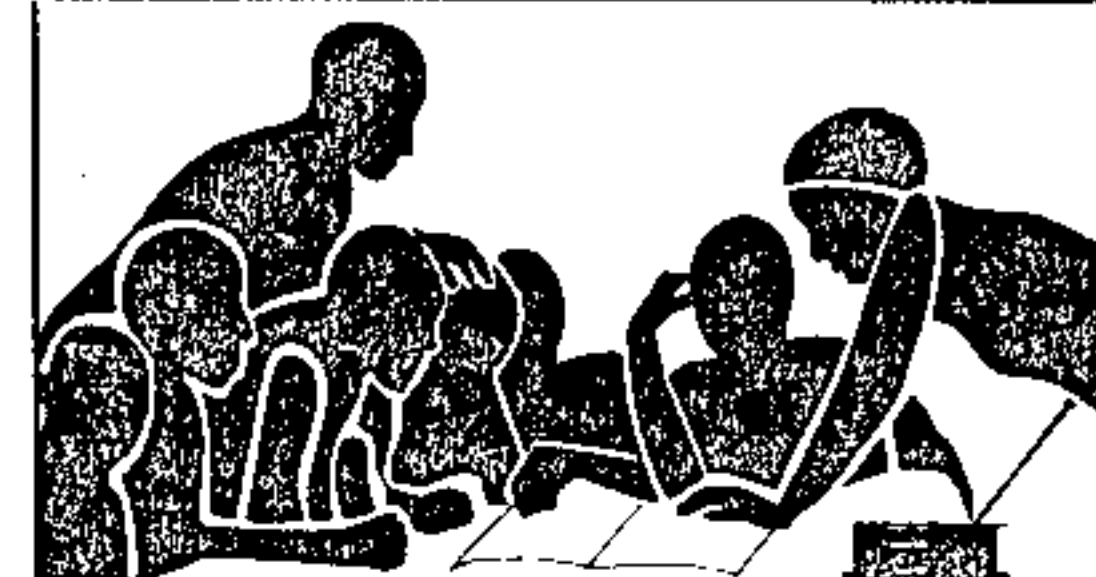
11/03/92

After reading your article on the formation of Study Groups I have decided to start a Study Group and it has a wide support amongst the students. Learning Nation helps us a lot in our research and since its introduction in our college we are up-to-date with global events.

Group name: Young Pioneers
Number of members: 15
Group description: students
Area of study: International history, Trade unions and Theory of socialism.

Yours faithfully
Lawrence Malaba
Tonota College of Education
Botswana

GROUPS



Group Leadership

New Nation
(Learning Nation)
10/4-15/4/92
52

Introduction

Over the last few weeks, we have focused on issues of concern raised by readers and the learning groups about group work. This week we want to look at the issue of leadership and the role of a group leader. While we were writing this article, Learning Nation received yet another letter from a group asking about leadership and group leaders.



towards decision making. It also means that all members of the group must take responsibility for the decision taken and for whatever happens as a result of that decision.

Information To Assist Your Group

In last week's edition of Learning Nation, the **BUILD YOUR ORGANISATION** page looked at how organisations work. It looked at the importance of democracy in organisations and the role of leadership. Learning Groups are encouraged to discuss this article as well when they take up the question of leadership in the group.

Here is another view by the revolutionary leader *Amilcar Cabral*, from his book "Unity in Struggle", on collective leadership, which your group can use to enrich its discussion and debate.

To lead collectively, in a group, is to:

- study questions jointly
- find their best solutions
- take decisions jointly
- benefit from the experience and intelligence of each person.
- encourage everyone the opportunity to think and act
- demand that people take responsibility according to their ability
- encourage people to take initiative
- co-ordinate the thought and action of those who form the group
- derive maximum benefit for the group based on the goals set by the group and its ability

Dear Sir

16/03/92

Inquiries about Study Groups

With reference to the Learning Nation published in New Nation dated 13-19 March 1992, I become more interested in Learning Nation Study Groups.

I am doing Standard 10 at Bopedi-Bapedi. We formulated a study group made of twenty members, but we are having a serious problem when coming to the Study Materials and how to conduct the group. Who is to lead the group. We want to deal with English, Biology and Agricultural Science. I request from you the steps to be taken to become your members. I don't know what type of material can you help us or any assistant which can guide and put us through.

Yours faithfully
Mr M. Kgoedi
Marishane

The Role of a Group Leader

Democratic organisation or democratic education does not mean that there can be no leader or teacher. However, the role of a leader or teacher must be chosen so that democracy or collective learning is strengthened. Different people in the group may be good in certain topics or subjects. The group can then decide that this person should prepare and lead the group discussion. This is one way in which leadership is shared and skills amongst the group are developed. Over and above this kind of leadership, the group also needs a leader or leaders who will ensure that the group continues to function well. Some of the tasks that these people will carry out are:

- ensure that the date, time and venue for the next group meeting is set
- ensure that the agenda for the next meeting is done and everyone knows what they are expected to do
- ensure that all group members are informed about the meeting
- act as the link between the group and Learning Nation, although all members of a group are free to write to Learning Nation

Share Your Ideas with Other Groups

We have given only some ideas on the issue of leadership and the role of group leaders. There are many groups who may have many more interesting suggestions based on their own experiences. We encourage you to write in to Learning Nation with your suggestions so that we can share them with other groups.

We are also glad to receive letters, like the one below telling us what you find useful or not in Learning Nation. We welcome all your suggestions for the building of a better Learning Nation.

What is Leadership?

For most of us, our common experience and understanding of leadership is that of an individual who makes decisions which other people then follow. Very often, a leader is chosen simply because the person is a man, is older than everyone else, person talks a lot, is clever or the person is well known. This kind of understanding of leadership and these reasons for choosing a leader often lead to making a bad choice in who should lead. The idea that a leader decides and the rest of the group follows also allows for the leader to become a dictator over the group.

Presently in South Africa we live under the dictatorial apartheid regime. Our education system, in what we are taught and the way in which we are taught, is undemocratic. In our struggle against apartheid society and apartheid education, we also struggle to build a democratic society and a democratic way of learning. Democracy in society and in the way we learn also means a different understanding of leadership and the role of a leader.

A democratic society, democratic education and democratic organisation of which the learning groups are an example, work through collective leadership as opposed to individual leadership. Collective leadership means that all members of the group have the right to contribute

Some groups who have written in to Learning Nation, said that they have elected a chairperson, a treasurer and a secretary for their group. Your group must decide for itself just how formal a structure it wants. Try to avoid the danger of long discussions over how the group should work. There is no one, fixed way of working collectively. Try one suggestion out and after a while evaluate it to see if it works. In the end you may want to stick to this method or try another. At all times though, you must guard against one or a few people in the group wanting to dominate. The group members have the right to make these individuals aware of what they are doing. This must be done in a "comradely" way. If it continues to be a problem, the group will have to discuss the issue and find ways of overcoming the problem.



Dear Sir/Madam

11/03/92

After reading your article on the formation of Study Groups I have decided to start a Study Group and it has a wide support amongst the students. Learning Nation helps us a lot in our research and since its introduction in our college we are up-to-date with global events.

Group name: Young Pioneers
Number of members: 15
Group description: students
Area of study: International history, Trade unions and Theory of socialism.

Yours faithfully
Lawrence Malaba
Tonota College of Education
Botswana

Drop the petty attitudes

By Randall van den Heever - general secretary of the South African Democratic Teachers' Union.

THE announcement of DET matriculation results in January 1992 signalled yet another catastrophe in the arena of education.

While only 38,6 percent of the black matric pupils passed in 1991, about 96 percent of the white matriculants passed their examinations.

While the South African nation is becoming increasingly united around the vision of a democratic and nonracial order, the apparent racial disparities in education are evident in the enormous differences indicated between the black and white matric results.

Sadtu firmly believes it is time to move away from petty recrimination and verbal acrobatics on the issue of where to lay the blame for the unsatisfactory matric results.

It is the Sadtu viewpoint that education should be career-oriented in order that pupils are assured of employment on completion of their matric.

Education should also be a precursor to preparing pupils for their role as first-class citizens in a free and open society.

Sadtu is prepared to do its share in easing the practical problems.

It has planned in-service programmes for matriculation teachers in mathematics, science and English in an attempt to improve the proficiency of teachers in the classroom.

Sadtu believes that part of solving the educational crisis depends on the efficient management of schools.

Solve for 10/4/92

(S2)

Barbaric school violence

52
52

ARC 11/4/92

Kids murdered, raped, beaten

JOHN VILJOEN
Education Reporter

SHOCKED Gugulethu teachers have called on police and parents to act to end a sudden outbreak of "barbaric" gang violence which has claimed the lives of three schoolchildren.

On March 18 the body of I D Mkize High School pupil Zoleka Sikoti, 18, was found with her eyes gouged out after a sports meeting. She had also been raped.

A man appeared in Mitchell's Plain Magistrate's Court yesterday in connection with the murder.

At a press briefing at the school yesterday, teacher and spokesman Mr Monde Tulwana said two more pupils, Luyanda Myanda, 21, and Vusimzi Tshofute, 16, had been stabbed to death this week, apparently by gangsters.

A fourth I D Mkize pupil, Siyabulela Mnese, was in a serious condition in hospital after a stabbing attack, allegedly by the gangsters known as the "Ama Soweto".

Funerals for the two would be held today.

The attacks were increasing and some pupils said it was too dangerous to go to school, he said.

Certain teachers had been targeted for attacks and this was part of a new culture of intimidation and harassment, he said.

Gang violence was a major issue in the worsening education crisis.

"We find it shocking and unbearable that our historically deprived commu-

nity, especially our students, be further humiliated, attacked, raped and killed," he said.

Parents were the key to ending the violence epidemic because it stemmed from a breakdown of discipline in the home.

The use of drugs like dagga and mandrax was increasing and he called on parents to educate and discipline their children.

Police response to the killings was "disappointing", Mr Tulwana said. They seemed unable to curb the gangsterism or arrest the culprits, he claimed.

A teacher told the briefing that the school approached police on Monday for protection, but that no police vans had been seen patrolling the premises.

Three times in the past year gangsters with weapons had come onto school property and become involved in fights with pupils. Unarmed teachers had risked their lives by intervening in these incidents, he said.

The gangs' source of power was the inaction of the police and the community, Mr Tulwana said. The inaction had given them credibility.

Pupils at the school linked to the gangs had been identified and reprimanded.

● Violence, gangsterism and their effects on township life, is the topic of a meeting being held by the Western Cape Civic Association, Gugulethu Zone, tomorrow at 2pm in the Eyona Centre.

■ **Gang violence on rise again —**
page 19



School renamed after Tutu

5 Times (Cape Metro) 12/4/92
THE Simon Hebe high school in Mbekweni, Paarl, was officially renamed after the Archbishop of Cape Town, Reverend Desmond Tutu, during a function yesterday to celebrate the school's 15th anniversary. (52)

Simon Hebe, previously involved in community work in the area, was part of a delegation who established the school in 1977, after several years of "battle" with local authorities. But when the pupils discovered that he had later become involved in politics in the Ciskei, they pressed for the name of the school to be changed.

The community decided to rename the school after Archbishop Tutu because he "is neutral and stands for peace".

A spokesman at Bishop's Court, said that while Archbishop Tutu, who unveiled a stone in his honour, was "flattered," he was nevertheless "a little uneasy" at the idea of naming institutions after people who are still alive.

The school, which has 25 teachers and only 18 classrooms, has 1 028 pupils, the principal, Mr M T Ndzuzo said.

se
m
w
A
lu
ti
Se
t
r
t
b
d
th
f
l
m
w



NEWS IN BRIEF

Mass action threat (52)

THE Congress of SA Students (Cosas) is threatening mass action unless the Department of Education and Training (DET) postpones the May 4 cutoff date for the payment of matric examination fees.

Addressing a media conference in Johannesburg yesterday, Cosas president Moses Maseko said the DET should postpone the deadline and meet pupils and parents to explain why the fees had been increased from R51 to R71.

DET spokesman Corrie Rademeyer said the deadline had been delayed as far as possible.

28/11/81
K. M. 01/81

Cosas protests at DET deadline

By Phil Molefe
Education Reporter

52

STAR 15/4/92

The Congress of South African Students yesterday called on the Department of Education and Training to postpone the deadline for the payment of black matric examination fees and to explain to parents and education structures why candidates had to pay for exams.

Cosas national president Moses Maseko said at a press conference in Johannesburg his organisation would embark on

nationwide mass action if the DET did not concede to the demand to postpone the closing date

He said protest action would include marches, sit-ins and "other tactics to force the department to meet our demands".

"We want free and compulsory education," Mr Maseko said.

The DET announced last week that registration would close on May 4 and candidates had to pay R66 to sit for the national school leaving certificate, and those sitting for the university ex-

emption certificate would have to pay R77.

Mr Maseko said the Cosas national executive would meet next week to discuss the possibilities of requesting a meeting with Minister of Education and Training Sam de Beer.

DET spokesman Corrie Rademeyer said the May 4 closing date was much later than in previous years and this was the latest date the department could possibly decide on because it was a huge task to process the entries.



Examinations . . . pupils who study hard pass well enough to get places at universities.

The options after completing matric

STAR 15/4/92

(S2) (K)

The key to success is to work hard. Remember this golden rule, whether you choose to further your studies after matric or enter into a field where there is no academic requirement needed.

You may be apprehensive about facing the future after matric, especially if you are not certain what you would like to do.

The following is a guide to options available to matriculants.

University

It takes at least three years to get a university degree. University places are restricted and you have to have good matric symbols, often in a certain combination of subjects, to be accepted.

Some people think university is like school, but easier because there is more freedom. This is wrong. Of those who do get in — and that means they are top students — nearly half drop out or fail in the first year.

If you want to go to university you must desire knowledge for the sake of knowledge. You will sometimes have to study things that you have no interest in and read textbooks that seem irrelevant to you.

University graduates do not necessarily earn a lot of money. Many are employed in government and academic environments where salaries are low.

Having a degree means you have the theoretical background for a professional job but you will need additional training.

Technikon

To learn how to do a job you should go to a technikon. Every profession for which you would have to study at university has corresponding technical jobs that you can train for at a technikon.

Entrance require-

ments are lower than those for university (usually standard grade matric passes). Often there are different diploma levels, depending on how many years of study are completed.

In most cases theoretical learning is alternated with practical training, so you will already have experience in your job when you finish studying, and possibly a job too.

There is a worldwide shortage of skills, so obtaining a technical qualification through technikon almost guarantees you a job and a good salary.

Technical colleges

Certificate and diploma courses are offered by technical colleges, which combine high school and tertiary education.

Colleges

Non-technical diploma courses, for example secretarial and computer programming diplomas, can also be done through a private college. Studies can be fulltime, part-time or by correspondence.

Institutes

Institutes serve particular industries and have their own examining bodies, for example the Chartered Insurance Institute and the Institute of Marketing Management. Tuition is usually through correspondence, so you can work to get practical experience at the same time.

On-the-job training

It is possible to start in a junior position and work your way up to the top levels of your job without having any

tertiary qualifications

Employers usually provide training courses and skills training for people who work for them. If a degree or diploma course is needed, the employer may even pay for it.

Years of experience in a job can be worth more than a diploma or degree.

Adult education centres

If you have a talent that you would like to use to make money, you may be able to develop your techniques and skills at an adult education centre or local recreation centre. Ask at your library about courses and special-interest groups in your area.

Delayed training

Another option is to delay your career decision for a year or two after leaving school. In fact, if you are not absolutely certain of what you want to study, or where this would lead you, it is unlikely you have the motivation to complete a long degree or diploma course.

This is not to suggest that you sit around at home, hoping the right job will suggest itself to you. During the "delay" period you could:

● Find a job, particularly in a large corporation that employs all kinds of people and where you can look around for what sort of job suits you.

● Do a course in something you can always fall back on, eg computer programming, secretarial work.

Teachers chided for shirking

**FOCUS
EDUCATION**

By PHANGISILE MTSALI

PARENTS and educational organisations continued this weekend to thrash out Tladi Tech High problems - the lack of progress was put squarely on the shoulders of the school's 42 teachers.

The meeting was to analyse the contribution of Tladi Tech teachers, pupils and parents. It was also to set up the structure of the monitoring group.

Like other meetings before, Sunday's was poorly attended.

Support

Parents pledged their willingness to support teachers and pupils and to actively grapple with the problems of the school.

It was recognised that Tladi pupils were willing and prepared to learn. They were also ready to undertake activities to normalise the school.

Teachers were, however, accused of "deliberately thwarting" efforts to re-establish the teaching process, having for so long indulged in indolence.

Except for only two earlier meetings, Tladi teachers, just like the parents, have dragged their feet when heading for meetings.

Defiance

Their "sluggish" behaviour was described as defiance against the taxpaying community's efforts to revive the learning and teaching culture.

"We must investigate whether teachers are using the child to fight personal fights with the principal," said the chairman of Soweto Education Co-ordinating Committee, Mr David Maepa.

"The teachers' attitudes are un-



Sowetan 16/4/92

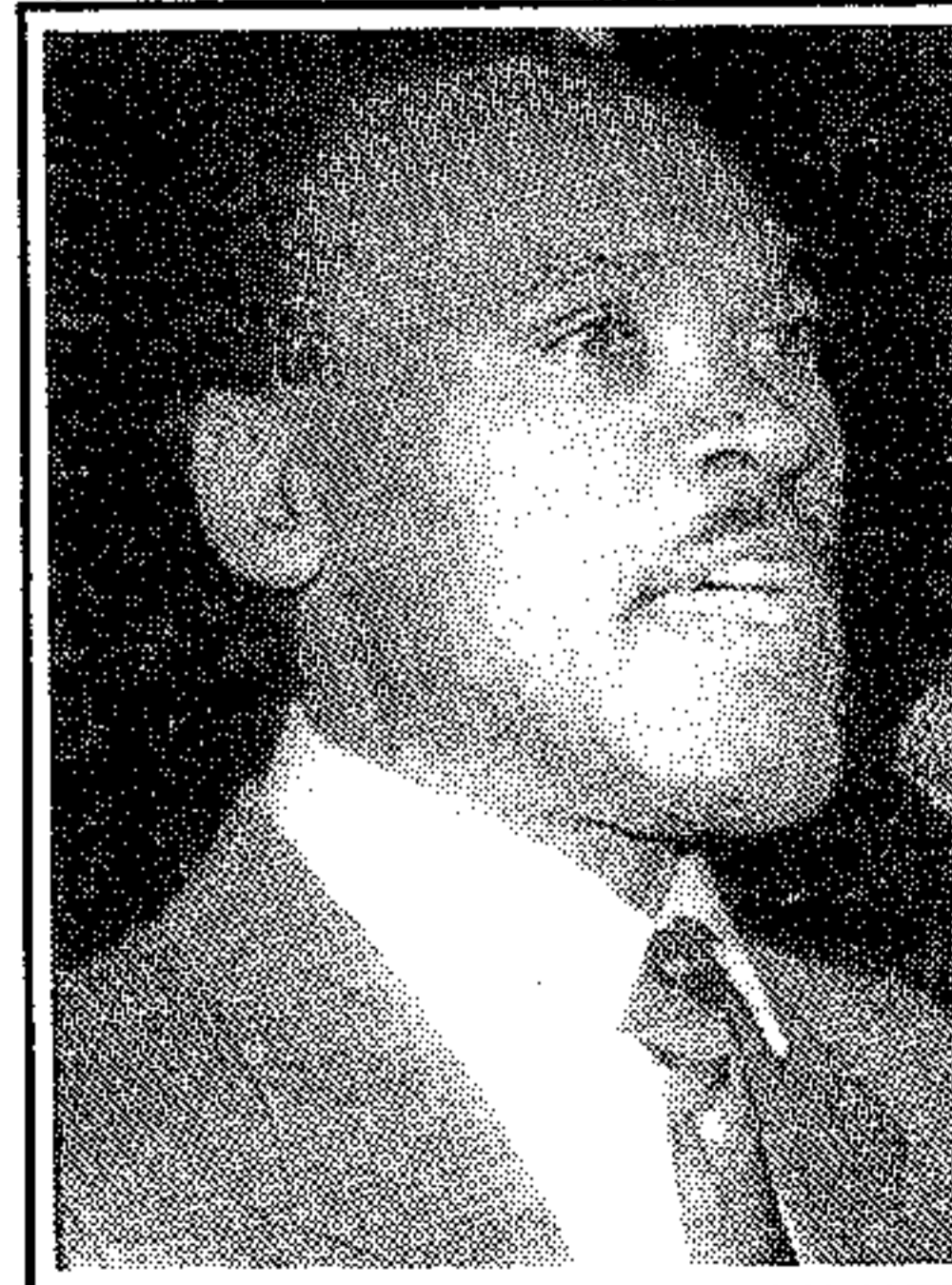
(52)

forgivable. To use the child for personal fights is unethical and to defy a community that pays their salaries is a provocative act of biting the hand that feeds them. They are shunning a forum which can afford them an opportunity to state their case."

Maepa also questioned whether the principal was demonstrating insolence in office under the misguided belief that the community was there to protect him against the DET.

Parents were given the task to approach the DET to repair toilets and provide furniture before the next meeting.

The meeting resolved that another general community meeting should be held on Sunday, April 26 at the school.



DAVID MAEPA

Arsonists strike at Tladi Tech

VANDALS and arsonists were at work again at the decaying Tladi Tech this week.

Mr David Maepa, the chairman of the Soweto Education Co-ordinating Committee, said he was alerted by a pupil about a fire at the school.

Maepa and two parents rushed to the scene to investigate.

"We found that someone had set alight a pile of papers in a bin and put it in front of the laboratory door.

"The fire was dying out but we had to try and put it out completely. It was clear that somebody had tried to set the school alight."

The principal of Tladi Technical High School, Mr Abner Saule, is expected to give the Monitoring Committee a weekly report on the school's progress. This is an extract from his report for the week ended March 20 1992:

On Monday of this week when I came back from Ithuteng which is our examination centre for the Motlana area, I found the school deserted and the three teachers who were still there informed me that Inkatha had posed a threat in the sense that it had been rumoured that they were coming.

On Tuesday it was doubtful that the children would come. Some had indicated that they would not come. However, they came in dribs and drabs and thus there could be no normal teaching. At about 9:30 I addressed assembly thanking and congratulating those who managed to come after the Inkatha rumour. I emphasised the point that the week was an abnormal one with the Referendum on the same day, the results to be announced the following day and a Cosas rally on Thursday. I made it clear that on Wednesday 18/3/92 there was going to be an ANC march but pupils and teachers were expected to be at school. There was also a rumour of a stayaway on Friday 20/3/92, but this also would not affect schooling.

Punctuality is still a problem both to the teachers and the children.

Absentism among the staff still persists at times, even without informing the office.

The honouring of periods by teachers still leaves much to be desired.

I am in the process of drawing up a period time-table with Mr Rapoo's help. One of concern, Sadtu visited the school on Thursday concerning the resolutions and the Sowetan issue.

The Sowetan reporter came on Monday 16/3/92 and the male staff, I am told, because I was at the examination centre, called her and told her to stop reporting about Tladi.

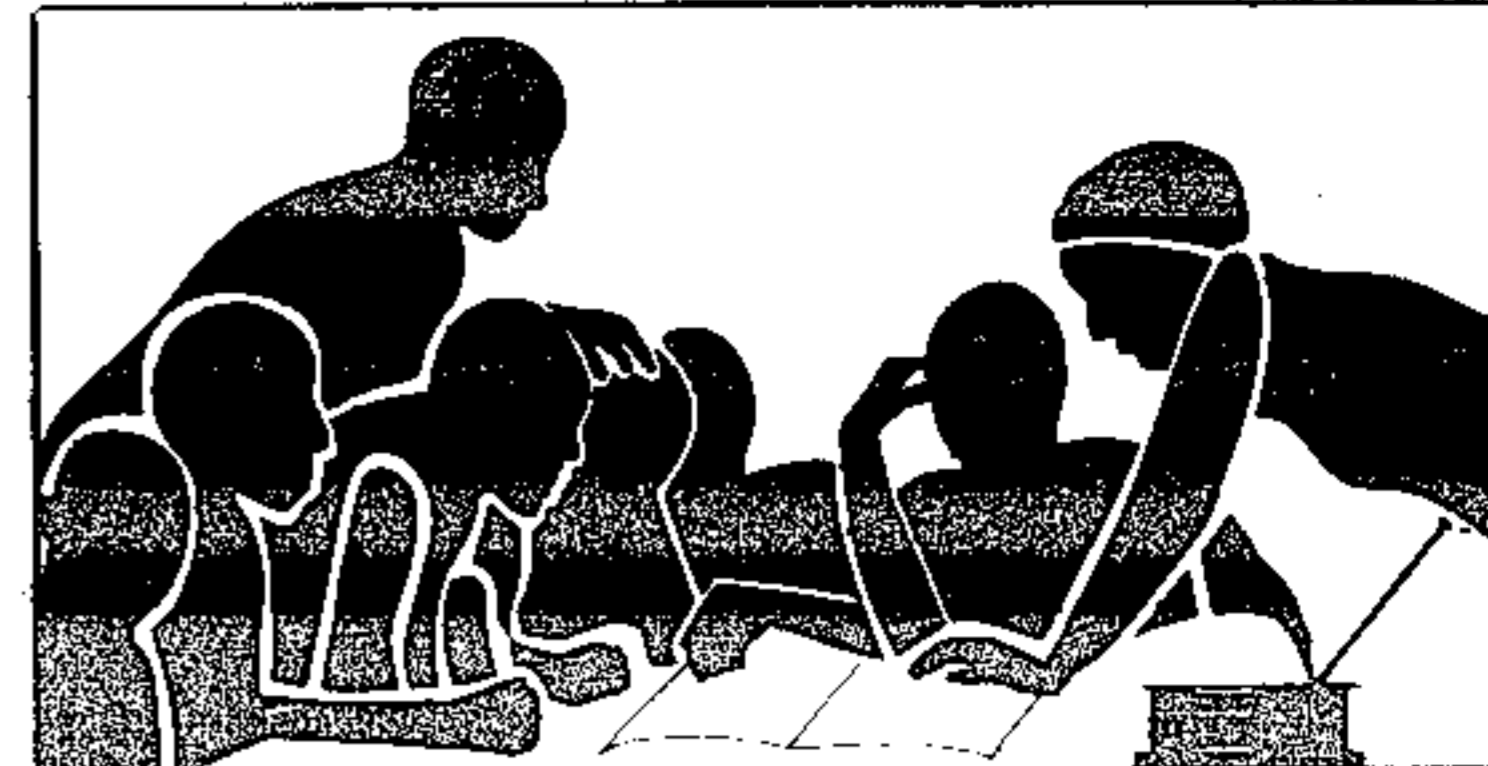
Incidentally, this caused a furore and she reported the matter to Sadtu, hence they raised it.

■SCHOOLS in Botshabelo in the Free State were deserted on Monday following week-long protest action called jointly by the Sadtu and the Congress of South African Students. (S2)

Children did not report at schools on Monday and teachers staged a sit-in. No incidents have been reported. The Free State regional office of the Department of Education and Training said the action had been launched by individuals who did not have the interests of the pupils at heart. — Sapa

W/MP/2
16/4 - 23/4/92

GROUUPS



Suggestions for Effective Group-Work

New Nation (Learning Nation) 16/4 - 23/4/92

52

In the past three weeks, we have looked at setting up a group, how it should function, responsibility, commitment and leadership. This week's article shows how to put these ideas into practice. We can observe and learn from the process of group-work.

These methods of effective group-work are meant to help you structure your work time together in your efforts towards transforming society.

As we discussed in a previous article it is important for your group to have goals. Goals are the things that you want to achieve through group-work. Try this exercise at your next group meeting.

Discuss the goals for your group and list them in the space provided below:

- 1.....
- 2.....
- 3.....
- 4.....

Once your group has decided upon its goals you can discuss how your group hopes to achieve these goals. This is called your strategy and would involve the following:

1. How often are you going to meet?
2. How long will your meeting be?
3. Where are you going to meet?
4. What issues are you are going to debate and discuss?
5. What skills does each individual require and how are these skills going to be developed, for example chairing, reading or writing?
6. How will your meetings be structured?

List all the things your group has identified as part of its strategy:

.....

.....

.....

.....

.....

Remember that planning for each meeting is important because it will lead to action. Action can bring about development and change in the group as a whole.

Your group will require an agenda for each meeting. An agenda is a list of items that your group wants to discuss. The agenda for a meeting should be decided beforehand.

Here is a sample agenda:

1. Matters arising from the previous meeting
2. Apologies
3. Reasons for latecoming
4. Additions to agenda
5. Discussion on this week's issue for example **The Learning Nation Defence Series**
 - a) Why does the working class need to defend itself?
 - b) What lessons can be learnt from the way in which workers have defended themselves internationally?
 - c) How should the working class take up this issue of defence?
6. Evaluation - here you might want to look at the following:
7. Tasks flowing from the discussion:
8. Plans for the next meeting



Note that before you begin point 5 first check that everyone has read the articles.

It is useful to circulate the material to be discussed beforehand. If some members have not read it then they should explain to the group why this has happened.

If there are members in the group who are unable to read then it should be arranged beforehand that the articles are read to them.

Some suggestions for the discussion process:

- * One group member could summarise the key points in the article or each person could summarise a section and then present their section with discussion questions.
- * If you have found material that supplements the discussion you could circulate this before the meeting or bring it along and have a short reading period.
- * You could have one person writing up the discussion or different people summarising different sections. The same holds for chairing the sessions.

Your group might have to experiment with these suggestions before it decides on the method to use.

a) **Did everyone contribute to the discussion?** Find out why certain members don't contribute. It is important to note that people have different levels of understanding and have different skills to contribute. You have to assess whether there has been a common understanding of the issues discussed.

b) **Do you think all the key issues were thoroughly discussed?** In this way one can learn the skill of extracting key points in the articles.

c) **Were interest levels of all members were the same throughout?**

a) How to take the discussion forward, for example, in your organisations?

b) If further reading needs to be done how is it going to be done?

a) Where is the next meeting going to take place?

b) Time?

c) **Agenda** for next meeting?

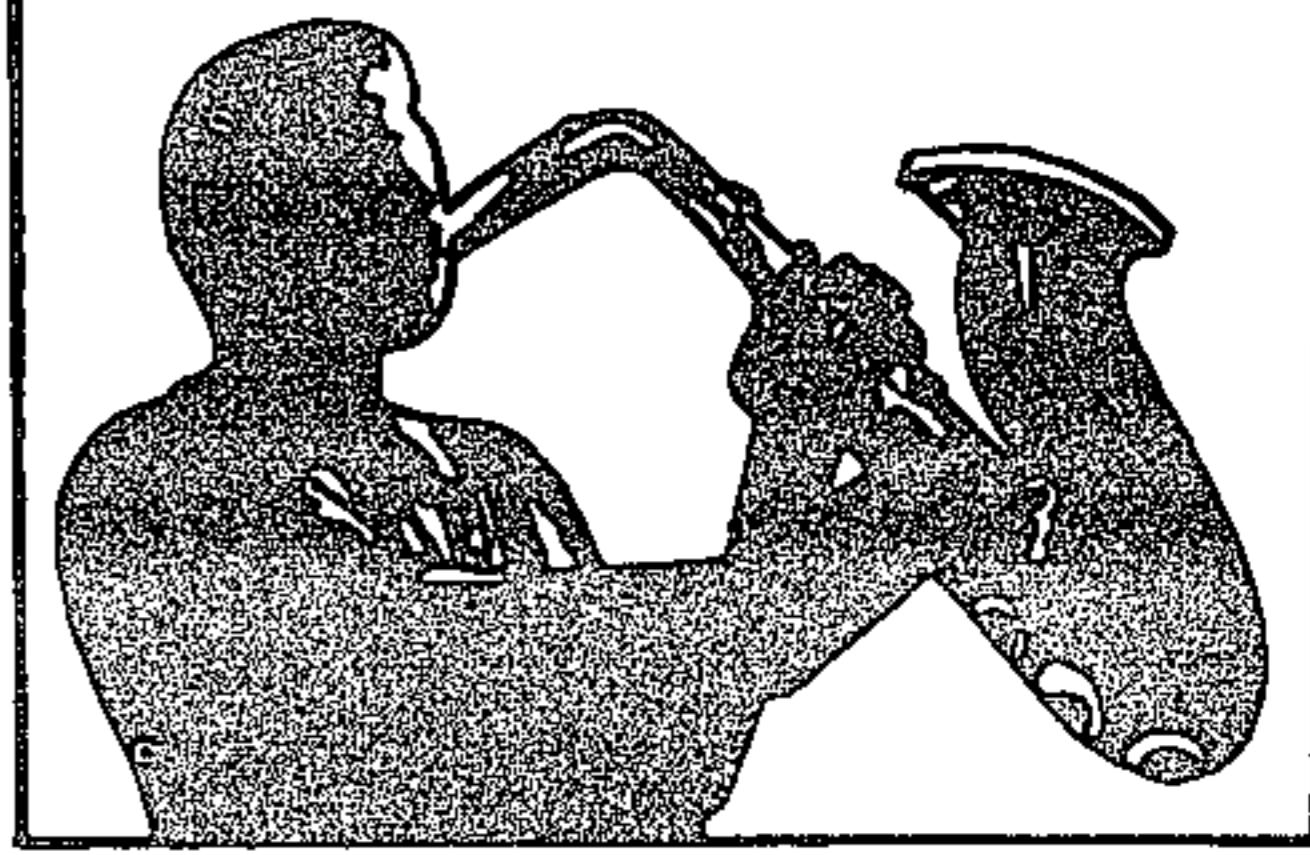
d) Who is to chair and take minutes?

e) Material to be discussed?

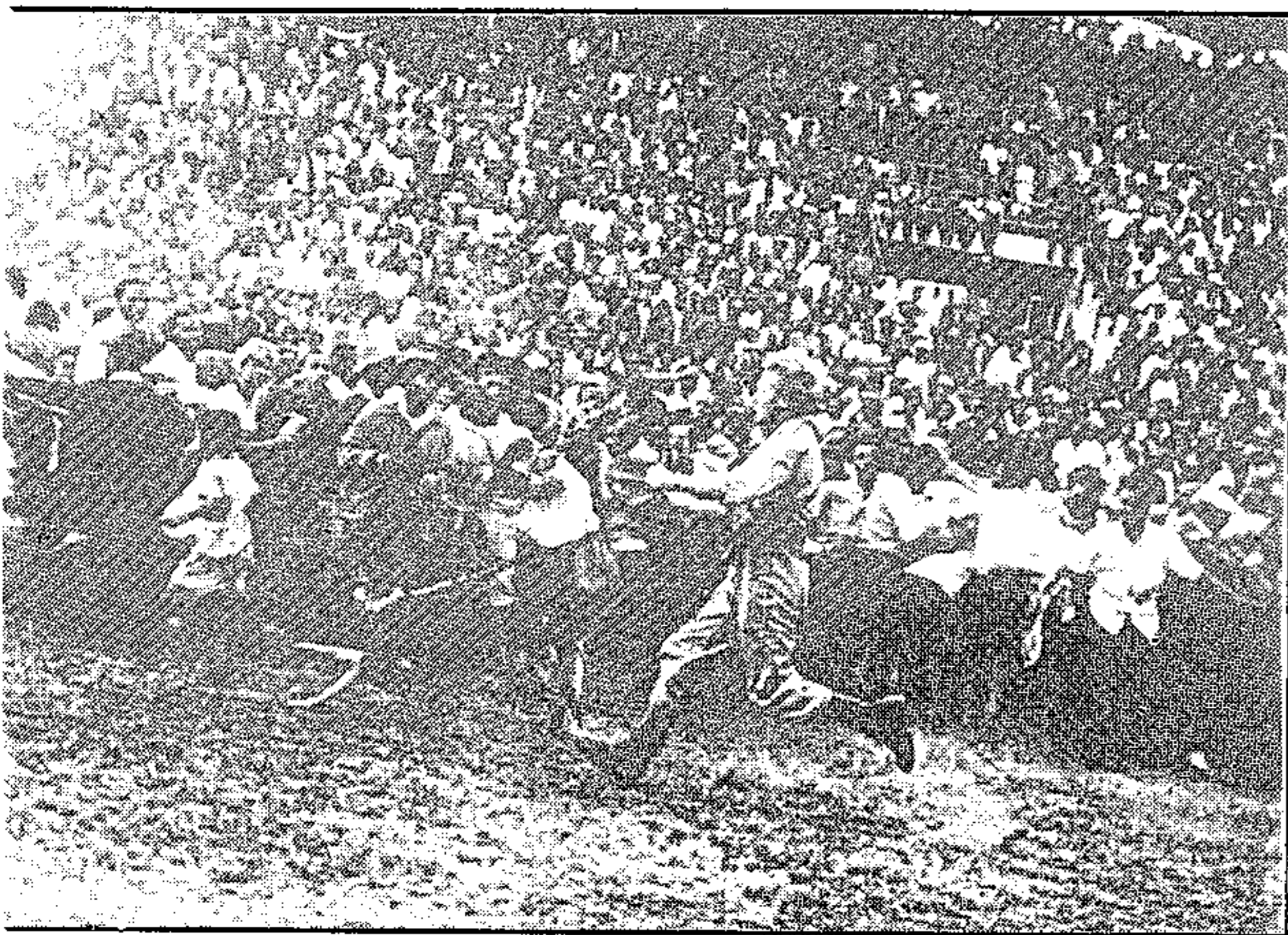
d) How has the chairing and minute-taking process progressed?

We hope this article will assist your group to effectively deal with the problems it might be experiencing. Please write to us and tell us how your group meetings are progressing.

CHIEFS



...And the Rest is All History



...the stampede is caused by dogs attacking people at a soccer match in Pretoria. Whose son is this being overtaken by the dog? And who is answerable and responsible for his injuries?



the non-racial Federation. The curious twist in the outcome of this, however, was that the SANFA and its pro-wing, the NPSL, finally dominated and eventually absorbed the white association into its ranks.

The fact that the majority of soccer players and supporters fell under SANFA, coupled with the sponsorship of big business saw SANFA and the NPSL become the major administrators of soccer in South Africa by the late-1970s.

Conclusion

The game of soccer in South Africa has changed dramatically since it first became popular in the early years of this century. Up until the mid-1970s, teams were based strictly in the districts from which they emerged. During the 1970s, with the advent of professional soccer, many of these same areas produced professional sides.

The beginning of television in the mid-1970s saw large companies providing sponsorships in their efforts to expand markets and advertise their products. This development changed the whole nature of the game. The smaller clubs as well as clubs from the country areas began to be displaced in favour of the larger, city-based sides. These sides also changed. Instead of drawing only local, area support, they began to draw much wider followings. Players also began moving from club to club on an increasing scale.

In 1980, Orlando Pirates boasted a supporters club of 20 000, with members coming from all over southern Africa, including Lesotho, Botswana and Swaziland.

The National Soccer League (NSL) which took over from the NPSL as the major professional league in 1986. In 1991 after unity talks between SANFA, FASA and the Federation (SASF) all the professional leagues of these bodies united in the NSL. Today the NSL is run very much like a commercial enterprise, the emphasis being on drawing crowds, from all race groups. Teams such as Kaizer Chiefs field players bought not only from within South Africa, but from other countries, such as Malawi, as well.



What's in a Name?

Ever since football was first played in South Africa, the players have all had nicknames, from Sidney 'Shordex' Kitsa to Marks 'Go-man-go' Maponwane. Players are more often better known by their nicknames alone. Steve Montjane, writing for BONA magazine in 1969, gives an idea why nicknames are given: "A name is very important ... We say 'Bitso lebe ke seromo'. It's English equivalent to the nearest would be: 'Give a dog a bad name'. A person who makes his presence felt must be given a new name. This is brought out loud and clear by the names by which our sports stars are called. Our people, it seems, can't help giving descriptive names when they watch somebody doing something. They have to call him by a name which tells exactly how he does it or what he looks like. They give him a name that tells how he differs from other players, or how he sings, how he runs. From these names one who hears then has a fairly good idea of the owner's performances."



Violence, police violence and player violence. The game of soccer in South Africa has changed dramatically since it first became popular in the early years of this century. Up until the mid-1970s, teams were based strictly in the districts from which they emerged. During the 1970s, with the advent of professional soccer, many of these same areas produced professional sides.

In 1980, the NPSL was by far the most powerful pro-soccer league in South Africa, having the majority of the professional teams from all the four

provinces within its ranks.

Nearly two decades before, SANFA (then SABFA) had been revived by the white association, FASA, to overcome the challenge by

Chiefs

initially in their association. Ewert Nene recalls that it was a bad mistake on the part of the 'old' officials to expel Nene. "Ewert Nene built a colossus. In that vein he built a colossus. It was Ewert Nene who led the Reef and even to Pretoria to recruit players for Pirates. It was Ewert Nene who, coaxed and enticed players to join teams for Pirates."

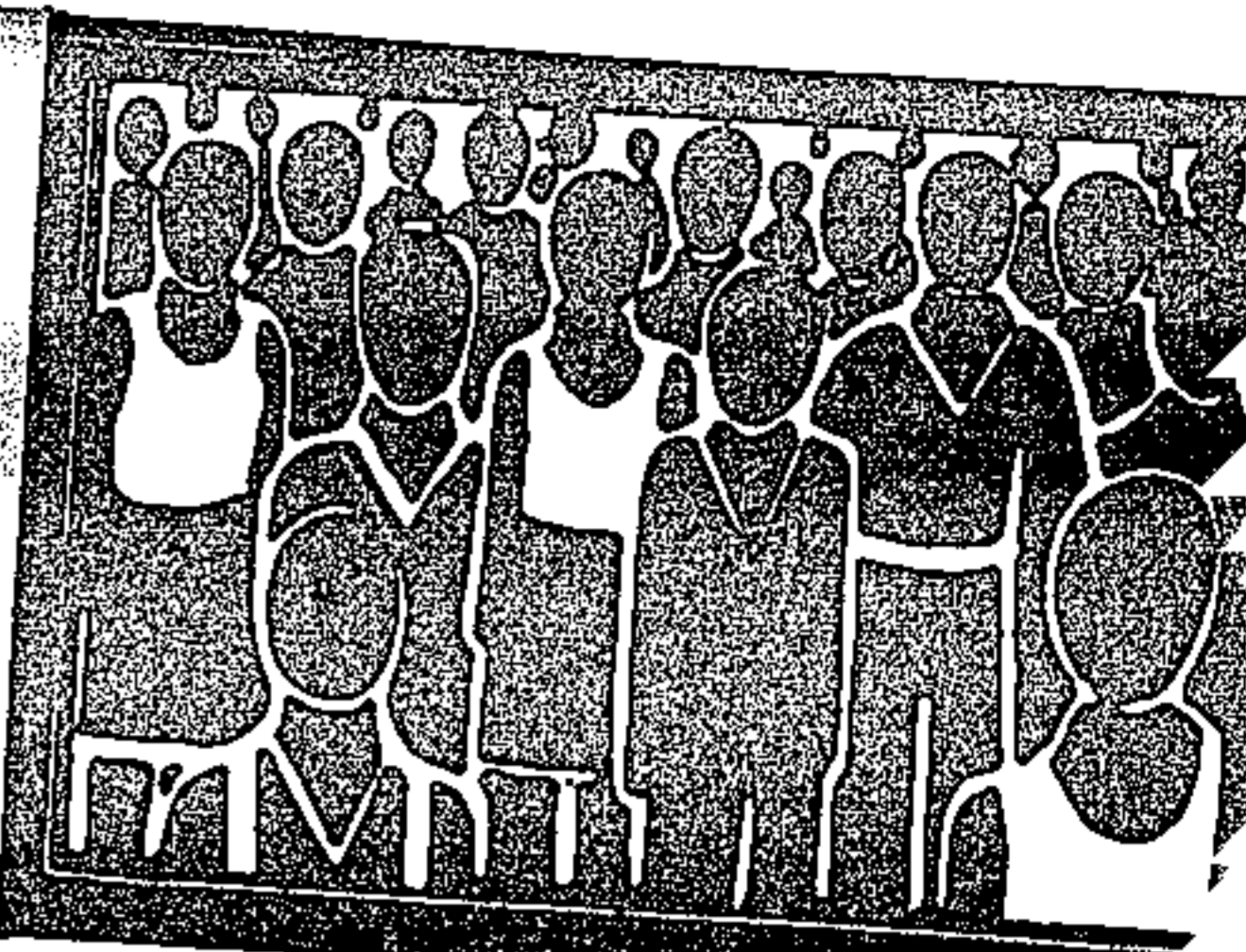
After Nene's expulsion, Nene convinced other players who were serving a four year suspension for misconduct, to join him, and with other players, formed what he called the Reef Invitation XI. In the meantime, Ewert Nene had returned from the USA in October, and discovered he had to make a choice between staying in the USA and Nene. If he remained in the USA, he would remain a player, while siding with Nene would mean becoming a player as well as a manager of a football club. So Motaung, along with Ewert Nene and Gilbert Sekhabi became co-managers of Kaizer Chiefs.

Initially the NPSL would not accept the team in its premier division, but on realising the ability of the team to draw large crowds, it backed down. Chiefs had a dramatic impact on the league. In their first year, they won the SAB "Champion of Champions" Cup, defeating Pirates, the very club from which they had defected.

Football followers were still pessimistic about the ability of the club to survive and believed that their early success would hasten their downfall.

However, we all know that Kaizer Chiefs survived and by 1976 they were the league leaders. As DRUM magazine reported: "Chiefs had arrived. They had broken the monotony of always watching cup finals between Pirates and Moroka Swallows ... Swallows was now living on the glory of its past and the struggle for supremacy was now a clear duel between Chiefs and Pirates."

WORLD HISTORY



HISTORY FOR TOMORROW'S CLASSROOMS

Beliefs and Bias

New Nation
[Learning Nation]
16/4 - 23/4/92

52

In our study of how to notice bias in a history book so far we have seen that we should look at:

- 1) the language used;
- 2) the balance in the selection of facts.

In this week's article we will look at how the selection of facts in a history book is influenced by the beliefs of the historian.

The beliefs of the historian

We have learnt that history is not simply about 'the past'. Historians have to select and interpret evidence from the past.

Like everyone else, historians have different beliefs about things like politics, religion and so on. The evidence an historian selects and how s/he interprets that evidence is influenced by her/his point of view. The balance in the selection of facts in a history book tells us something about the beliefs of the historian.

Historians who have similar beliefs are sometimes grouped together. These 'groups' are usually referred to as 'schools' of history or 'approaches' to history. The approach to history we are taught at school is called the Afrikaner nationalist approach.

The Afrikaner nationalist approach

The people who drew up the syllabus and those who wrote the textbooks that are prescribed by the DET follow an Afrikaner nationalist approach to history. They have been influenced by their belief that whites - and more particularly the Afrikaner 'volk' or nation - have shaped South Africa's history.

They also believe that South Africans can be divided into many 'nations' - the Sotho, Tswana, Venda, Tsonga, Xhosa, Zulu and so on. They define 'nations' in terms of race, language, religion, and culture. They believe that each 'nation' should be united in its own independent country. Afrikaner nationalist historians support the idea of bantustans or 'homelands' for each 'nation'. The work of Afrikaner nationalist historians has been used to try to make students believe that the system of apartheid is the best way to govern South Africa.

The South African section of the matric syllabus states that we should study South African history between 1910 and 1970. But, in fact, the syllabus and the textbooks are only about white South African history - more particularly the rise to power of the National Party. The heroes we learn about in matric are people like Hertzog, Malan and Verwoerd. No serious attempt is made to discuss dispossession, oppression, exploitation or resistance to National Party rule.

Exercise on approaches to the 1913 Land Act

The first theme in the South African section of the matric syllabus says we should study the period 1910 - 1924. One of the things that happened during this period was that the government passed a law called the Native Land Act in 1913. This law set aside about 7% of South Africa's land as reserves in which Africans could buy land. Africans formed over 70% of the population. (In 1916 the amount of land in which Africans could buy land was increased to about 13% of South Africa's land).

Read the following extracts about the 1913 Land Act and then answer the question below.

Extract 1:

This extract is from a book called *Timelines*. At the end of a chapter called *South Africa, 1910 to 1924* there is a Timechart which reads as follows:

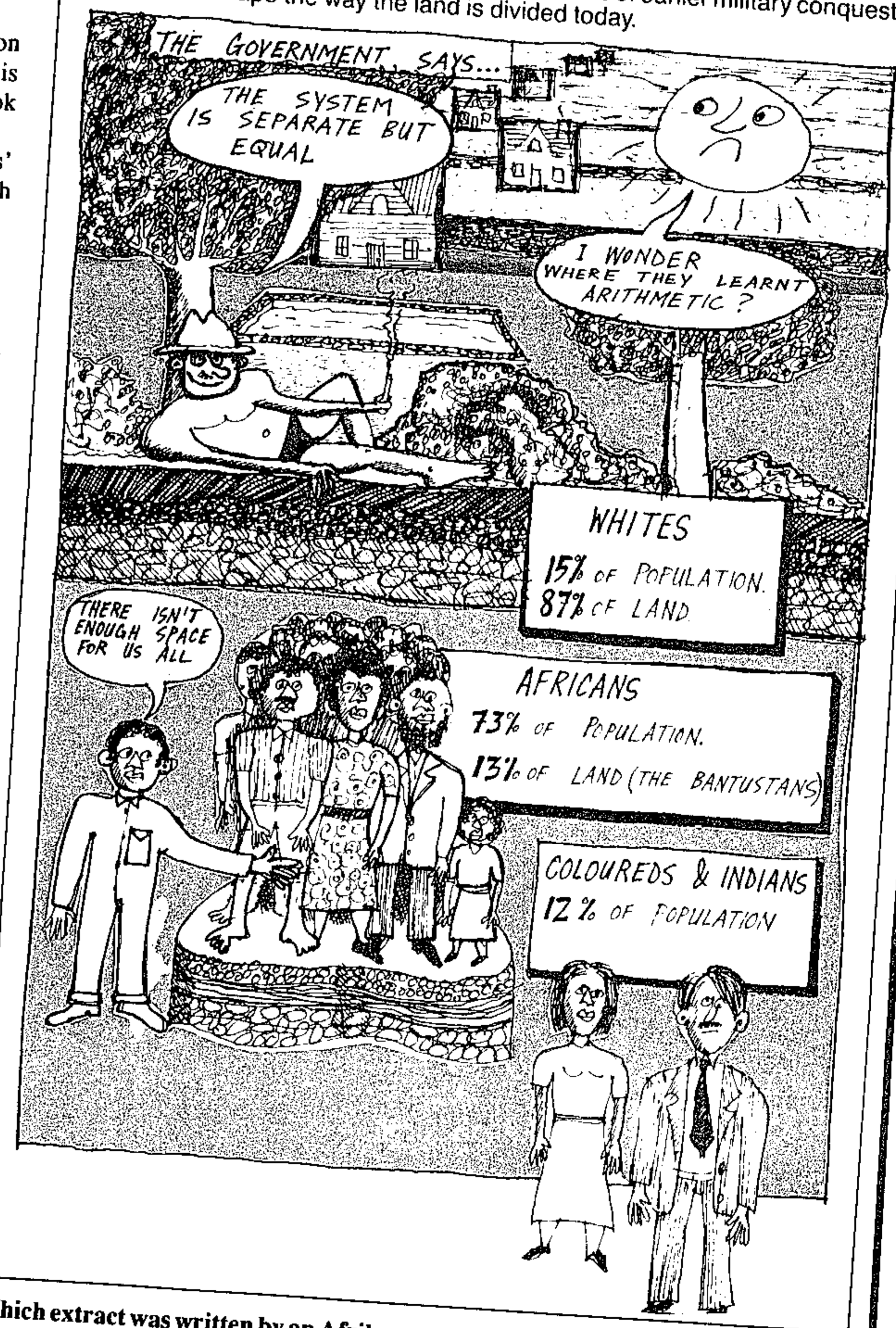
Timechart, 1910-1924

- 1910 - Union
 - First election
- 1911 - Founding of the SA Party

- 1914 - Founding of the National Party
 - Outbreak of the First World War
 - Rebellion
- 1915 - Conquest of South West Africa
- 1919 - Treaty of Versailles
 - Founding of the League of Nations
 - Independence Deputation seeks the right to self-determination
 - Smuts takes over government
- 1920 - Decline of SA Party
- 1922 - Strike on the Rand
- 1924 - Takeover by the Pact government

Extract 2:

In 1913 the government made the first of several laws to divide the land between Whites and Blacks. Based on the results of earlier military conquest these laws shape the way the land is divided today.

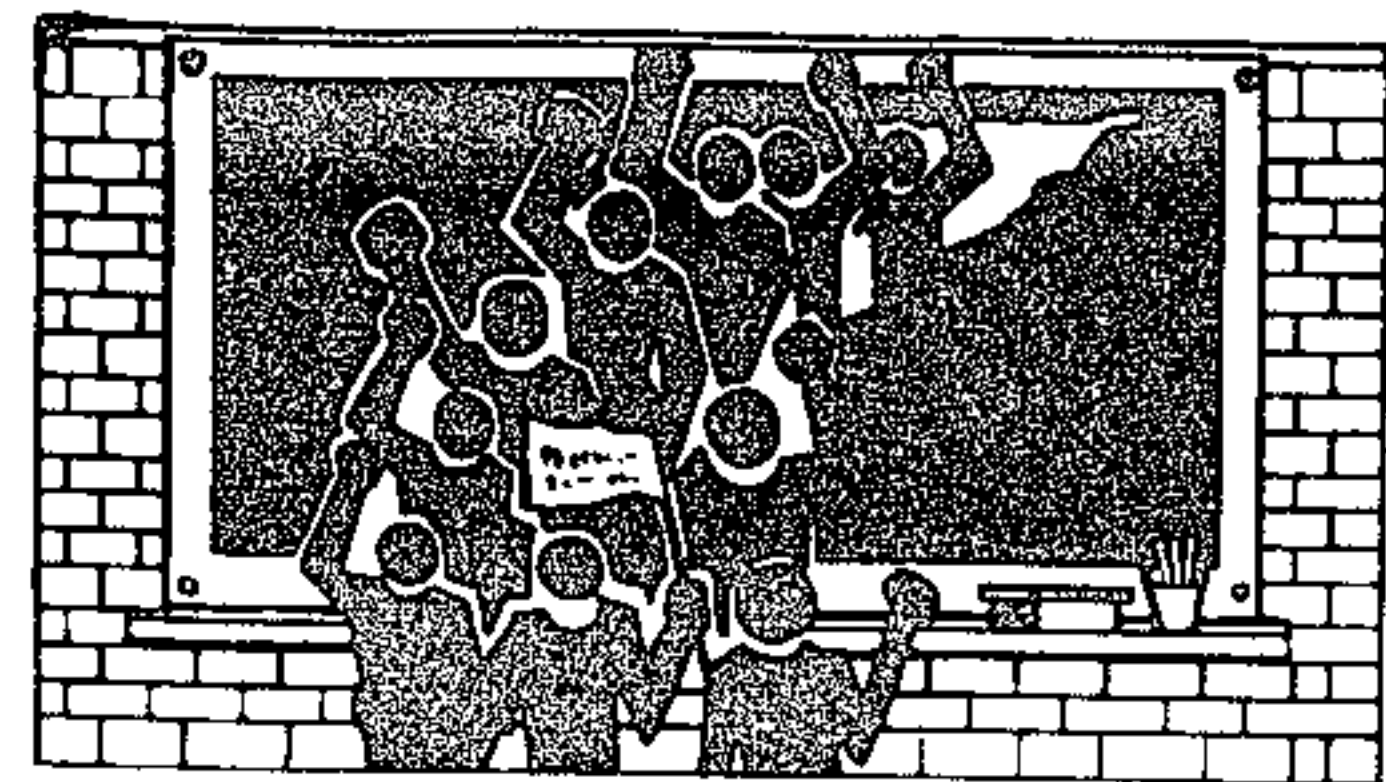


Which extract was written by an Afrikaner nationalist historian? Give a reason for your answer.

References

1. Hinton, C. (1990) *What is evidence?* John Murray, London.
2. International Defence and Aid Fund for Southern Africa (1988) *Fighting Apartheid - A Cartoon History*, Unesco, London.
3. Lintvelt, H.G.J. et al *Timelines 10* (1987), Maskew Miller Longman, Cape Town.

EDUCATION



SADTU and Collective Bargaining: Stages of Dispute Resolution

New Nation (Learning Nation)

The Right to Strike

16/4-23/4/92

SADTU Vice-President Thami Mseleku, says this about strike action:

"In South Africa the whole issue of a possibility of a strike by teachers has been presented as unprofessional and disruptive to the education process. This image of strike action serves a particular function for the people in power. Unfortunately many of us have also bought into their logic, and have become vehemently opposed to any suggestion of strike action by teachers. I believe that we need to suspend our emotional judgment for a while, and begin to think carefully about strike action in order to arrive at a well thought through position."

International bodies like the UN and the International Labour Organisation have accepted that the right to strike is one of the essential means through which workers and their organisations can promote and defend their economic and social interests.

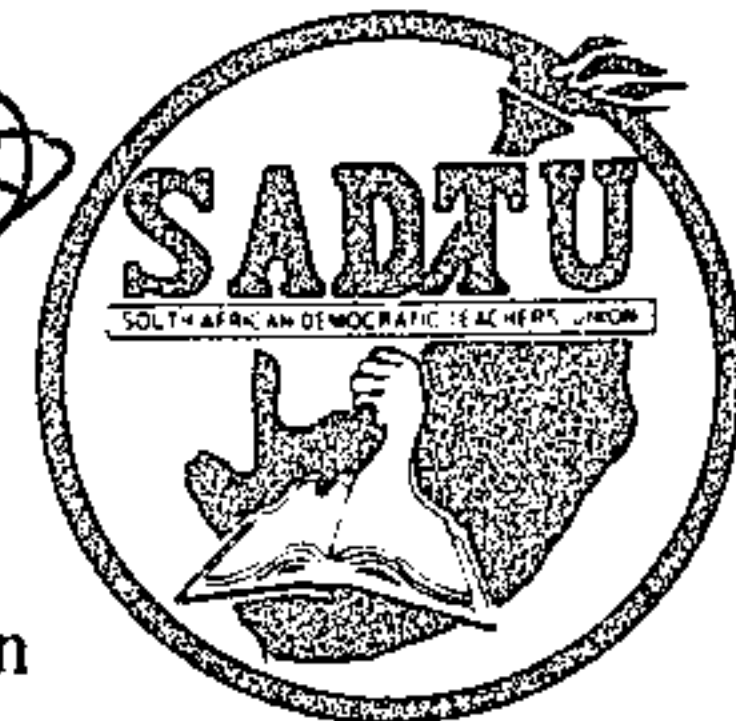
Nobody likes a strike - least of all teachers. A strike also means that all previous efforts to resolve a dispute have failed, and that, as a final resort, teachers have decided to withhold their labour.

However, the final decision to embark on a strike must proceed along clearly defined democratic processes. A majority of members of the union must vote by secret ballot in favour of a strike, before such an action can be called. Furthermore, clear and timeous notice of a strike needs to be given to the employing authorities.

What About the Pupils and Parents?

There remains one major consideration in the event of a teachers' strike. What happens to the pupils, and

the work that they will miss? After all, teachers going on strike is not like laying down tools and halting the production of a mechanical product. In addition, the future of human beings are at stake.



There is acceptance among teachers that their decision to go on strike should go hand in hand with in-depth consultations and deliberations with parents and students about the effect of the strike on the education at school.

At the recently held National Education Conference, SADTU agreed to develop consultative procedures between teachers and the broader school community, to sensitively address the tension between teachers' obligation to teach on the one hand, and their right to undertake labour action in respect of particular disputes, on the other.

SADTU believes that its commitment to collective bargaining will give a clear idea to everyone concerned. SADTU warns of the seriousness of treating an educator in an unprofessional manner by withholding the means by which he/she can render the most effective possible service in the classroom.

Last week we spoke about the right of teachers to collective bargaining. We saw that teachers can group together to defend and advance their interests, like salaries and conditions of service at work. To improve our understanding of unionism and collective bargaining, we set out the collective bargaining rights of teachers and the grievance procedures to which teachers should be entitled.

This week we follow up on our outline on grievance procedures by looking at the stages of dispute resolution. We also raise the sensitive question of whether teachers should have the right to strike and what that would mean for our commitment to excellence in education.

The Stages of Dispute Resolution

When a breakdown occurs between the employer and the employees - whether about salaries, discrimination against women or dismissals - then a formal dispute can be declared.

Here are the steps which may be taken to resolve the dispute.

1. Conciliation

Sound labour relations dictate that whenever a dispute exists in a department between an employee organisation and the employer it shall, as far as possible, be settled by a conciliation process. This conciliation process is a system of collective bargaining without the intervention of a third party.

2. Mediation

If a dispute cannot be resolved by conciliation, the assistance of a third party may be called in to act as mediator in the dispute. However, the decision of the mediator is not binding on the parties concerned.

3. Arbitration

Arbitration is usually attempted as an alternative to strike action. After conciliation and mediation procedures have been exhausted, arbitration may be attempted to resolve the dispute. The process of arbitration may be voluntary or compulsory. Where it is compulsory, strike action is usually not allowed.

Newsflash!

Teachers and Students:

Next week's Current Issues page will give a report on the National Educational Conference held at Broederstroom from 6 - 8 March. This Education page will continue with SADTU's articles on trade unionism.



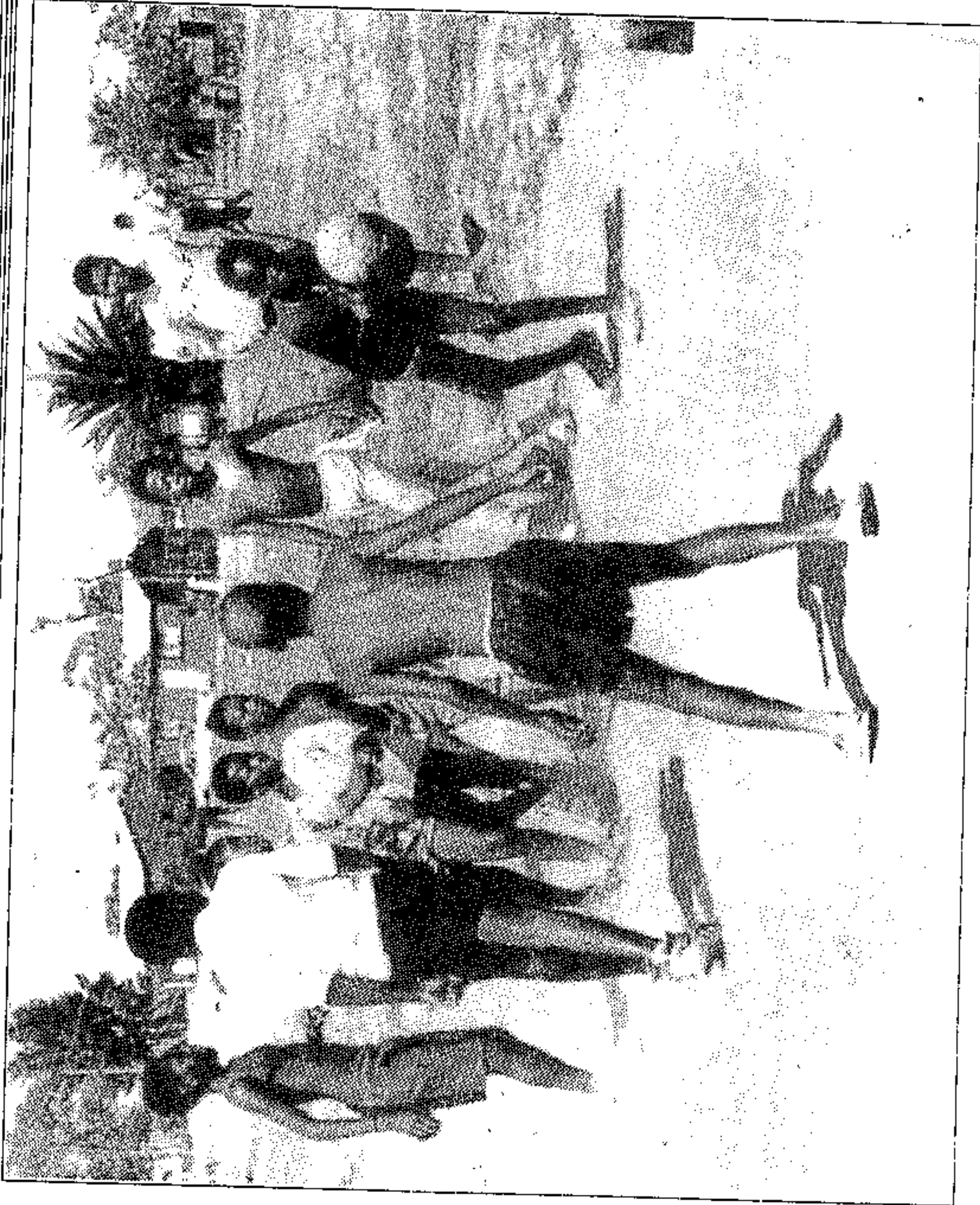
Sports funding attacked

THE Department of Education and Training (DET) has been accused of gross underfunding of sports facilities at black schools countrywide.

National and Olympic Sports Congress (Nosc) Transvaal region spokesperson, Pule Sealanyane, told NEW NATION this week that the DET deliberately ensured that black pupils lost interest in sport by selectively channeling sports funding to whites schools.

"We are looking to the unified sports bodies to improve sports facilities at black schools. But, the DET has to look into this matter seriously," he said.

Millions of rands were spent on sports facilities for white schools, but students in the townships had to put up with grossly inadequate or non-existent facilities, he said.



Sports facilities in most black townships are woefully inadequate as these Soweto kids, playing football on a vacant lot using paraffin tins for goalposts, know only too well. A DET spokesperson told NEW NATION that the department did not have sufficient funds to carry out improvements to sports facilities at all black schools. White schools, on the other hand, have among the best sports facilities in the country.

Call for new start in class

By THEMBA KHUMALO

APR 19 1992
BLACK pupils will return to school with a sense of purpose when they re-open for the second term on Tuesday.

They go back to class amid renewed calls by community organisations to gear themselves for effective learning.

This hope was also expressed this week by Oupa Mpetha, information officer for the South African Democratic Teachers Union.

At least half of the schools in Soweto alone have been thrown into turmoil this year and there has been hardly any effective learning since January.

Mpetha attributed the school upheavals to the shortage of textbooks and teachers and harassment of Sadtu members by principals.

There were other problems which created instability in schools, he said.

Teachers were scrutinised by inspectors who expected them to dress formally. They were often away on week-long courses and pupils were left without a teacher, he added.

Overcrowding at schools was also common, with an average of 1 500 pupils in each institution.

Pupils tended to be unruly when they did not have teacher supervision. They normally came to school at 8 am and left two hours later.

At Orlando High School in Orlando East pupils went on a month-long class boycott before

the schools were closed early this month to protest against the shortage of teachers. The DET treated the matter lightly that the boycott went unnoticed, Mpetha said.

"How are the pupils expected to learn in classrooms that don't have furniture and books? When they protest against these shortcomings they are dismissed as anarchists who are not interested in education."

DET officials had launched an anti-Sadtu campaign to discredit active members of the union, Mpetha said.

Headmasters who belonged to the union were often excluded from DET meetings with principals.

"The authorities' obstinacy has forced us to take to the streets in order to get their attention. It's only then that they take us seriously."

DET spokesman Corrie Rademeyer said he found Mpetha's allegations strange in view of the fact that the department had started a grievance procedure through which teachers' problems would be handled.

A staff commissioner had been appointed by the department's director-general to probe grievances independently and objectively.

Mpetha said despite all the hurdles, Sadtu committed itself at a recent two-day Soweto regional meeting to "rekindle and resuscitate the culture of learning and teaching at our schools".

As an alternative to the current DET system, Sadtu had established subject committees and standard committees which would involve pupils in motivation programmes.

This method would also encourage parent involvement, said Mpetha.

He said delegates at the teachers' meeting called on the DET to recognise the "visible amount of work done so far by the Soweto Schools Sports Congress".

Malmesbury	1
Wellington	1
Relief Staff	1
George	1
Queenstown	1
Total	62
(iii) Camperdown	1
Kranskop	1
Verulam	1
Chatsworth	5
Durban	5
Scottburgh	9
Pietermaritzburg	2
Pinetown	2
Johannesburg	2
Dannhauser	2
Kimberley	1
Stanger	1
Soshanguve	1
Total	33

Legal training branch: courses

176. Mr D J DALLING asked the Minister of Justice:

How many (a) White, (b) Coloured, (c) Indian and (d) Black persons (i) attended and (ii) successfully completed courses in (aa) functional and (bb) legal training provided by the legal training branch of his Department in 1991?

The MINISTER OF JUSTICE:

B419E

(aa) Functional Training

- (a) White
- (i) 1 165
- (ii) 1 165
- (b) Coloured
- (i) 19
- (ii) 19
- (c) Indian
- (i) 14
- (ii) 14
- (d) Black
- (i) 252
- (ii) 252

HOUSE OF ASSEMBLY

(bb) Legal Training

- (a) White
- (i) 238
- (ii) 161
- (b) Coloured
- (i) 3
- (ii) 1
- (c) Indian
- (i) 3
- (ii) 1
- (d) Black
- (i) 13
- (ii) 9.

Number of persons sentenced to community service

177. Mr D J DALLING asked the Minister of Justice:

(1) How many persons have been sentenced to community service for each month since the inception of the system of alternative sentencing;

(2) (a) how many of these persons (i) have been rearrested and (ii) are being sought in connection with possible further criminal offences and (b) in respect of what date is this information furnished?

The MINISTER OF JUSTICE:

B477E

(1) I refer the hon member to my answer on question 6 of 18 March 1992 (see col 435). Statistics for each month are not readily available.

(2) The required information is not readily available. To obtain the information all court records of cases in which persons were sentenced to community service will have to be scrutinized in collaboration with the South African Police, which is not economically feasible.

Own Affairs:

Schools: potential capacity

53. Mr R M BURROWS asked the Minister of Education and Culture:

What was the (a) total potential capacity of, and (b) enrolment in, (i) primary and (ii) secondary schools in each province in the first term of 1992?

(S2)

B428E

The MINISTER OF EDUCATION AND CULTURE:

	TED*	CED*	NED*	OFSED*
(a)	(i) 293 500	154 590	80 009	52 244
	(ii) 217 448	133 500	61 166	34 871
(b)	(i) 303 454	126 606	60 497	42 500
	(ii) 190 407	105 565	40 146	28 861

* Only permanent accommodation was taken into account to determine the potential capacity.

Pre-primary education: revised policy

54. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether his Department has a revised policy in respect of the provision of pre-primary education to children of all races of the pre-school year; if not, why not; if so, what is this policy;

(2) whether this policy is uniformly applied throughout South Africa; if not, why not;

(3) whether his Department has made this policy public; if not, why not; if so, (a) when and (b) in what manner?

B429E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, public pre-primary schools are now allowed to implement Model B or C. This will enable them to determine their own admission policy. Pre-primary classes which are accommodated in the buildings of a primary school, function according to the model which is applicable to the school concerned;

(2) yes,

(3) yes, with regard to Model C as with ordinary public school education and with regard to Model B,

(a) November 1991,

(b) information documents were made available to schools.

Subsidies to pre-primary schools

55. Mr R M BURROWS asked the Minister of Education and Culture:

(a) What amount was provided through provincial education department for subsidies to pre-primary schools in 1991, (b) how many schools in each province received such subsidies in that year and (c) what policy was followed in each of these departments regarding the payment of this subsidy?

B430E

The MINISTER OF EDUCATION AND CULTURE:

	(a)**	(b)
Cape	R19 022 985	170
Natal	R15 510 345	96
OFS	R8 556 016	81
Transvaal	R6 893 400	187

(c) the policy as laid down on 30 March 1990 in the "Regulations relating to the Registration, Classification and Subsidization of Private Pre-primary Schools", promulgated in terms of the Education Affairs Act (House of Assembly), Act 70 of 1988.

* Only pre-primary schools controlled by the Department and registered private pre-primary schools receiving a per capita subsidy.

** Estimated amount as on 20 March 1992; the financial year ends on 31 March 1992.

Ten schools: pupil numbers

56. Mr D J DALLING asked the Minister of Education and Culture:

In respect of each of the 10 schools the names of which have been furnished to the Minister's Department for the purpose of his reply, (a) how many pupils were there in each grade and standard as at 1 February 1992 and (b) how many of these pupils were (i) White and (ii) not White?

B446E

The MINISTER OF EDUCATION AND CULTURE:

Statistics of this nature are not normally kept. According to a survey done to answer the question the following applies:

(a)

Schools	Gr i	Gr ii	Sid 1	Sid 2	Sid 3	Sid 4	Sid 5	Sid 6	Sid 7	Sid 8	Sid 9	Sid 10
Buceleuch Primary School	107	95	107	94	83	66	50	—	—	—	—	—
Hyde Park High School	—	—	—	—	—	—	—	128	129	99	150	137
Laerskool Bryanston	46	61	57	38	44	42	32	—	—	—	—	—
Montrose Primary School	101	101	113	112	98	81	76	—	—	—	—	—
Rembrandt Park Primary School	101	86	87	96	91	94	90	—	—	—	—	—
Rivonia Primary School	126	131	142	135	127	120	121	—	—	—	—	—
Sandown High School	—	—	—	—	—	—	—	160	156	176	170	181
Sandown Primary School	79	87	86	91	91	89	93	—	—	—	—	—
Wendywood High School	—	—	—	—	—	—	—	136	160	183	179	174
Wendywood Primary School	111	99	116	93	94	103	89	—	—	—	—	—

(b)(i)

Schools	Gr i	Gr ii	Sid 1	Sid 2	Sid 3	Sid 4	Sid 5	Sid 6	Sid 7	Sid 8	Sid 9	Sid 10
Buceleuch Primary School	96	88	101	88	80	62	48	—	—	—	—	—
Hyde Park High School	—	—	—	—	—	—	—	120	125	94	145	137
Laerskool Bryanston	46	61	57	38	44	42	32	—	—	—	—	—
Montrose Primary School	87	90	110	109	93	80	58	—	—	—	—	—
Rembrandt Park Primary School	89	76	82	86	89	93	82	—	—	—	—	—
Rivonia Primary School	120	125	136	128	124	117	119	—	—	—	—	—
Sandown High School	—	—	—	—	—	—	—	133	133	159	149	179
Sandown Primary School	63	77	65	77	78	68	81	—	—	—	—	—
Wendywood High School	—	—	—	—	—	—	—	129	148	165	168	168
Wendywood Primary School	103	91	110	89	91	101	82	—	—	—	—	—

(ii)

Schools	Gr i	Gr ii	Sid 1	Sid 2	Sid 3	Sid 4	Sid 5	Sid 6	Sid 7	Sid 8	Sid 9	Sid 10
Buceleuch Primary School	11	7	6	6	3	4	2	—	—	—	—	—
Hyde Park High School	—	—	—	—	—	—	—	8	4	5	5	—
Laerskool Bryanston	—	—	—	—	—	—	—	—	—	—	—	—
Montrose Primary School	14	11	3	3	5	1	18	—	—	—	—	—
Rembrandt Park Primary School	12	10	5	10	2	1	8	—	—	—	—	—
Rivonia Primary School	6	6	6	7	3	3	2	—	—	—	—	—
Sandown High School	—	—	—	—	—	—	—	27	23	17	21	2
Sandown Primary School	16	10	21	14	13	21	12	—	—	—	—	—
Wendywood High School	—	—	—	—	—	—	—	7	12	18	11	6
Wendywood Primary School	8	8	6	4	3	2	7	—	—	—	—	—

Provincial education departments: non-White teachers

57. Mr R M BURROWS asked the Minister of Education and Culture: ~~(S2)~~
 Whether any provincial departments of education have taken into employment any teacher who is not classified as White; if so, (a) which provincial departments and (b) how many teachers in total?

B449E

The MINISTER OF EDUCATION AND CULTURE:

Yes,

(a) in all four provincial education departments,
 (b) 19.

Private schools: subsidy

58. Mr R M BURROWS asked the Minister of Education and Culture: ~~(S2)~~

(1) Whether any private schools in (a) the Transvaal, (b) Natal, (c) the Cape Province and (d) the Orange Free State (i)

applied for and (ii) were granted a subsidy for private schools in 1991 in terms of the Private Schools Act (House of Assembly), No 104 of 1986; if so, which schools in each case; ~~(S2)~~
 (2) whether any registered private schools did not apply for this subsidy in 1991; if so, which schools?

B450E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) Yes,

Auckland Park Preparatory School
 Assumption Convent
 Assumption Convent Primary School
 Barnato Park High School
 Behevieta School

Beth Barab's Girls' High School
 Bishop Hoern's School
 Boys' Town School
 Breccia House (Breccia Convent)
 Broadlands School

Calvary Christian College	Lowveld Christian School
Calvary Christian School	Marist Brothers' College
Capital Tutorial College	Maryvale College
Carmel High School	Mayfair Convent
Carmel Primary School	McAuley House School
Christian Brothers' College (Boksburg)	Menora Primary School (Glenhazel)
Christian Brothers' College (Silverton)	Michael Mount Waldorf School
Christian Brothers' College (Springs)	Our Lady of Mercy School
Christian Community College	Paterson Park School
Convent of Our Lady of Mercy	Presda Laerskool
Dominican	Pretoria Chinese School
Convent of the Holy Family	Pretoria Preparatory School
Covenant College	Pridwin Preparatory School
Crossroads School	Redhill School
Damelin College High School	Rhema School
De la Salle Holy Cross College	Roedean School (SA)
Deutsche Schule (Auckland Park)	Sacred Heart College
Deutsche Schule (Silverton)	Sagewood School
Dominican Convent School	Saheti School
Belgravia	Sancta Maria Junior School
East Rand Christian Centre	Sedaven High School
Eden College	Sedaven Primary School
Emmanuel Christian School	Selly Park Convent
Flamboyant School	Sha-Arei Torah Primary School
Gereformeerde Laerskool	Shanan Christian School
"Dirk Postma"	St Alban's College
Gereformeerde Laerskool	St Andrew's School
"Johannes Calvyn"	St Benedict's College
Glen Oaks School	St Catharine's Convent
Grace Christian School	St Catharine's Dominican Convent
Grantley School	St Columbus' Primary School
Hatfield Christian School	St Conrad's College
Hillel School	St David's Marist Brothers' College
Holy Rosary Convent	St Dominic's School
Iona Convent	St Dunstan's Memorial
Japari School	Diocesan School
Kathistan College	St John Bosco College
King David Primary School	St John's College
King David School (Linksfeld)	St John's Preparatory School
King David School (Victory Park)	St Katharine's Preparatory School
Kingsmead College	School
Klerksdorp Christian Academy	St Martin's School
Kriel Christian Academy	St Mary's Diocesan Convent
Kroondal Deutsche Schule	St Mary's School for Girls
La Salle College	St Paulus Laerskool
Liberty Christian College	St Peter's Preparatory School
Lighthouse Christian College	St Peter's School
Lofdal Christian School	St Stithian's College
Loreto Convent	St Teresa's Convent
Loreto Convent High School	St Thomas Aquinas School

Studywell Tutorial College	(b) (i) yes,	(c) (i) yes,
St Ursula's Convent High School	Carmel Junior Primary (Durban North)	Abundant Life Christian School (King William's Town)
St Ursula's Convent Primary School	Carmel Primary	Bosko Christian School (Her-mannus)
The King's School Bryanston	Carmel College	Christian Brothers' College (Green Point)
The King's School Fontaine-bleau	Clifton Preparatory (Durban)	Christian Brothers' College (Kimberley)
The King's School North Eastern Suburbs	Clifton Preparatory (Nottingham Road)	Deutsche Schule (Tamboers-klouf)
The King's School West Rand	Cordwalles Preparatory	Diocesan College (Rondebosch)
The Ridge Preparatory School	Cowan House Primary	Diocesan School For Girls (Grahamstown)
The Torah Academy	Deutsche Schule Durban	Forres School (Rondebosch)
Uplands Preparatory School	Drakensberg Boys' Choir	George Christian School (George)
Waterkloof House Preparatory School	Durban Girls' College	Gereformeerde Laerskool (Bellville)
Windsor House Academy	Empangeni Christian School	Harvest Christian School (Walmer)
Woodmead School	Epworth High	Hebrew Academy (Sybrand Park)
Yeshiva College of SA	Epworth Primary	Helderberg High School (Somerset West)
Yeshivath Torah Emeth College	Evangel Christian School	Helderberg Primary School (Somerset West)
	Faith Christian School	Herschel School (Claremont)
	Deutsche Schule Hermannsburg	Hertzlia High School (Highlands Estate)
	Highbury Primary	Herzlia Primary School (Highlands Estate)
	Hilton College	
	Holy Childhood Convent	
	Kearsney College	
	Keitsleigh Primary	
	Maris Stella Convent	
	Maris Brothers' College	
	Maritzburg Christian School	
	Michaelhouse	
	Michaelis	

- Herzlia Primary School (Constantia)
Herzlia Primary School (Milnerton)
Herzlia Weizman Primary School (Sea Point)
Hilcrest Secondary School (Mowbray)
Holy Cross Convent School (Brooklyn)
Holy Cross Senior School (Maitland)
Holy Cross Sisters' School (Bellville)
Hout Bay Christian School
Jeffreys Bay Christian School (Jeffreys Bay)
Joan Cole Academy (Bellville)
Kingswood College (Grahams-town)
Loreto Convent School (Strand)
Michael Oak School (Kenilworth)
Micklefield School (Rondebosch)
Mossel Bay Community Christian School (Mossel Bay)
Plettenberg Bay Christian School (Plettenberg Bay)
Somerset House Preparatory School (Somerset West)
Springfield Convent of the Holy Rosary (Wynberg)
St Andrew's College (Grahams-town)
St Andrew's Preparatory School (Grahamsstown)
St Cyprian's School (Oranje-zicht)
St Dominic's Priory (Walmer)
St George's Grammar School (Mowbray)
St George's Preparatory School (Port Elizabeth)
St Joseph's College (Rondebosch)
Theodor Herzl School (Walmer)
Trinity High School (Port Elizabeth)
Waldorf School (Constantia)
Western Province Preparatory School (Claremont)
Woodridge College and Preparatory School (Thorhill)
- Word of Faith Christian School (Newton Park)
(S2) (ii) yes, as for (1)(c)(i) except for Bosko Christian School (Her-manus)
Hout Bay Christian School (Hout Bay)
Word of Faith Christian School (Newton Park),
(d) (i) yes,
Bethlehem Christian School (Bethlehem)
Christian Brothers' College (Bloemfontein)
Christian Brothers' College (Welkom)
Convent of St Agnes (Welkom)
St Andrew's Secondary School (Welkom)
(ii) yes, as for (1)(d)(i) except for Bethlehem Christian School (Bethlehem);
(2) yes,
Transvaal
Alberton Christian Academy
Efficiency Business Academy
Kingdom School
Max Sibbe School
Rand Tutorial School
The First College
The Japanese School
Verney College
Word of Life Christian School
Yael Primary School
Natal
Amanzimtoti Christian School
Bible Fellowship School
Cambridge College
Chelmsford School
Highway Christian Academy
Kannon School
Kenmore School
King's School
Lifestyle Christian School
South Coast Christian Learning Centre
St James' College
Victory Christian Academy
Cape Province
Abbotts College (Clareinch)
Agapé Christian School (Noordhoek)

- Boston House College (Cape Town)
Boston House College (North) (Bellville)
Cape Tutorial College (Rondebosch)
High College (Port Elizabeth)
Holy Cross Convent Primary School (Aliwal North)
Kleinzee School (Kleinzee)
Northside Christian School (Bellville)
Olykrans Kollege (Swelldam)
Progress College (Rosebank)
Rosebank House College (Rosebank)
Orange Free State
Agapé Christian School (Bloemfontein)
- (S2) (1) How many pupils at schools falling under the control of his Department (a)(i) passed, (ii) failed and (iii) obtained matriculation exemption in, and (b) wrote, the matriculation examinations in respect of Natal at the end of 1991;
(2) how many of these pupils obtained (a) A, (b) B, (c) C, (d) D, (e) E, (f) F and (g) other aggregate symbols in these examinations;
(3) how many of these pupils passed in (a) Mathematics and (b) Physical Science in the above-mentioned year?
(S2) B506E

Number of pupils/teachers: Orange Free State
59. Mr L F STOFFBERG asked the Minister of Education and Culture:†

- (a) How many male and female teachers were employed at White schools in the Orange Free State as at 1 February 1989, 1990, 1991 and 1992, respectively, and (b) how many pupils were enrolled at such schools as at each of these four dates?

B478E

THE MINISTER OF EDUCATION AND CULTURE:

(a)	1989	1990	1991	1992
	4 229	4 212	4 100	3 717

The above-mentioned figures include full-time teaching posts at secondary, combined, primary and special schools but exclude substitute teachers. Figures are given as on the first Tuesday of March.

(b)	1989	1990	1991	1992
	73 583	72 770	71 560	71 361

The above-mentioned pupil numbers include secondary, primary and special education pupils as on the first Tuesday of March of each year but the figures for 1992 are as on the tenth school day.

Matriculation exemptions/symbols: Natal

60. Mr R M BURROWS asked the Minister of Education and Culture: (S2)

THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) (i) 8 119
(ii) 263
(iii) 4 009,
(b) 8 382;
(2) (a), (b), (c), (d), (e), (f) and (g) not available;
(3) *(a) 5 340,
*(b) 3 510.

*Includes Higher and Standard grade.

Number of White pupils in Std 6: 1987

62. Mr K M ANDREW asked the Minister of Education and Culture:

How many White (a) boys and (b) girls were in Standard 6 in 1987 in schools under his control in (i) the Transvaal, (ii) the Cape Province, (iii) the Orange Free State and (iv) Natal?

B511E

THE MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)
(i)	22 827	22 547
(ii)	9 877	9 521
(iii)	3 269	2 944
(iv)	4 489	4 373

The above-mentioned figures are with regard to public ordinary schools.

The hon the Minister will be taking the in-service programmes yet another step into the future when he signs the accord with his counterpart in the KaNgwane Government on 28 April this year. Other Black Governments such as Kwan-debete, Venda, Gazankulu, Ciskei, Bophuthatswana and Lebowa have shown a keen interest in allowing the poorly qualified or unqualified teachers in service to take advantage of the training programmes offered by our Department of Education and Culture by means of tele-tuition.

These in-service teacher training programmes are the fundamental blocks in nation-building. We have the expertise of highly trained and experienced professional and administrative staff to assist our long deprived Black countrymen in their quest for quality education. With the drop in numbers for our requirement of teachers, we also have available ample material resources which could be utilised in the in-service programmes. The hitherto so-called Indian education is now becoming truly national, or should I say international.

Hon members must also note that the Black states participating in this in-service programme are willing to pay for the service. The KwaZulu Government is paying more than R1 million for the training of approximately 500 teachers a year. Hence, we must refrain from complaining that we have been charitable and that that is why we are so short of funds.

The goodwill generated by these in-service programmes is tremendous. It is to the distinct credit not only of the teaching fraternity, but of the Indian community as a whole. [Time expired.]

Mr M RAJAB: Mr Chairman, I was very pleased to hear that very positive contribution by the hon member for Montford. I must agree with what has been said in this interpellation thus far. The Springfield College of Education has played a very important role in the history of teacher training in this country. I believe it is also playing a very important role in the training of Black teachers, and we appreciate that.

However, with great respect, I do not agree with the submission made by the hon the Minister that it would make economic sense to increase our facilities at Springfield rather than to encourage the University of Durban-Westville to enlarge its

HOUSE OF DELEGATES

QUESTIONS

Indicates translated version

For oral reply:

Own Affairs:

Teaching of Afrikaans: new policy

*1. Mr K CHETTY asked the Minister of Education and Culture:

- (1) Whether a new policy regarding the teaching of Afrikaans has been introduced in schools under his control; if so, (a)(i) by whom, (ii) why and (iii) when was this policy introduced and (b) how will this change affect pupils in regard to Afrikaans as an official language;
- (2) whether he will make a statement on the matter?

D95E

THE MINISTER OF EDUCATION AND CULTURE:

(1) No.

(a)(i), (ii), (iii) and (b) Fall away.

(2) Yes. Towards the end of 1991, the Committee of Heads of Education Departments (CHED) released a Discussion Document on "A curriculum model for education in South Africa".

On the matter of languages, the model proposes the following for the future:

Junior Primary Phase:

Class i: 1 or 2 languages.

Class ii & Std 1: 2 languages from Afrikaans, English and an African language.

Senior Primary Phase:

Std 2: 2 languages.

Thereafter: 3 languages.

Junior Secondary Phase:

2 languages from English, Afrikaans and an African language.

An optional third language.

Senior Secondary Phase:

Sids 8 & 9: 2 compulsory languages, and a third optional language, if desired.

St 10: Only 1 language is compulsory.

In its response to the above, the Department has recommended (to the Department of National Education—DNE) that there be just ONE compulsory language and that pupils be allowed to choose a second language from a list of optional languages, including the Indian languages and Arabic.

Housing needs: Chatsworth area

*2. Mr K CHETTY asked the Minister of Housing:

Whether he recently carried out any on-the-spot inspections, or caused such inspections to be carried out, to determine the housing needs of the Chatsworth area; if not, why not; if so, (a) when and (b) what were the findings?

D96E

THE MINISTER OF HOUSING AND AGRICULTURE:

No.

(a) Falls away.

(b) Falls away.

I wish, however, to point out that on direction of my predecessor, the Deputy Minister of Housing recently has had a meeting with the Deputy Mayor of Durban, Senior Officials of the City Council and Members of the Southern Durban Local Affairs Committee to discuss various issues, inter alia, the provision of further low cost housing on remaining sites/land within Chatsworth. Following a number of subsequent inspections-in-loco by the Deputy Minister of Housing and others, certain sites within Chatsworth had been identified for this purpose.

Furthermore, my predecessor has taken a firm decision to proceed with low cost housing in the area contiguous to Croftdene and Westcliff to the east of the R K Khan Hospital and it is anticipated that the Local Authority, in the light of information presented to it, will release the sites in question to this Administration for the purpose of providing much needed low cost housing thereon.

It must also be made quite clear that it is the Local Authority's responsibility and obligation to provide low-cost housing for the needy

HOUSE OF DELEGATES

DET details system's flaws

CAPE TOWN — A culture allowing pupils to be promoted too easily had developed in Department of Education and Training schools, the DET said in its annual report tabled in Parliament yesterday.

An analysis of the 1991 Standard 10 results led to the conclusion that there were still too many candidates who were totally unprepared for the exams.

Requests for the reintroduction of public examinations at the Standard Six and Eight levels had been received from "important quarters".

In 1991, 39,8% of the 284 680 DET candidates for senior certificate exams passed — 87,2% of the successful candidates attained less than 50%.

The report said that while on the surface it ap-

peared that some order had returned to black schools in 1991, this was to a large extent a false impression.

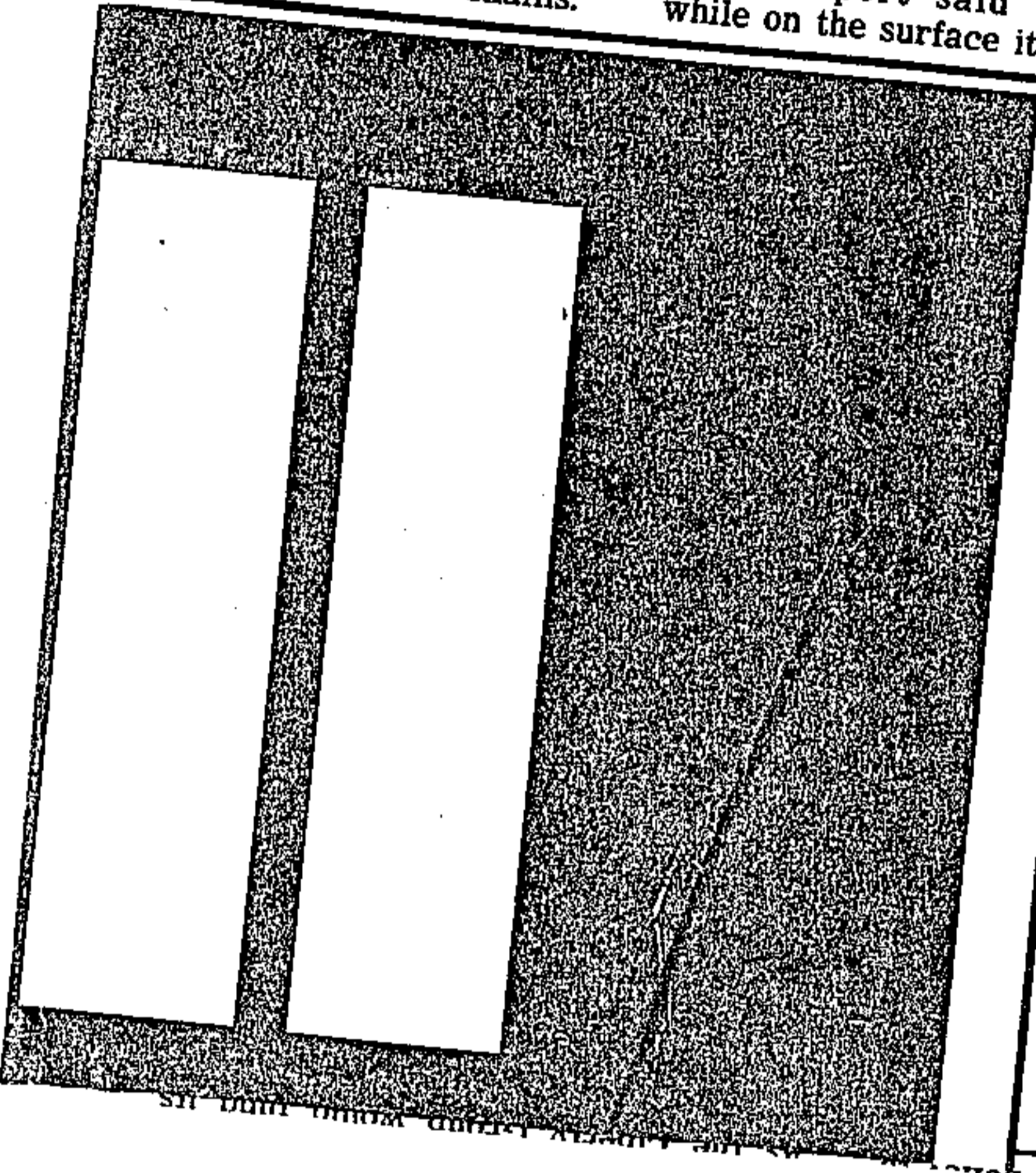
It was clear that the system of values that presupposed order, discipline and the acceptance of authority had been widely destroyed.

"A new system of values permitting licentiousness had obviously taken hold. It is obvious that there is no sign of a positive culture of learning in many school communities."

Although the DET's resources were insufficient, they were still impressive.

"However the power struggle being waged in many communities around the schools, together with a lack of respect for all forms of authority and discipline, the lack of a sense of duty, dedication and responsibility, defeat the best efforts for meaningful education."

"It is important to realise that a new system of education will change very little in the present circumstances in the schools. It will not significantly increase the resources available for education; neither will it be able to alter the nature of education or the standards required." — Sapa.



C

819 *Answered*

(2) what was the student/staff ratio at each of the above institutions in each of these years?

~~51~~
D122E

The MINISTER OF EDUCATION AND CULTURE:

	1989	1990	1991
(1) (i) (a)	355	377	427
(b)	166	154	178
(c)	4 502	4 474	4 965
(d)	2 379	2 637	2 929
(ii) (a)	240	321	424
(b)	227	223	242
(c)	4 622	4 584	4 860
(d)	810	1 144	1 945
(2) (i)	21:1	23:1	22:1
(ii)	20,8:1	19,5:1	18,4:1

Note: Student figures are as at the first Tuesday in June (census dates).

Pupils passing Latin at matriculation level

27. Mr M RAJAB asked the Minister of Education and Culture:

How many pupils passed Latin at matriculation level in schools under his control in 1989, 1990 and 1991, respectively?

~~51~~ D124E

The MINISTER OF EDUCATION AND CULTURE:

1989—Nil

1990—Nil

1991—Nil

Note: No pupils offered to take Latin in the given years.

Answered

HOUSE OF ASSEMBLY

QUESTIONS

†Indicates translated version

For written reply:

Own Affairs:

Number of White pupils in Std 10: 1991

63. Mr K M ANDREW asked the Minister of Education and Culture:

How many White (a) boys and (b) girls were in Standard 10 in 1991 in schools under his

control in (i) the Transvaal, (ii) the Cape Province, (iii) the Orange Free State and (iv) Natal?

B513E

The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)
(i)	17 279	17 107
(ii)	8 236	8 134
(iii)	2 546	2 274
(iv)	3 815	3 670

The above-mentioned figures are with regard to public ordinary schools.

Tladi three

set to

Schoeman
24/4/92

face DET

By PHANGISILE MTSHALI (S2)

A THREE-man delegation was yesterday expected to approach the Naledi Area office of the DET to negotiate for Tladi Tech repairs and furniture. Two parents and a Tladi Civic member were mandated to approach the DET and to report back on Sunday, April 26.

Sunday's meeting will also appoint the much needed independent monitoring group.

- It will be made up of:
- Three parents;
- Two Tladi civic members;
- Two representatives of the local church organisation;
- An SECC representative;
- A Sadtu representative; and
- One member of the Congress of South African Students not enrolled at Tladi.



Mr Moses Machogo will lead the Tladi parents delegation to DET.

Repair bill is R107 000 (S2)

Schoeman
24/4/92
THE Northern Transvaal regional director, Mr Job Schoeman, estimates it will cost more than R107 000 to repair damages at Flavius Mareka High School.

He has issued a statement outlining his regions' new approach in dealing with vandalised schools.

"From 1989 losses through theft and new incidents of senseless vandalism amounted to about R3,4 million in the region," he said.

"Given the current adverse financial climate and the increasing demand for additional schools to cater for growing pupil numbers, the Northern Transvaal regional office can no longer spend large amounts on the repair of vandalised buildings and replacements of stolen equipment."

He appealed to communities to accept responsibility for the care and maintenance of their schools.

x

26/11/92
C.10/19

(52)

Special maths tuition

FEWER than 1 000 black pupils passed higher grade maths last year, Wits vice-chancellor Prof Robert Charlton said yesterday.

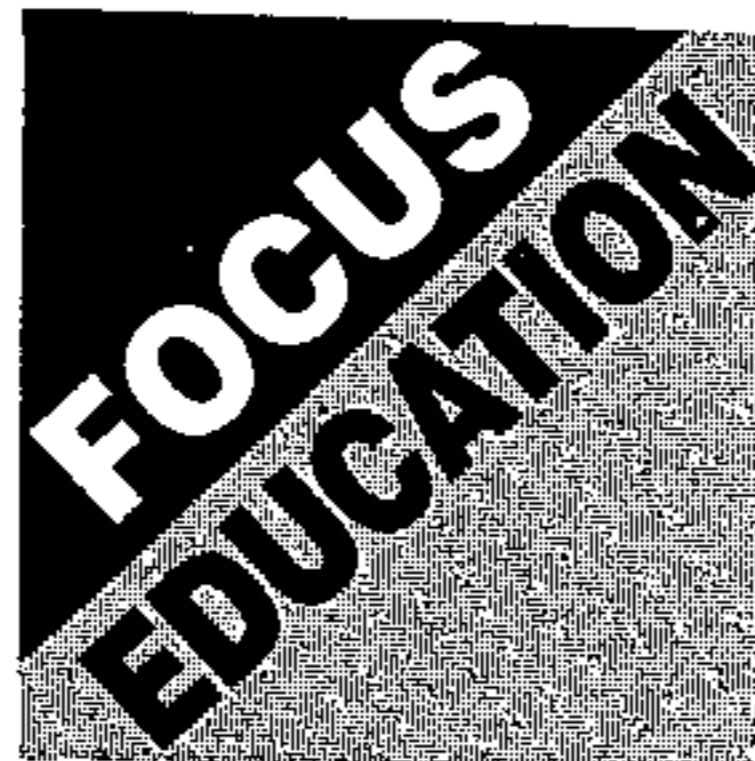
To help pupils who had shown aptitude, but who were not offered science at school or maths on higher grade, Wits had established a science school. Over two years of intensive teaching, students attained a BSc first year level.

Pupils act on exam fee hike

S2
Sowetan
24/4/92

THOUSANDS of pupils will embark on mass action next Thursday in protest against the increase in examination fees and alleged harassment of teachers.

Mr Moses Maseko, president of the Congress of South African Students, told a Press conference in Johannesburg yesterday that pupils would take part in marches and stage sit-ins at the offices of the Department of Education and



Training countrywide.

He said the Minister of Education, Dr Bernard Louw, had refused to meet the student body and instead postponed a meeting scheduled for yesterday to

May 5 - a day after the matric exam registration deadline.

He said while Cosas was opposed to the payment of exam fees, it would not call for a boycott.

"We are saying that DET must explain why examination fees were increased from R54 to R71. That is the issue," Maseko said.

Maseko said the protest action would go ahead even if the Minister agreed to a meeting before the day of the planned mass action.

Plan to resolve education crisis

Teachers and students in Soweto have adopted a six-point plan in an attempt to cultivate the culture of learning and teaching in the classroom. (S2)

This was adopted at the first annual general meeting of the South African Democratic Teachers' Union (Sadt) Soweto branch at the Ipelegeng Community Centre. *New Nation (Learning)*

The event was attended by 20 delegates representing eight areas in the township, fraternal organisations including the Soweto Education Co-ordinating Committee (SECC), Sadt Cultural Forum, Soweto Schools Sports Congress (SSSC) and interested students in general.

Effort

The six-point plan will involve - resuscitating the subject and standard committees; involving students in motivation programmes, weekly monitoring of class and subject registers; involving parents in the students' learning process and improving direct communication problems between parents and teachers; evaluate teachers' progress; provide additional teaching time in the mornings, afternoons, weekends and continuing classes during school holidays.

The combined effort to resolve our education crisis also identified various projects which include: forming Area Sub-Committees to work out and analyse the syllabi; share knowledge and information on particular subjects; work out common programmes. 24/4-30/4/92

Discredited

There will also be sub-committees to deal with regular workshops and seminars; develop and improve working relations with relevant education structures and projects such as those at Funda Centre. Professionals and educationists will also be drawn in to make inputs on relevant topics.

On the sports side, the conference called on the DET to recognise SSSC in the place of the discredited Soweto Sports Council. They also called for money allocated for sports facilities and teams to be channelled through the SSSC to stop the abuse of such funds. Sports co-ordinators who left their posts were called to return because their posts were "misplaced and irreplaceable".

Teachers, parents and students agreed to embark on programmes which would identify and challenge unjustifiable actions by DET against teachers. These include dismissals, transfers and suspensions. Sadt also pledged to increase its recruitment programme in Soweto.

DET challenged on corruption

New Nation (Learning Nation) 24/4 - 30/4/92

52

The Soweto Education Co-ordinating Committee (SECC) has challenged the Department of Education and Training (DET) to explain its position regarding allegations of corruption in several schools in the township.

SECC spokesperson, David Maepa, told PUPILS FORUM that a meeting with the department's director-general, Dr Barnard Louw, was requested for this week. The SECC wants to discuss the issue of corruption as well as other irregularities at Soweto schools.

Maepa pointed out that there were three instances where principals were challenged by Parent-Teacher-Student Associations (PTSA) at their schools to explain certain expenditures or produce financial statements, but they refused and the department's Johannesburg regional office apparently supported these headmasters.

The schools implicated are Morutathuto Primary in Meadowlands, where parents are locked in a dispute with the headmaster over the school's financial statement, Ithuteng Lower Primary in Tladi, where the PTSA has uncovered that a salary had been paid to a non-existing employee, and Emathafeni Lower Primary where parents suspected that a signature of a late member of the school's management council is being used to withdraw money from the school's bank account.

In the case of Emathafeni, the DET went to the extent of obtaining a court order to restrain certain parents from interfering with the running of the school.

"People who have a legitimate right to question things in the schools are harassed instead of being given an opportunity to debate the issues," said Maepa.

He said another issue that would be discussed with the director-general was the new system of enrolment for matric examinations.

He said matric students had the option of enrolling for a university entrance or a school leaving certificate. If they enrolled for the former, they were required to pay R71 and for the latter, R66.



SECC spokesperson, David Maepa ... parents are harassed instead of being given an opportunity to debate issues

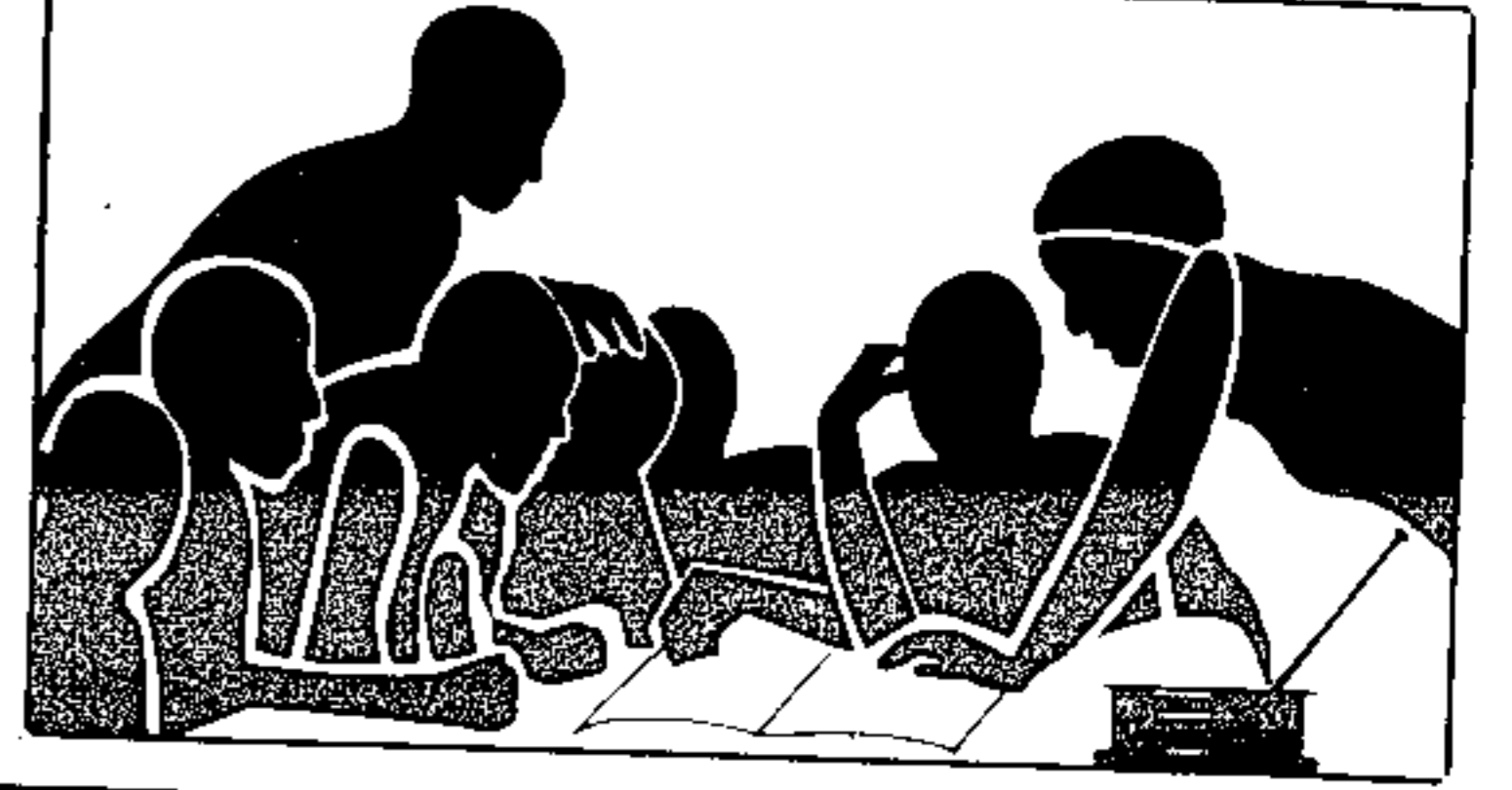
The SECC, Maepa said, was also worried about the fact that education and training minister, Sam de Beer has announced, a few weeks ago, that enough textbook supplies had been dispatched to the schools. But, he said, several Soweto schools were still without textbooks.

"We will ask the director-general to investigate where the supplies are, because they have not reached the schools," said Maepa.

Maepa also said they would ask Louw to intervene and halt the harassment of teachers in Soweto. He said several teachers in the township were being threatened with retrenchment or transfer under the pretext that there was an oversupply of teachers in the township.

He said the SECC's own study had established that about 1 000 more teachers were needed in the entire township.

GROUPS



Groups Update^o 2

(S2)

New Nation
(Learning Nation)
24/4 - 30/4/92

Inter-Group Contact

In the past few weeks, many new groups have been formed! In March alone we received 94 forms from readers who have formed groups.

We have been sending information to groups. This includes the groups that were formed last year. We are also trying to re-establish contact with the groups that we have not heard from in a long time. All groups have been sent registration forms again so that they can re-register for 1992.

We are still in the process of putting together information packs for the groups and have contacted many service organisations in this regard. There will be another meeting with service organisations this year to discuss the allocation of resources and a commitment to servicing Study Groups.

There are still a number of groups to whom we have sent resource packs and who have not written to us as yet to give us feedback on the packs. We would like to know if these packs were useful and if there are any other requests. If you have not written to us about your information pack, please respond as soon as possible. Here is a letter from one of the groups who responded to the information pack:

It could be useful if groups in the same area made contact with each other to share ideas and resources. Contact can be made through *Learning Nation* by writing to us requesting the names and addresses of other groups in your area. In this way you could meet with other groups and discuss and debate issues concerning your groups. You could also exchange resources and in this way broaden your knowledge because other groups in your area might be discussing different issues.

We have a reader, *Alli Rajak* who would like to form a group but is experiencing problems in finding people who are interested in forming a group. See letter below:

Form a Study Group Today!

Learning collectively as opposed to learning as an individual is a rewarding experience. Learning groups can play an important role in assisting you to strengthen and advance the struggle for knowledge and liberation. Form your learning group today together with other *Learning Nation* readers in your factory, school or community. Fill in the form below and post it to *Learning Nation* as soon possible. Send it to: *Learning Nation*, P.O. Box 11350, Johannesburg, 2000.

Name of Group: _____ Name of Contact Person: BRUTUS
 Postal Address: BOX 2520 Telephone: 031-4092633
DURBAN
 Describe your group (eg. workers, students etc.):
 _____ Code: 4000 STUDENTS
 Number of members in group: _____
 What would you like to read about in *Learning Nation*: LEADERSHIP SKILLS,
CAREER GUIDANCE, HOW TO RUN
EDUCATIONAL WORKSHOPS.

Dear comrade

16 March

I am in charge or leader of study group. I am happy to confirm that I have received the material on Karl Marx and his works. We were so impressed to find the truth about him because on television, we are told that socialism is dead and the communists are the enemies of christians. So, now we are in a position to strengthen and defend the ideas of socialism.

Our study has encouraged some students and youth workers to form theirs. They are in a process of asking for other information and guidance. The *Learning Nation* material has developed our political and general level of understanding in such a way that we felt obliged to participate even to our political organisation more than ever before. Secondly, we were forced to shape our pass over the (umrabulo) political input to to other comrades.

Due to uncontrollable circumstances, we did not manage to respond to the resource pack immediately. Secondly we are having economic problems since our members returned back to school.

Despite those odds we plead for other resourceful material, such as the continuation of the political economy and surplus value. If it possible even the Capital.

Yours faithfully

Sakhumzi Ncwadi
New Brighton

22nd Road 1021
Woodhurst
Chatsworth
4092

Dear Sir/Madam

I am very much interested in forming a study group. Unfortunately there are not many people who are interested as I am. Therefore I would appreciate it if you could help me. Perhaps you may have a list of some of the groups that are closer to me who I can get into contact with.

Your consideration would be highly appreciated

Yours faithfully
A.A.Rajak

These groups could contact Alli, or he could contact them and make an arrangement to meet.

Form a Study Group Today!

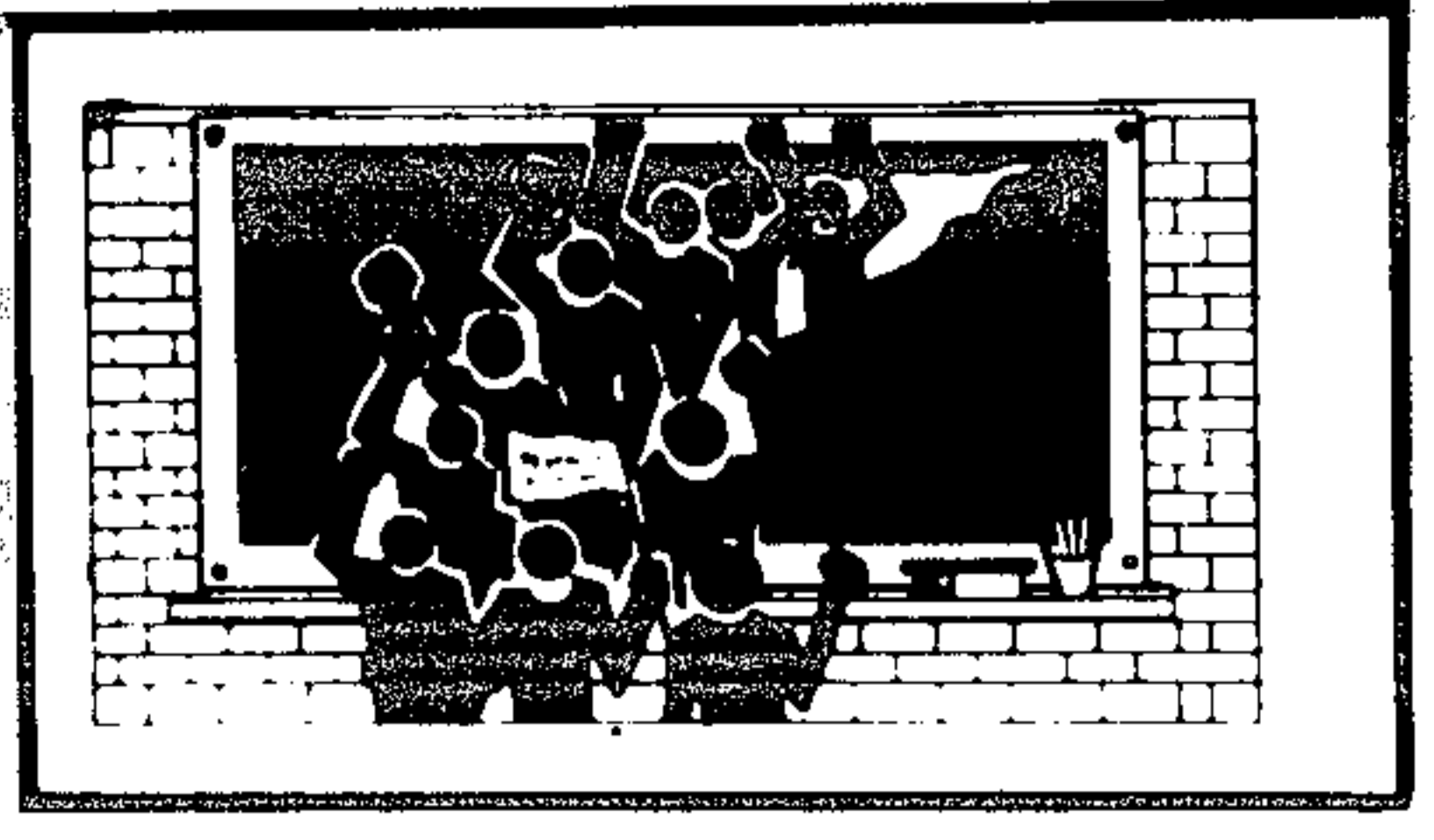
Learning collectively as opposed to learning as an individual is a rewarding experience. Learning groups can play an important role in assisting you to strengthen and advance the struggle for knowledge and liberation. Form your learning group today together with other *Learning Nation* readers in your factory, school or community. Fill in the form below and post it to *Learning Nation* as soon possible. Send it to: *Learning Nation*, P.O. Box 11350, Johannesburg, 2000.

Name of Group: SELF DEVELOPMENT Name of Contact Person: BARNEY
 Postal Address: P1BAG Telephone: 9062851
X72320
 Describe your group (eg. workers, students etc.):
MUBENI Code: 4060 STUDENTS
 Number of members in group: 15
 What would you like to read about in *Learning Nation*: ECONOMIC HISTORY,
INTERNATIONAL WORKERS' STRUGGLE, CULTURE
HAS SOCIALISM FAILED DEBATES, BUILDING
THE ORGANISATION.

Workshops

As we have stated before, during the course of this year we will be running workshops with groups in different areas. Unfortunately we will not be able to have meetings with all the groups individually. Area meetings are being planned, for example, in Soweto, to which all the groups in this area will be invited to attend. Your group will be contacted in the future to make arrangements for the workshops.

EDUCATION



The Way Forward for Education

New Nation (Learning Nation) 24/4 - 30/4/92



At the beginning of March a conference was held to develop a plan of action to solve the education crisis in this country. The weekend conference was attended by delegates from different organisations like the African National Congress, AZAPO, Cosatu, Nactu, Workers Organisation for Socialist Action (Wosa), the National Education Crisis Committee (NECC), the South African Democratic Teachers' Union (Sadtu) and various student organisations.

The conference divided up into four commissions which looked at:

- the values and principles that should underpin a future educational system
- the development of a code of conduct with regard to the culture of learning.
(This issue involved a lot of debate and interesting views were put forward by various youth and student organisations. Next week Learning Nation will present these different views on this page.)
- joint campaigns and strategies
- the development of a mechanism for arriving at a new education system and for dealing with education in the transition period.

The Conference developed a two pronged approach to attempt to deal with the current education situation. It believes that it is important to engage the government while at the same time, launching campaigns at grassroots level. Here are key principles which were developed at the Conference.

The state is responsible for providing education and training for everyone. This was the main priority raised at the Conference. The state needs to do this through a single education department which will provide and manage a system for students from pre-primary through to secondary school.

Other principles included:

- A nationally determined framework that will ensure that employers will observe their fundamental obligation for the provision of educational resources.
- The principle of participation and democracy should govern all levels of education and training policy involving parents, teachers, workers, students and other other interest groups.
- All people should have access to all levels of education.
- Groups that have been neglected will be given special attention. This includes women, the unemployed and people in rural areas.
- People will be able to move vertically and horizontally between formal and non-formal education.
- Nationally determined standards for formal and non-formal education and training will be set up.
- Education will work to build a national democratic culture.
- Education and training will be linked so that human resources will be developed in conjunction with national development.
- The education process will encourage peace, justice, and stability.
Education will be based on the principles of co-operation, critical thinking and civic responsibility to equip individuals for participation in all aspects of society.

Campaigns:

The following guidelines were outlined at the conference:

- There should be consensus around a fundamental set of educational principles
- Campaigns should contribute to the foundation of a future democratic educational system
- All campaigns should strengthen democratic organisations
- Campaigns should assist in the process of building unity
- Choose campaigns that will allow for the possibility of obtaining immediate and visible educational gains.

A post conference committee was planned at this conference to take forward the issues that were raised. This committee, which has met since the conference, is made up of representatives of mass based organisations that attended the conference. Its main job will be to engage the state and capital to try to resolve the education crisis. It has been given six months to do its work and then it will have to report back to the organisations who attended the National Education Conference. It is also required to conduct its work publicly and openly with full accountability to the participating organisations and the public.

The following organisations constitute the Working Committee

- African National Congress (ANC)
- Azanian People's Organisation (AZAPO)
- South African Communist Party (SACP)
- Workers Organisation for a Socialist Africa (WOSA)
- Congress of South African Trade Unions (COSATU)
- National Council of Trade Unions (NACTU)
- National Education Co-ordinating Committee (NECC)
- South African Democratic Teachers' Union (SADTU)
- Union of Teachers Association of South Africa (UTASA)
- Union of Democratic University Staff Associations (UDUSA)
- South African Students Congress (SASCO)
- Azanian Students Congress (AZASCO)
- Congress of South African Students (COSAS)
- Azanian Students Movement (AZASM)

Next week we interview student organisations on the issue of a code of conduct.

WE CAN DO IT



Broken windows mar the facade of a local school. This a sight that has often been seen during the turbulent history of black education.

ALTHOUGH it was late on a Friday afternoon, pupils at this school sat patiently in classes, paging through their books.

Those caught dozing or playing draughts quickly snapped to attention and looked busy on seeing their principal, Mr Mogole Mphahlele, approach.

As we looked into the dilapidated and yet full classrooms of Flavius Mareka High School in Atteridgeville, a group of dirty and casually dressed youngsters hurriedly bid goodbye to pupils in one of the passages and ran away.

"This is one of our problems," Mphahlele explained.

"These dirty thugs come to visit their friends here and we always have to try to chase them away. At least they leave the building when we confront them."

In one of the classrooms about 10 pupils sat on a teacher's table, more were on their knees scribbling on their exercise books as their will to learn urged them to ignore the deplorable conditions.

I could not believe this was the same school which 10 years ago was so troublesome that pupils beat up a woman teacher.

All that remains of the turbulent times are broken window panes, gaping door holes and ripped ceilings.

Flavius is among few Department of Education and Training schools that showed a 20 percent increase in their matric results within a year.

Flavius shows it can be done

Our three-month spotlight on Tladi Technical High School has shown the inefficiency of the DET and its apparent loss of control, the disunity and low morale of teachers, apathy of parents, and the ill-discipline of pupils.

All this contributed to lack of normal schooling - a phenomenon not peculiar to Tladi.

Some schools are wallowing in the problem while others are licking it.

Today we carry a story of Flavius Mareka High, a Pretoria school that in a year crawled out of its abyss, got on its feet and improved its performance.

Proving that "we can do it". PHANGISILE MTSHALI reports.

Most probably it is one of the few black schools to have held a referendum to decide its future.

When Mphahlele was confronted by "38 young hooligans" who expelled him from the school and instructed him to return the school funds — or else... He picked up his jacket and left the school, together with his staff and returned the following day to call a referendum which had an overwhelming No

vote against the return of funds.

That was in 1990 when the expulsion of principals gripped Pretoria schools. Mphahlele closed down the school for a month after he was chased out for the second time in March.

"I walked out with my staff again," he said.

"I closed the school and when I reopened in mid-April I paid all pupils their R20 school fee from what re-

mained in the school kitty. The staff had to pay the difference.

"I rejected the local civic association's offer to pay the difference because I believed they instigated the pupils to demand their funds. We felt they wanted to buy their way into controlling the school."

The attempts to hound Mphahlele out of the school persisted.

"I told the boys that this time they were leaving the school and not me. By the end of the year half of them had dropped out," Mphahlele said.

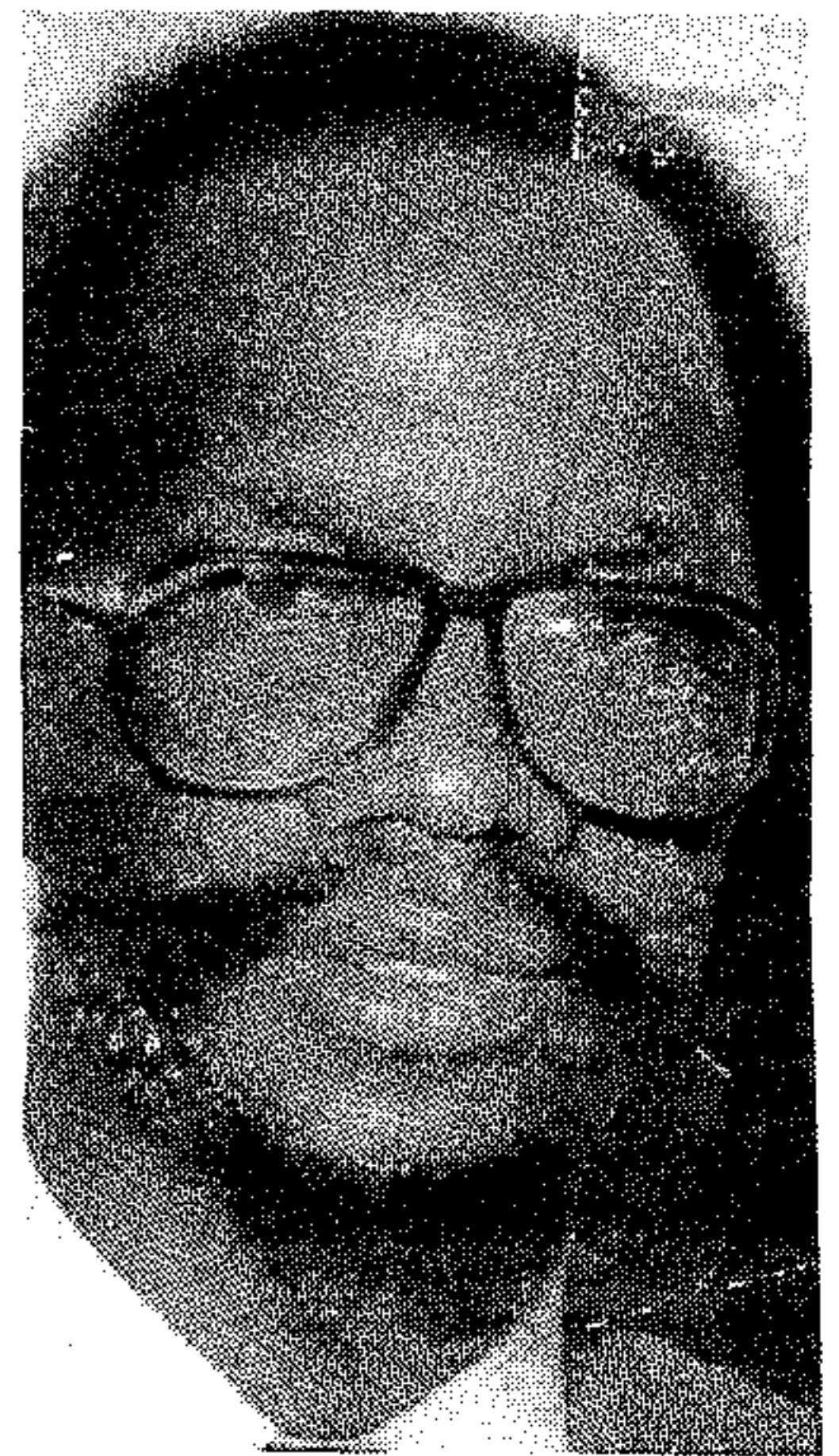
Mphahlele said the beginning of the second term showed the effects of the chaos of the first half. They would go for two weeks without any schooling. Pupils came and went as they pleased.

That year Flavius had only 189 out of 900 pupils in Standards 6 to 9 passing to the next class. They obtained a 32 percent matric pass. Last year the school obtained a 52.2 percent matric pass and 42 percent pass for Standards 6 to 8.

Mphahlele said their problems stemmed from the hard-core politics being brought into the school. He rallied for the support of parents and they banned all industrial issues and national politics from the school.

FLAVIUS FACT FILE

Staff - 38
Pupils - 1 080
Pupil capacity - 1 200
Classrooms - 25



Mr Mogole Mphahlele... "hard-core politics do not work in schools".

However, the democratic right of pupils to join student movements and teachers to join unions remained.

Mphahlele said the problems resurfaced at the beginning of 1991 when those who remained of the 38 man group demanded a pass one, pass all system.

"I told them that would only happen over my dead body," Mphahlele said.

"They threatened to smash the windows and I told them to go ahead. They did and came back to demand their transfer letters. I called their parents before signing the letters."

Unity among his staff also helped.

"We only overcame the problems because Mphahlele is a man of principle," said his deputy who sat in on the interview.

"He respects his staff and is unshakable on his convictions about how to run the school. When he is in the school he is an educationist."

The other secret of Flavius' return to a semblance of a school is corporal punishment with the maximum of four cane lashes on the bum given by the pupil's parent.

"When a pupil is found drunk, is constantly late or has assaulted someone on the premises, we call their parents to discuss the matter before punishment."

RC urged to keep school hostel open

Sowetan 27/4/72

By MATHATHA TSEDU

52

AN OUTCRY has greeted the announcement that boarding facilities at the Catholic Church-run Motse Maria Girls High School outside Pietersburg are to be phased out.

Individuals and organisations approached for comment slated the decision and called on the church to review the decision and involve parents in the resolution of whatever problems exist.

And as the controversy raged the head of the Pietersburg diocese, Bishop Fullgence le Roy, said yesterday the school was run by church sisters who were ageing and unable to cope with the demands of full boarding.

Le Roy said an approach had been made to the Sisters Benedict at Sekutu for them to come in and assist but they had refused, leaving those presently in charge with no alternative but to phase out boarding.

The bishop said while he was not directly involved in the matter, he had been told matriculants would be kept at the hostels. He said the mother superior in charge was in Belgium at the moment, while her assistant, Sister Theresa, was ill and unavailable to comment.

The principal of the school, Sister Cecilia Lewlie, told *Sowetan* that the hostels were being phased out because children wanted to go to their homes every weekend.

Shining star

She said the sisters had felt they were failing to satisfy certain aspects of the children's lives.

The head of the regional secretariat of education of the Azanian People's Organisation (Azapo), Mr Jacob Dikobo, said his organisation was disappointed at the news of the closure of hostels.

"Motse Maria has always been the shining star that we pointed to as an example of a good school. This was because they had a full boarding which enhanced studying. If this is to be closed, it means the school may just also become another (Soweto's) Tladi Technical", he said.

He said Azapo would approach those in charge to discuss ways of resolving the problems, adding "we are not convinced that a demand by children to go home can be sufficient to close hostels".

ANC regional media spokesman Mr Stan Motimele echoed the sentiments and said the ANC would discuss the matter and see "what assistance and intervention can be made".

Mr Jacob Manabile, a Seshego-based liquor sales representative and parent, called on the Catholic Church to "bring parents together and discuss the matter. We cannot allow such a facility to close down for the reasons given", Manabile said.

DET blames its pupils

By PHANGISILE MTHALI

THE Department of Education and Training has done it again - this time in Parliament.

In its 1991 Annual Report tabled in Parliament last week the department's director-general, Dr J Louw, blamed everybody but his department, for the decay in his schools and for the poor performance of DET pupils.

On the dismal performance of its matriculants, the DET blamed everything on "too many candidates choosing a university entrance package and too many candidates attempting subjects on the higher grade and failing".

Under an unlikely sub-heading of "organised education" DET lashes out at "so-called teachers' unions" that mushroomed nationwide.

The teachers' union delivered grievances and their militancy climaxed with the "chalk down" that led to violence within the teaching corps.

"The strike was more or less terminated by the end of the second term of 1990. However, its effects are still being felt.

"For the first time South African teachers had betrayed and disobeyed the unwritten rule of the profession, that the interests of their pupils should be promoted at all times.

"Once this taboo had been broken other ramparts also fell. They also forfeited the moral base for disciplining

and reprimanding pupils."

The report continued: "Many complaints were received from school principals and inspectors in Soweto of teachers expelling and terrorising principals."

"In most cases where charges of misconduct were investigated, it was found that it was extremely difficult to prove insubordination, tardiness, shameful or improper conduct and the disregarding of lawful orders and instructions."

Then there was the alleged wrappings of teachers under "organised education".

The report went on to trace the decay of education in black schools from 1989.

It also gave DET's analysis of why black people dismissed it as illegitimate and inferior.

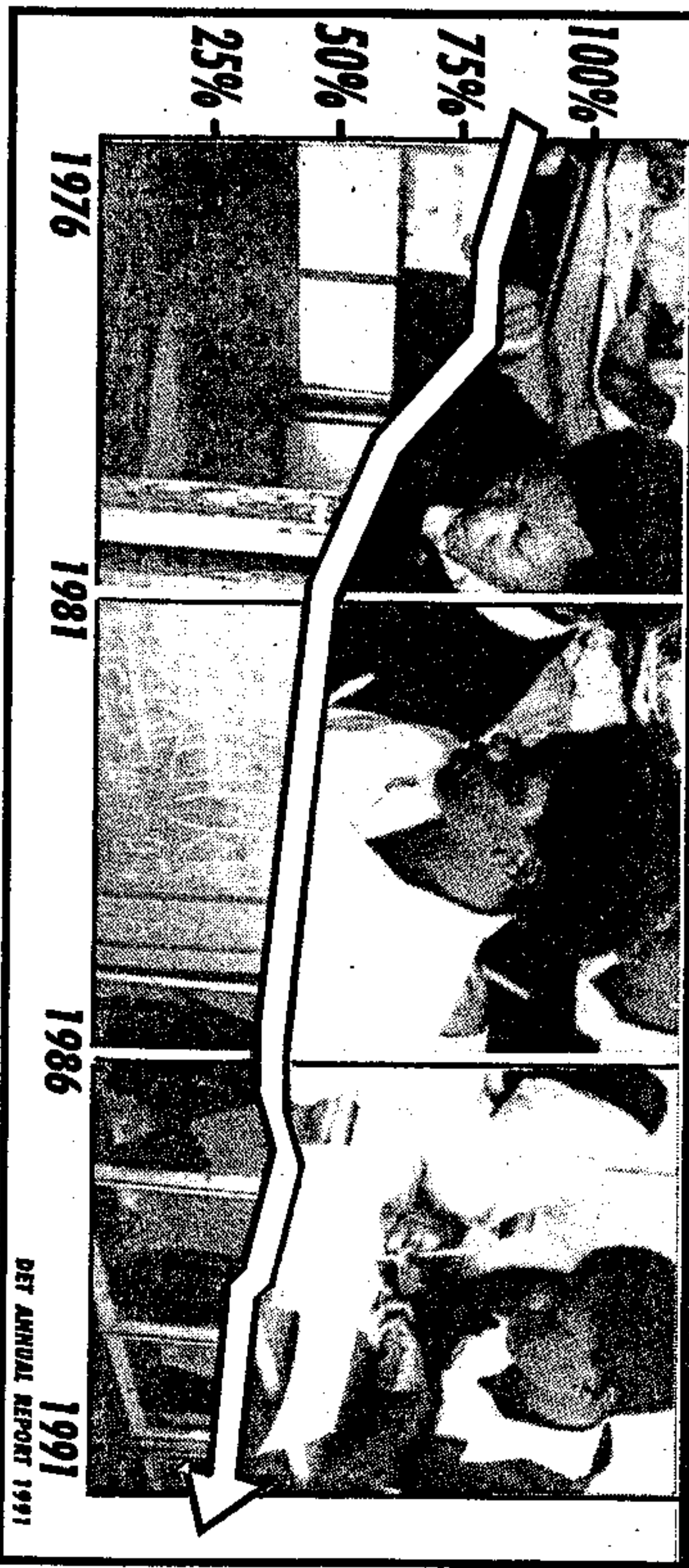
Dissatisfaction

"The current dissatisfaction with the system within which education for black people is being provided is not solely the result of the condition of the schools or the quality of the education being presented," the report said.

"A considerable proportion can be traced back to the racially based system of provision of education that came into being in terms of the 1953 Act.

"The educational system that has come into being since 1953 currently

DOWNHILL ALL THE WAY.



contains many visible inequalities. The most important reason for this is probably the fact that the system which provides education for black people has so far been unable to handle the large numbers of pupils.

"In fact, it is a moot point whether any education system would have been able to."

DET also made a jibe at the back-to-school campaign attributing it to the

NECC.

"The effort to return unsuccessful Standard 10 pupils of 1989 to schools became a political issue when it gave rise to the gathering and taking to school of people of over 30 years old," the report said.

Desired results

"Drop-outs, mothers with children and persons who had definitely not yet

reached the Standard 10 level, were 'placed' in overcrowded schools by leaders."

The report accepted that up to now the system had been unable to produce the desired results - and blamed it all on the militancy, politicisation of pupils and antipathy of communities.

It professed its attempts to prepare a more relevant secondary school curriculum that was career directed.



SLOVO SHUFFLE . . . SA Communist Party chief Mr Joe Slovo toys with pupils, parents and staff at celebrations to mark the renaming of Khayelitsha's Site C Mvuzemvuze Comprehensive School to the Joe Slovo Secondary School yesterday. **(52)** Picture: GUY OLIVER

ET 27/4/92

Slovo School is 'unofficial'

Staff Reporter

THE NAME of the Mvuzemvuze Comprehensive School in Khayelitsha was changed to the Joe Slovo Secondary school by pupils, parents and teachers yesterday — but for the Department of Education and Training (DET) the old name remains.

The renaming celebrations were not approved by the DET.

DET spokesman Mr Anton Gunther said the authorities of the Mvuzemvuze Comprehensive School had to submit a

formal application if they wanted to change the name.

Mr Gunther said the DET had no problem with any renaming of schools, but the correct channels had to be followed.

SACP chief Mr Slovo said in his address to about 500 parents, pupils and teachers at the ceremony that the new name signified the struggle to end a system in "which we no longer have a privileged few while the great majority are hungry, homeless, and cannot read or write".

DET okays ⁵² registration ^{STAR} of 'failures' ²⁸¹⁴¹⁹

The Department of Education and Training has condoned the registration of 10 Soweto College of Education students who failed more than five subjects last year.

The director-general of the department, Dr Bernhard Louw, said in a statement yesterday the decision was made on the recommendation of the college council after a delegation of parents, students and community leaders made representations to the department on Friday.

A second consideration was that the decision to accept the students' registration had been conveyed to the college at a late stage.

"The college council also noted the commitment of the students' parents in the discussions which led to the decision that the registration of the students be confirmed," Dr Louw said. — Sapa.

Students to stage exam fees protest

STAR 28/4/92.

Staff Reporter (52)

Thousands of students will embark on mass action on Thursday to protest against the Department of Education and Training's exam fee increase and alleged harassment of teachers.

At a press conference in Johannesburg last week, Congress of South African Students (Cosas) national president Moses Maseko said students around the country would march and stage sit-ins at DET offices.

He said Education and Training Minister Sam de Beer "refused to meet with us to discuss the increase of exam fees".

Mr Maseko said the Minister had postponed the meeting, which was to be held on Thursday

last week, to May 5 — one day after the matric exam registration deadline. He added that while Cosas was opposed to the payment of exam fees, it would not call for a boycott of fees.

"We are saying that the DET must explain why examination fees were increased from R54 to R71.

"Students registering for Senior Certificates have been asked to pay R66 and those registering for university entrance exams must pay R71," he said.

This is the first time students registering for Senior Certificate and University Entrance exams will pay different fees.

Mr Maseko said the protest action would go ahead even if the Minister agreed to an early meeting.

DET to withdraw free study guides

By Mckeed Kotlolo
Pretoria Bureau

STAR 29/4/92

(52)

The Department of Education and Training (DET) yesterday announced it would no longer issue black matriculants with free study guides, used over the last two years to alleviate the shortage of textbooks and assist pupils affected by disrupted schooling.

DET director-general Dr Bernard Louw said in a statement that this decision was based on financial and

educational considerations.

The DET had in the past two years issued free study guides at a cost estimated at R3 million a year.

In future, Dr Louw said, pupils "who feel the need for this type of support" would have to buy them from bookshops.

He said the issuing of study guides over the past two years had been aimed at assisting matriculants to prepare for exams, since many of them could not complete the syllabus in various subjects due to "random

class boycotts, defiance campaigns and chalk-downs by teachers".

However, there was a risk that study summaries could lead to "cramming" among students. Students thus failed to grasp the essential meaning of the work or the study concept, he said.

He added that, in the past, the DET had been forced to divert funds from other projects such as building schools and repairing damaged facilities so that they could finance the study guides.

It's all in a name and it's Slovo

By GAYE DAVIS: Cape Town
TEACHERS, pupils and parents are calling it Joe Slovo High — but for the Department of Education and Training (DET), it is still Mvuzemvuze Comprehensive.

That is, until the school submits to the DET minutes of the parent, teacher and student meeting where the decision was taken to re-name the Khayelitsha school.

Communist Party chief Joe Slovo — said to be “delighted” at the honour — attended part of the three-day re-naming celebrations last weekend, delighting pupils in turn when he joined them in a toyi-toyi.

It's not the first school in the region to shuffle off a DET-accorded designation: Sizamile High in Nyanga has changed its name to Oscar Mpetha, after the trade union leader; Sabenza High in Crossroads is now known as Dr Nelson Mandela High — and Simon Hebe Secondary in Paarl is now called Desmond Tutu High.



Delighted and delighting ... Joe Slovo

All three new names are recognised by the DET. “It's not that the department does not recognise new names, but it wants (the re-naming) to be done formally, through the correct channels,” said DET spokesman Mtutuzelo Belewa.

Mvuzemvuze pupils first mooted a name change three years ago, sparking intense debate among their fellows and teachers and later, parents, according to SRC member Songezo

Mjongile. “The name given to our school (Mvuzemvuze means ‘generous’ in Xhosa) is meaningless to our community,” said Mjongile. “We wanted something relevant.”

“We chose Joe Slovo because we felt it was important to mark his contribution to the struggle,” Mjongile said. “He is a white person and was privileged — but he sacrificed all of that knowing that exploitation of man by man was unacceptable.”

R60 000 boost

(52) (48)
THE Toyota South African Foundation today presented a R60 000 cheque to the Ennerdale Secondary School in Johannesburg for technical education. This, according to House of Representative public relations officer Sumaya Kader, is the final payment of R180 000 which has been paid over three years.

Sumaya
30/4-5/7/92

DET ⁵² stops free guides

Sowetan 30/4/92
THE Department of Education and Training will no longer issue black matriculants with free study guides.

The guides have been used over the past two years to alleviate the shortage of text books and assist pupils affected by disrupted schooling.

DET director-general Dr Bernard Louw said in a statement on Tuesday the decision was based on financial and educational considerations. The DET has in the past two years issued the guides at a cost of R3 million a year. The DET said a maximum of three study guides, on different subjects, had been granted to every pupil.

In future, Dr Louw said, pupils "who feel the need for this type of support" would have to buy them from book stores.

Defiance

He said the issuing of study guides over the past two years had been aimed at helping matriculants prepare for exams, as many could not complete the syllabus in various subjects due to "random class boycotts, defiance campaigns and chalk-downs by teachers".

The guides had also been intended as a substitute for books which could not be delivered in time.

However, there was a risk that study summaries could lead to "cramming" by students. Students thus failed to grasp the essential meaning of the work or the study concept.

He said the DET had to divert funds from building schools and repairing damaged facilities to finance the study guides.

The announcement was made in good time to "encourage pupils to make the best use of their books, their time in the classroom and all other available resources".

Pupils protest against fees

By PHANGISILE MTSHALI

52

Sowetan

30/4/92

PUPILS are today expected to march on the Department of Education and Training offices countrywide to protest against the increase in examination fees and the closing date for registration.

The protests have been organised by the Congress of South African Students (Cosas).

Cosas president Mr Moses Maseko said the pupils were challenging "the DET's unilateral decisions" on black education.

The marches will be to DET circuit, area and regional offices countrywide.

"A memorandum will be presented to DET official at the Union Buildings in Pretoria," Maseko said.

Meanwhile, the Azanian Student Movement (Azasm) has accused Cosas of not consulting them on an important issue "that demands unity among all pupils".

Azasm president Mr Andile Mxintama said the most disturbing thing about this year's fees was the different amounts paid for different tertiary education entries.

"This has angered and confused matriculants," he said.

"It gives an impression that a pass is no longer worked for but bought. It may reinforce lack of commitment to working hard by pupils."

Gambling Act under review

LOTTERIES, sports pools and other games of chance to raise money for health, welfare and education projects are expected to get the Government's blessing soon.

A Government Green Paper endorsing this approach - and suggesting amendments to the Gambling Act - is expected to be published for comment within the next few weeks. Sowetan 30/4/92

Once the commentary has been assessed, the proposals will be published as a White Paper and amendments to the Gambling Act will follow.

The shortage of money for much-needed upliftment and support in the socio-economic sphere is the prime reason for the Government's change of heart. The Green Paper follows an intensive legislation review by the Department of Justice. - Sowetan Correspondent.

Breakthrough!

There are still bad vibes, but at least there is progress

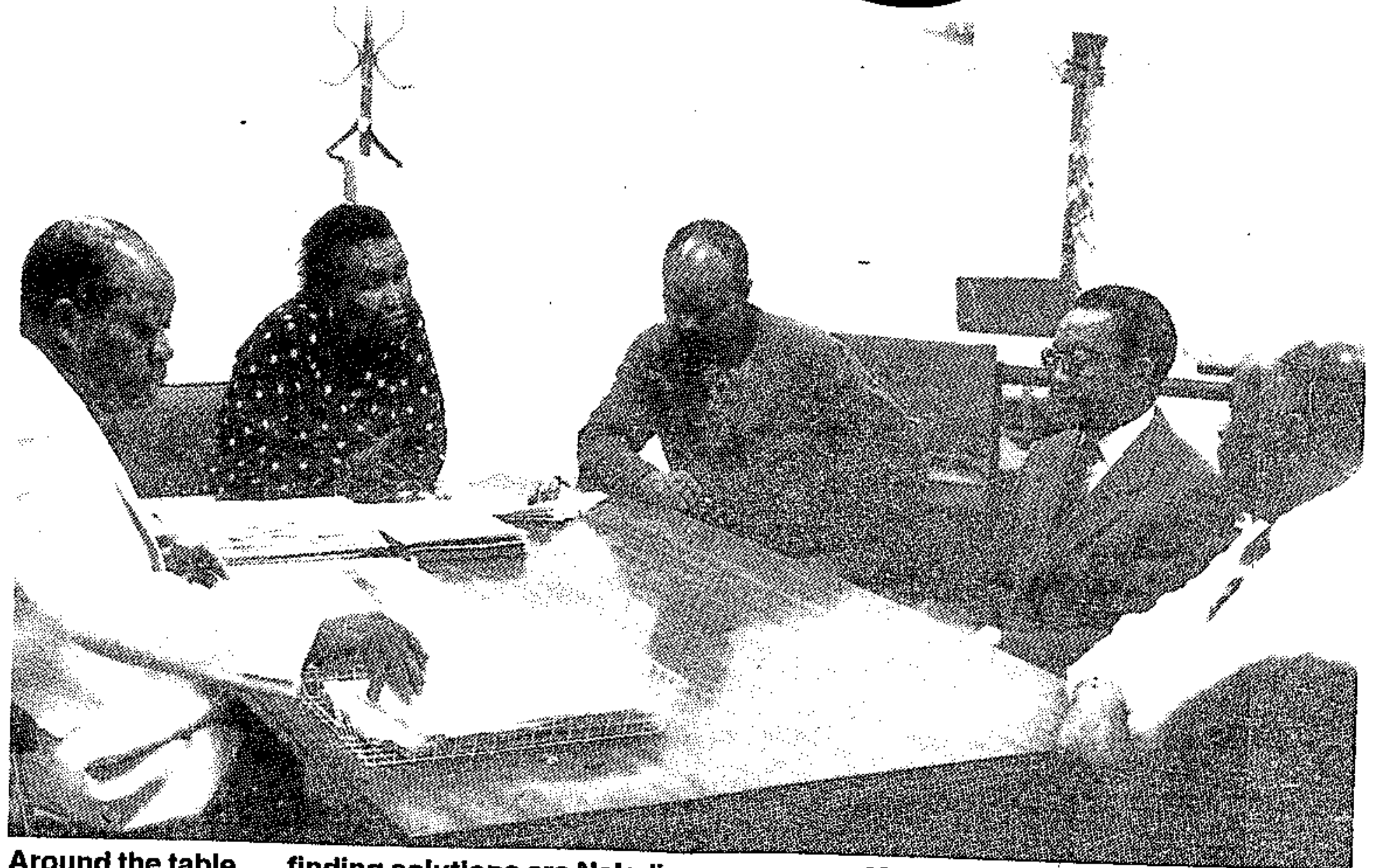
Sowetan

30/4/92

52



A breakthrough has been achieved at Soweto's Tladi Technical High School, even though the ghosts of the past are still haunting the school. When Tladi Tech, which showed the worst matric results in the country last year, was chosen as the subject of our focus, Sowetan said it would persist with its campaign until conditions and results improved at the school. PHANGISILE MTSHALI (left) has this report.



Around the table . . . finding solutions are Naledi area manager Mr Sylvester Ncala, Inspectress Mrs Lolo Mabitsela, Tladi civic official Mr Moleko Bodibe, parent Mr Moses Machogo and inspector Mr Simon Nyetsane.

PARENTS of Tladi Tech children took a giant leap forward on Sunday when they turned up in their numbers for a meeting aimed at resolving the crisis plaguing the school.

Although the parents and staff members filled a medium-sized classroom, the school ran short of chairs for the participants.

This again highlighted the critical shortage of furniture at the school.

The teachers insisted that parents be given a full low-down of events at the school.

Some explained their reluctance to co-operate with Mr Abner Saule who, despite having been informed by DET that he no longer heads the school, still introduces himself as the principal.

Others voiced their dissatisfaction with deputy principal, Mrs Mothapo.

Tempers flared and voices were raised as tales of deception, inefficiency,

back-stabbing and political games re-emerged.

Parents were told Tladi pupils were also no angels.

Teachers gave accounts of how they had been harassed and threatened with death by their pupils.

One teacher gave a list of insults she found written on her chalkboard and doors after reprimanding schoolboys for smoking dagga and throwing dice.

The ruthlessness of the insults shamed even a South African Democratic Teachers Union official.

The official could not bring himself to read out loud what the children had written.

Despite obvious bitterness and bad vibes among the staff there was progress.

A monitoring group, on whose formation rests the survival of the school and the future of its 900 pupils, was formed.

The group is expected to check on:

- The professional performance of teachers;
- Their progress in the

classroom;

- Pupils' behaviour, attendance and academic progress;

- The physical structure of the school, its maintenance and security; and

- The administration of the school.

The monitoring group is expected to give a full evaluation of the academic performance and problems of the school at a parents' meeting to be held at the end of May.

The slow and painful road to whip Tladi back into shape started a day after the schools re-opened for the second term.

Naledi area manager, Mr Sylvester Ncala, told two Tladi Tech parents that his office was prepared to perform its duties as far as Tladi Tech was concerned.

He said, however, it needed parental support

and co-operation.

Mr Moses Machogo and Mr Moleko Bodibe approached Ncala and inspectors Mrs Lolo Mabitsela and Mr Simon Nyetsane to discuss lack of effective education and the "dilapidated state of the school buildings, lack of furniture and shortage of books".

"We know there are management problems and that teachers do not seem keen on teaching. However, as we try to restore effective education, the school remains a shell," Bodibe said.

Ncala blamed bad administration "by the previous principal" and the barring of inspectors.

"In January we voted some money for Tladi but when they closed the door in our faces they also closed the door for us to go in and provide," he said.

Progress Report

A LOT of ground was covered to halt the decay at Tladi Technical within four days of the second school term.

- The Department of Education and Training has pledged to repair windows, ablution block and provide some furniture to Tladi Technikon.

- Parents and teachers turned out in huge numbers to attend the latest meeting called to address the crisis.

- Some teachers rededicated themselves to the profession in front of parents.

- Even a DET inspectress, Mrs Lolo Mabitsela, attended the meeting.

Monitoring Group

Parents: Mr Moses Machogo, Mr Mplisa Molefe and Mrs Martha Kula.

Church representatives: Mr Ishmael Mkhabela and Father Emmanuel la Fonte.

Tladi Civic Association: Mr Moleko Bodibe and Mr ME Thapedi.

Representatives from Sadtu, SECC and Cosas have not been named.

Teachers lose their honourable status

By PHANGSILE MTHALI

"I was after school and I was leaving the classroom for home when I heard the heart-breaking whimper outside the door. A distraught young girl was hanging on so tight that it took three of us to over- subdue uncontrollably. A few metres away a group of scullery boys, one holding a gun, stood menacingly," a teacher said.

"They dared her and me to move. The girl came flying to me, she saw me as her saviour. I knew there was nothing I could do as I looked down the barrel of a gun but I could not leave her to the thugs.

Swore

"In desperation I started dragging her by the arm. The boys hung on to her other arm as they swore at us, trying to engage me. It was a human tug-of-war. I pulled until they gave up. "I do not think I have ever been so scared and frustrated in my life," the teacher continued.

It sounds like a gangster movie but it is not. It is one of the recalled- lions of a Soweto teacher who has been teaching for 15 years.

He says he will always remember the day he played tug-of-war with the young girl's body against the notorious "Jack-roll- ers" gang outside his classroom. In fact, it is not even an unusual occurrence. It has become a way of life for these professionals who were once revered in all black communities.

Dangerous

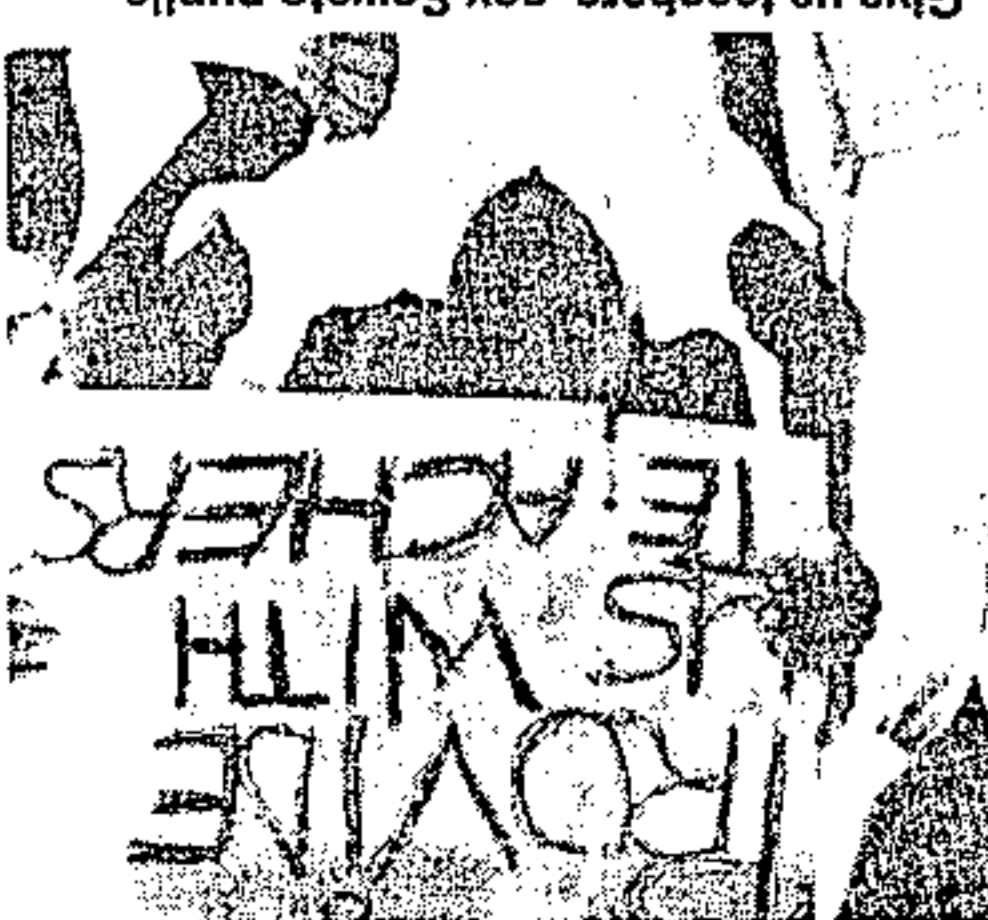
He also remembers the day he wrestled with a gun- loving pupil inside the matric mathematics exam room.

"The perplexed investigator whistled to us that one of the pupils had a gun on his desk and was occasionally using it as a ruler.

"We wanted to see for ourselves. One by one we went into the exam room. I could not take it. Three of us approached the youngster, who simply refused to surrender his highly dan- gerous status."

So has been mobilising guiltless pupils to wield placards and throw stones at the property of other con- tending parents and the ever in- creasing militancy and politicisation of pupils, contributes to what is the- tically called the black education crisis.

Give us teachers, say Soweto pupils.



Furniture & Interiors

Exclusive Furnishers

BENONI • BISHO • BLOEMFONTEIN • CLAREMONT • ELDOORDO PARK • ELSIES RIVER • GERMASTON • GRAHAMSTOWN • HIGHGATE SHOPPING CENTRE • KIMBERLEY • MASERU • PAARL • PETERMARITZBURG • PIETERSBURG • PORT ELIZABETH • ROODEPOORT • RUSTENBURG • VEREENIGING • WINDHOEK • WITBANK • WYBERG

3 PIECE KARLA BEDROOM SUITE
 R95.00
 PER MONTH OVER 24 MONTHS
 PRICE: R1699.00, DEPOSIT: R255.00
 • Headboard with pedestal • Upholstered stool

4 PIECE ANDREA BEDROOM SUITE
 R104.00
 PER MONTH OVER 24 MONTHS
 PRICE: R1869.00, DEPOSIT: R281.00
 • Limba finish • Push up storage • Modern design

Base Set & Bedding optional extra. Coffee Table optional extra.

FC04/105

Anger greets

DET study guide move

By David Katz

SL

The National Education Crisis Committee yesterday requested an urgent meeting with the Department of Education and Training to protest at the DET's decision to scrap the issuing of free study guides to black matriculants.

The NECC, ANC and Democratic Party yesterday lashed out at the announcement, made by DET director-general Dr Bernard Louw on Tuesday, that pupils will now have to pay for subject study guides provided for free in the last two years.

They noted that the guides were important because of the lack of textbooks and disruptions in black schooling.

A DET spokesman yesterday estimated the study guides would cost pupils between R10 and R25 each.

NECC spokesman Barry Pule said it was "very disturbing that the DET had withdrawn the (free) guides".

Explaining the DET's move, Dr Louw said pupils could use the guides for "cramming" — instead of using textbooks. He added that the money for guides could be better used.

DP education spokesman Roger Burrows and ANC education department head John Samuel also opposed the scrapping of free study guides.

Staff Reporter and Sapa

Students demonstrating against Department of Education and Training examination fee increases ran amok in Johannesburg yesterday, looting shops and stealing goods from enraged pavement vendors.

According to a shop-owner in Jeppe Street, the chaos erupted when the youths tried to cross Harrison Street and a white bakkie swung in front of them.

He said a marshal asked the driver to wait until the students had crossed the road, but he shot through the traffic light

Youths run amok in city centre

STAR 15/92 (S2)

and the youths stoned his van. Shop attendant Aco Ilic said protesters slashed tyres of two cars outside his shop, one of them belonging to the shop-owner.

One vendor, Caspen Mncube, said about 15 of the youths held him up at knife-point and stole his fruit and vegetables.

Stall-owners at the Park Station fleamarket in De Villiers Street were shaken when about 500 youths descended on them

and helped themselves to goods.

An angry Stella Leung said 16 of her watches went missing. Stall-owner S Patel said he managed to hide some of his things away but the "vandals" stole sunglasses, calculators and pocket-knives.

Tearful Maria Mazibuko said the youths stole socks, underwear and jackets from her stall.

Imraan Bhula said watches, clocks, purses and radios valued

at about R1 000 were taken from his stall.

Two victims have opened theft dockets, and the others said they would lodge complaints at ANC headquarters.

Earlier, a group of about 20 angry students shouting "hit him, hit him" chased a white man, whom they claimed had insulted them. The man ran down Wolmarans Street before disappearing into the railway station hall.

Unruly pupils also pelted DET officials with softdrink cans and crumpled pamphlets outside the DET offices in Simmonds Street, Braamfontein.

Congress of SA Students southern Transvaal chairman David Serekwane said the incidents would be investigated and the culprits disciplined.

However, he claimed that some of the unruly youths were not members of Cosas.

"It was supposed to be a peaceful march... Those found responsible will be disciplined," he said.

Renewed fury at fate of Vaal pupils

By Justin Pearce

PARENTS and teachers are once again furious about the fate of children brought to Cape schools by Mr Anthony van Wyk.

Van Wyk was in the news last year when he undertook to bring Transvaal school pupils to the Cape, to accommodate them and to supervise their schooling at "Oakwood College" for a fee of R1 300 per term. "Oakwood College" does not exist, and the best he could do was to place them in government schools and offer them a questionable standard of accommodation.

Earlier this year, he brought a second group of approximately 40 pupils to Cape Town. Teachers and other concerned adults already fear the pupils are suffering from neglect.

"I have seen the children unsupervised and walking the streets of Muizenberg late at night," said Ms Beverley Jansen, who lives nearby.

Although promised by Van Wyk an "environment conducive to further studies and the pursuit of educational ideals", the pupils have been shifted between various rented houses and buildings intended as holiday accommodation in Muizenberg.

Mr Wayne Haarhoff, general manager of the Cape Sands hotel, said he had been approached by Van Wyk to accommodate the pupils for two weeks. After this the boys were moved to rented houses in a residential area, and most of the girls to guest-houses.

Haarhoff said the arrangement had worked well for the girls until they were moved "at a moment's notice" to other accommodation, allegedly to save Van Wyk R2 per pupil per month.

Supervision

The boys, on the other hand, had been without supervision in the rented houses. Haarhoff said that after numerous incidents of drunkenness and anti-social behaviour, Van Wyk had been ordered by Muizenberg town council to remove the boys from the premises.

Haarhoff also claimed not all the children had been placed in schools, that some of the girls had been sexually harassed by those charged with looking after them, that the pupils' train fares were sometimes handed out late and were therefore late for school; and that they had never been supplied with lunch-packs as promised in the contracts signed by their parents.

Ten of the pupils have voluntarily returned to Cape Sands at their own expense.

"We took on the pupils in good faith," said Mr Daniel Brown, headmaster of St Owen's High School in Retreat, where six of the pupils now attend school.

But he said it seemed the pupils under Van Wyk's care were being inadequately supervised. He said home-work and uniforms were among the things that had been neglected.

Consequently, the school was now dealing directly with parents and insisted they take responsibility for providing uniforms and reading their children's reports, Brown said.

Some parents had been surprised to discover they were still liable for school fees.

Brown said it was not clear whether parents had signed over guardianship of their children to Van Wyk.

Ms Sandra Dowling of the Catholic Welfare Bureau in Ocean View said the children had not kept their parents informed of the situation as they did not want to return to the DET schools they had attended in the Transvaal.

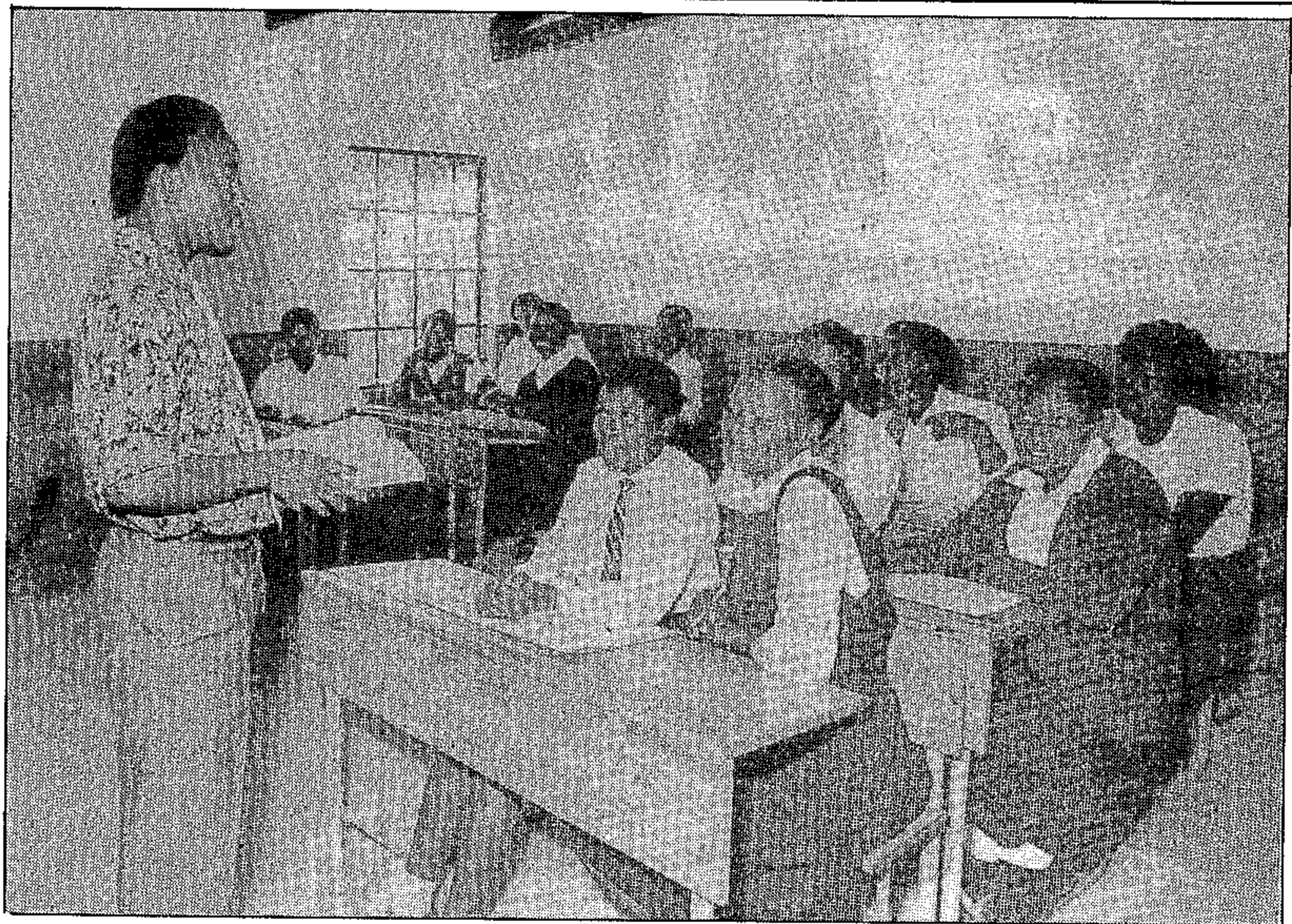
Van Wyk was not available for comment.

(52) South
2/5-7/5/92

Pupils flee hostel attackers (SZ)

ABOUT 1 500 pupils at Forte High School in Dobsonville, Soweto, fled their school after being threatened by hostel dwellers in the area.

Pupils - whose school borders the hostel - fled after seeing inmates, armed with rifles, crawling inside the school yard on Wednesday. *(1/11/92)*
315792



IT COULD HAVE BEEN A BUTCHERY ... But the ancestors wanted a school. Matric teacher Mandla Mthembu surrounded by pupils.

■ PICS: DESENI MOODLIAR

Ancestors demand a school

By S'BU MNGADI ⁵²

THIS is Hlengiwe Commercial High School. Dumisile Eunah Vezi built it; her ancestors inspired it.

The 31-year-old teacher and sangoma says it is the result of an ancestor's "call".

The school, nestling on a hillock in KwaThoyama on the Natal South Coast, is the only secondary school in the area and serves about 250 pupils.

Vezi says it's a typical case of a dream come true. It all began one night in 1987 when Vezi, then a maths and science teacher at Umbumbulu's Nathaniel Sabelo Secondary School, had a dream.



DUMISILE VEZI

In it she heard the voice of her late grandmother telling her not to build the butchery for which she had been given a licence.

Instead, the ancestor told Vezi to build a high school and name it Hlengiwe - the name of her younger sister.

She sought the advice of the local community, tribal elders and chief Boy Hlengwa, who all gave her their blessing. They even donated a sprawling property.

But there was no cash. Meanwhile, Vezi's headmaster believed she was schizophrenic and tried unsuccessfully to have her transferred.

"With my earnings - as both a teacher and sangoma - I began building the first classroom. I paid the suppliers and builders."

At times she found herself in the thick of things, covered in cement and tossing blocks around. In 1990, the one-

roomed school opened its doors to Std 9 pupils. Vezi was teacher, headmaster, fundraiser and builder. She taught all seven subjects until three months later when she was joined by a second teacher.

The school was not registered so she again dug into her pocket to pay the other teacher.

Four more classrooms, more teachers and - at last - a R38 000 grant from four local firms brought the school to its present, thriving state.

However, there is still need for equipment and money.

Contact Vezi on (031) 909-4026 (her neighbour) or write to Hlengiwe Commercial High School, PO Illovo, 4150.

Minister, teachers sued for school caning

Court Reporter (52)

The father of a Randburg schoolboy, who was caned after showing his private parts to girls in his Std 6 class, has sued three schoolteachers and the Minister of Education and Culture for more than R13 000.

The 17-year-old boy yesterday told the Rand Supreme Court that he dropped his pants at school in November 1989 after fellow pupils had dared

him to. They had also offered him money. *STAR 5/5/92*

The girls who saw him flash "just laughed", said the boy, who added that he now regretted exposing himself.

A week later his teachers found out about the incident.

The father has claimed in court papers that on the orders of M J Potgieter, and in the presence of Johan Grobler, Piet Otto administered a severe beating.

The father has claimed that the punishment, six cuts, was excessive and not justified by the offence. The boy was unable to sit or lie on his back for at least a week as a result of the injuries, which included severe weals and blood blisters.

The father has claimed R1 742 for the boy for medical and psychological expenses, R2 000 for estimated future expenses, and R10 000 for pain, suffering and inconvenience.

Shortage leads to closure

Sowetan 6/5/92 (52)

BOARDING facilities at Motse Maria can only be continued if devoted Roman Catholics can come forward to become sisters of the church and help run the school.

This was disclosed by a senior official of the order that runs the school, Sister Theresa, in an interview with *Sowetan*.

She was asked to comment on the concern and anger that has followed the announcement two weeks ago that boarding facilities at the Catholic-run school are being phased out from this year. She said she had, together with the other sisters, searched around the country and the world for younger sisters who could help run the school "as a Catholic school" but had found none.

"We can no longer do the job as it is very demanding and we are old. There are no younger sisters coming forward any more as people no longer have the patience to serve the Lord.

"Young people want to be free and they are not joining the church any more. There are no teachers who are prepared to work from morning until late at night after studies. There is only one sister at the school now and we had to

"There are no teachers who are prepared to work from morning until late at night after studies. There is only one sister at the school now and we had to

decide what we are going to do. "We felt it was more important to keep the school running as a Catholic day school. We want to keep the school in our hands as a Catholic school and because there are no sisters to do the work, we decided to close the hostels," she said. Asked if they had invited parents of the children and involved them in seeking solutions, Sister Theresa said this would not help as the only way was to get new sisters.

"We have had schools closing down in Europe because of the same problem. The world is changing and young people no longer find time for God and this is not restricted to South Africa," she said. She did not expect the standard of education to deteriorate if students were disciplined and studied seriously.

The school has been producing first class results throughout the years and had a 100 percent pass last year. This achievement was attributed by the school principal and students alike to the boarding facilities. The Azanian People's Organisation (Azapo) and the African National Congress (ANC) have both deplored the intended closure of the hostels and indicated they would approach school authorities to discuss alternative ways of dealing with the problems.



These boarders at Motse Maria may be the last group unless Roman Catholic volunteers are found to help with hostel duties.

The school has been producing first class results throughout the years and had a 100 percent pass last year. This achievement was attributed by the school principal and students alike to the boarding facilities. The Azanian People's Organisation (Azapo) and the African National Congress (ANC) have both deplored the intended closure of the hostels and indicated they would approach school authorities to discuss alternative ways of dealing with the problems.

Talks on exam fees deadlocked

By Phil Molefe (S2)

The meeting between the Congress of South African Students and officials of the Department of Education and Training, including Minister Sam de Beer, ended in deadlock after three hours of talks in Johannesburg last night over the crucial exam fee issue.

Cosas national president Moses Maseko accused the education

STAR 615792
authorities of being "arrogant and insensitive".

Cosas is demanding the postponement of the exams registration deadline and the reduction of examination fees.

The DET has ruled that all pupils writing the end-of-year matric exams should register before Friday. Candidates also have to pay R66 for the school-leaving examination and R71 for those sitting for the

university exemption certificate.

DET director-general Dr Bernhard Louw said his department agreed at the meeting with Cosas to keep registration open until May 13, but only for "highly exceptional cases".

"The date remains May 8," he said, adding that the department would look with compassion at cases of students who had problems.

Govt, Cosas agree on date

Political Staff

BOTH his department and the Congress of South African Students (Cosas) had accepted that the closing date for this year's matric entries would not be extended beyond tomorrow, the Minister of Education and Training, Mr Sam de Beer, said yesterday.

It had also been accepted that the registration fees would be unchanged, he said in a statement. 52

However, late applications, at the most five per school, would be accepted if supported in writing by a school principal and submitted to the circuit inspector before May 13.

Technikon Witwatersrand
Careers Expo 1992
 12, 13, 14, May 1992
 12:00 - 19:00 Daily
 A star survey

The Technikon Witwatersrand is running a careers programme next week to help matric pupils.

The beauty business looks good

The beauty therapy industry is in a phase of growth and development and is currently re-evaluating the importance of well-trained therapists. People are required to walk into a job situation and combine theoretical knowledge with practical skills. For this reason, technikon diploma-holders are preferred as opposed to those training at private institutions. Technikon-qualified therapists (National Diploma in Beauty Technology) are in high demand and job opportunities include positions at beauty salons, health spas, gyms, salons, electrolysis clinics and cosmetics companies. Wits Technikon graduates have a good relationship with related paramedical and medical professions. They can broaden their scope by liaising with plastic surgeons, performing treatments such as manual lymph drainage, soft infra-red laser therapy, cosmetic camouflage and other general pre and post operative maintenance treatments. Dermatologists may benefit from working closely with a beauty technologist performing highly skilled facial maintenance treatments to improve healing, reduce scarring and enhance recovery. The prospects and advancements in pursuing a career in Beauty Technology are almost endless.

Making the right choice

Matric pupils in South Africa are currently faced with the single most important decision at this point in their lives — choosing a career. Their future happiness, because of the satisfaction and fulfilment they will derive from their jobs, will depend on this decision. To help the country's matric pupils make informed decisions about this all-important matter, the Technikon Witwatersrand (TWR) will host a careers exhibition — Career Expo 92 — at its Doornfontein campus from Tuesday May 12 to Thursday May 14. On display will be no fewer than 50 possible careers — with academic staff at hand to give

Excellent mining opportunities

The mining industry is by far the most important industry in the South African economy and offers excellent career opportunities. The school offers courses in Coal Mining, Economic Geology, Extraction Metallurgy and Mine Surveying. The diplomas provide students with both the theoretical and practical knowledge skills applicable to the middle management position on mines. At the National Diploma level, all the necessary practical and theoretical knowledge

required for an individual to competently carry out supervisory positions in the production mining discipline are catered for. At National Higher Diploma level, advanced practical and theoretical knowledge is gained, sufficient to competently carry out the job requirements of a middle management position on a mine.

Entry requirements: A matric certificate with a D in mathematics (Standard Grade) or E symbol (Higher Grade). A science subject at this

level is a distinct advantage. "Private" students may be accepted on the understanding that they cannot proceed to second year before obtaining their first level practical learning opportunities, available only through mining institutions. Prospective students should contact the Mapower Department of the Mining Organisation to obtain employment or bursary opportunities. If this is not successful you can contact the Head of the Mining Department at the Technikon Witwatersrand.

These technologists help to build future

The field of expertise of the qualified architectural technologist is mainly in construction methods and materials. This expertise is employed to translate architectural designs into technical drawings and specifications used for the construction of buildings. Employment opportunities exist with architectural practices, government institutions, property developers and others. The technologist communicates by graphic means and prepares drawings for building contracts. A technologist's job is mainly

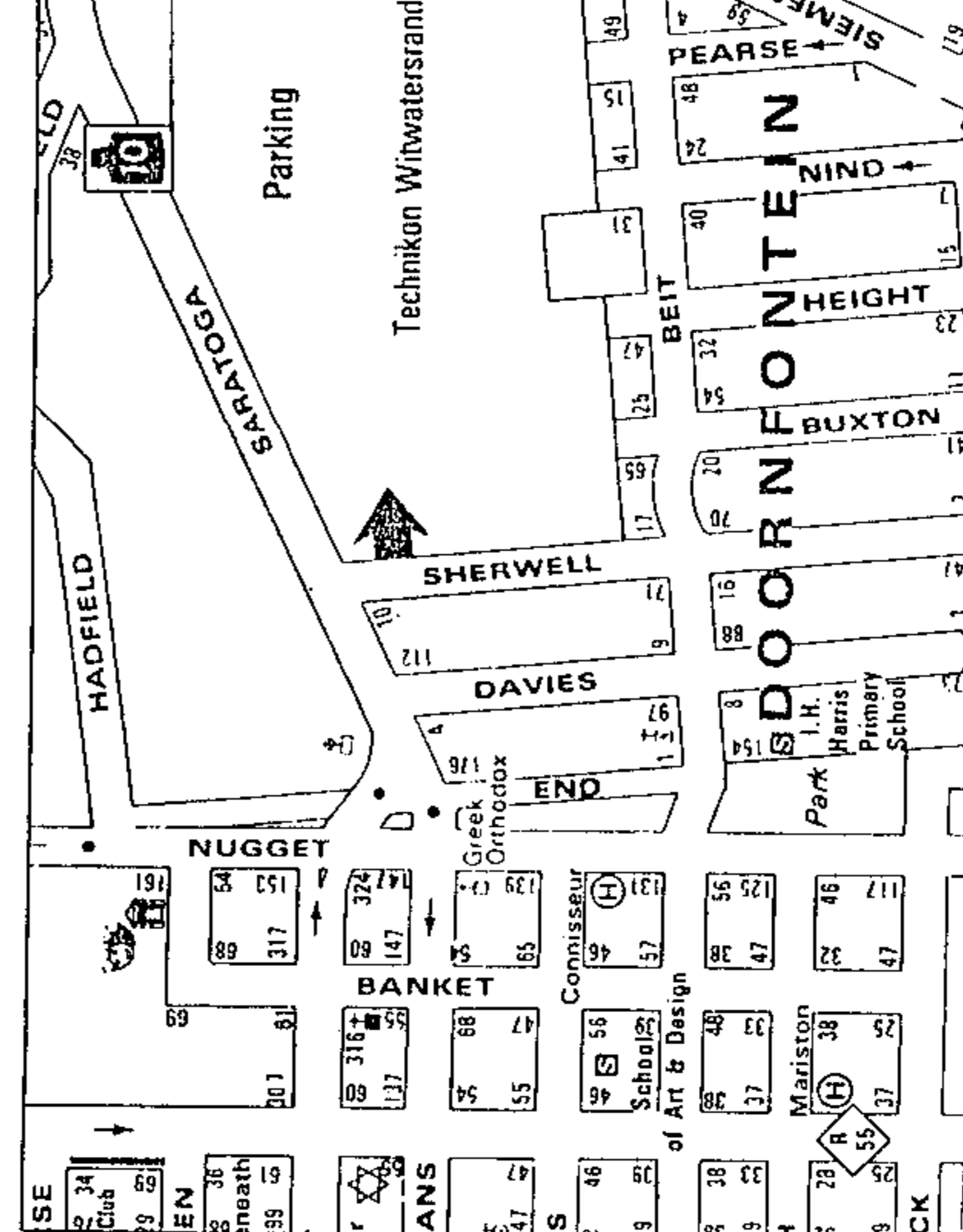
Entrance requirements include matric with mathematics and the successful completion of a one-day selection programme. Classes commence in January of each year. Applications should be made before August 15 of the preceding year and selection is done in December. Other courses are offered in Building, Mechanical Engineering, Civil Engineering, Chemical Engineering, Construction Management and Quantity Surveying, Electrical Engineering, Metallurgical Engineering, Town and Regional Planning.

In the field of further qualifications, the Technikon Witwatersrand offers the National Higher Diploma (one year), Masters Diploma in Technology (one year) and the Laureatus in Technology (Masters plus one year).

The Clothing Technology department offers two courses: National Diploma in Clothing Design (three years) and the National Diploma in Clothing Production (three years). The South African fashion and clothing industry is the second largest employer after the mining industry. It is moving through a period of rapid technological change that creates a competitive trading environment. The fashion and clothing industry expects diploma-holders to be commercially viable and productive from the onset.

Reach for the sky
 In the field of further qualifications, the Technikon Witwatersrand offers the National Higher Diploma (one year), Masters Diploma in Technology (one year) and the Laureatus in Technology (Masters plus one year).

Competitive environment
 The Clothing Technology department offers two courses: National Diploma in Clothing Design (three years) and the National Diploma in Clothing Production (three years). The South African fashion and clothing industry is the second largest employer after the mining industry. It is moving through a period of rapid technological change that creates a competitive trading environment. The fashion and clothing industry expects diploma-holders to be commercially viable and productive from the onset.



Where to go, and when, to clear up confusion about your career

Are you interested in studying, but confused about how to go about it or what direction to follow? Attend the lectures on May 12, 13 and 14 to find out more about the following programmes:

Time	Venue	Programme
2 pm	Student Counselling (May 13 and 14 only)	
3 pm	Company Administration	
4 pm	Information Technology	
5:30 pm	Management (May 13 and 14 only)	
18:15	Marketing	
Time	Venue: 4309	
2 pm	Ambulance and Emergency Care	
3 pm	Beauty Technology	
4 pm	Dental Technology	
4:45 pm	Food Technology	
5:30 pm	Medical Technology	
6:15 pm	Biotechnology	
Time	Venue: 2309	
2 pm	Chemical Engineering	
3 pm	Organisation and Work Study	
Time	Venue: 1309	
4 pm	Personnel Management	
5 pm	Graphic Design	
Time	Venue: 5407	
2 pm	Packaging Management	
3 pm	Organisation and Work Study	
Time	Venue: 5407	
4 pm	Environmental Health	
4:45 pm	Radiography	
5:30 pm	Travel and Tourism	
Time	Venue: 2407	
2 pm	Food Services Management and Administration	
3 pm	Public Relations	
4 pm	Secretarial Training and Office Administration	
4:45 pm	Metallurgical Engineering (May 13 and 14 only)	
Time	Venue: 1407	
3 pm	Podiatry	
4 pm	Analytical Chemistry	
Time	Venue: 4407	
2 pm	Retail Business Management	
3 pm	Purchasing Management	
4:45 pm	Production Management	
5:30 pm	Industrial Engineering	
Time	Venue: 4407	
3 pm	Hotel and Catering Management	
4 pm	Building	
4:45 pm	Civil Engineering	
Time	Venue: 1407	

Unrestricted punishment intolerable, court told

STATE 715792

Court Reporter (S2) ~~(S2)~~

Society can no longer tolerate the "unrestricted application of corporal punishment" to children, the Rand Supreme Court heard yesterday as a civil action against the Minister of Education and Culture, a headmaster and two teachers drew to a close.

The father of a schoolboy, who was caned five times after exposing himself to girls in his class in November 1989, has claimed R13 742 for his son's "excessive and unjustified" punishment. The parties cannot be named to protect the identity of the boy, who is now in Std 9.

P Daniels, appearing for the father, said the norms pertaining to corporal punishment of pupils was changing, and the caning was "hopelessly excessive and unjustified".

He told Mr Justice J V Lazarus that the issue was not whether punishment should have been administered, but the way in which it was meted out.

"The child had to undergo medical treatment. The court cannot hold that a grown man

in a position of authority can punish a prank to the extent that it requires medical treatment," he said.

The boy and his family had told the court he had lain in bed for a week, could not attend school for five days and had blue marks on his buttocks seven months after the caning.

J du Toit, appearing for the defendants, said contradictions in evidence by the family indicated that the extent of the boy's injuries were exaggerated.

The teachers were entitled to inflict corporal punishment for the offence, which would have justified expulsion.

Mr du Toit said the boy might have been sent to a psychologist because of the nature of his offence, and not the extent of his punishment.

The boy's family had overreacted by "leaping to conclusions" about the caning, but showed little concern for the offence, he added. The teachers had spoken to the girls involved and decided on the punishment, he said.

The hearing continues.

Play ball or be met by AK-47s, heads told

By Stan Hlophe

The Congress of South African Students (Cosas) yesterday demanded that Soweto principals embark on a school boycott from today — or “be met by the AK-47s”.

The boycott is in protest against increased exam registration fees for black matric pupils.

The threat was made at a stormy meeting in Soweto, called by Cosas, to discuss protests against the exam fee rise, after discussions between the student body and the Department of Education and Training (DET) reached deadlock.

A man, who identified himself only as a Cosas executive committee member, told the meeting: “If you don’t do as we say, you will be met by the AK-47s and other violent actions. It is common knowledge that principals have been

passive while enjoying the fruits of DET.

“We want you to go out there and pressurise the DET. If you stand up and be counted, the DET will listen.”

The remarks drew sharp reaction from Soweto headmasters, but were not rejected by other Cosas executives.

Angry principals who attended the meeting called Cosas “autocratic” and “a bunch of drop-outs”.

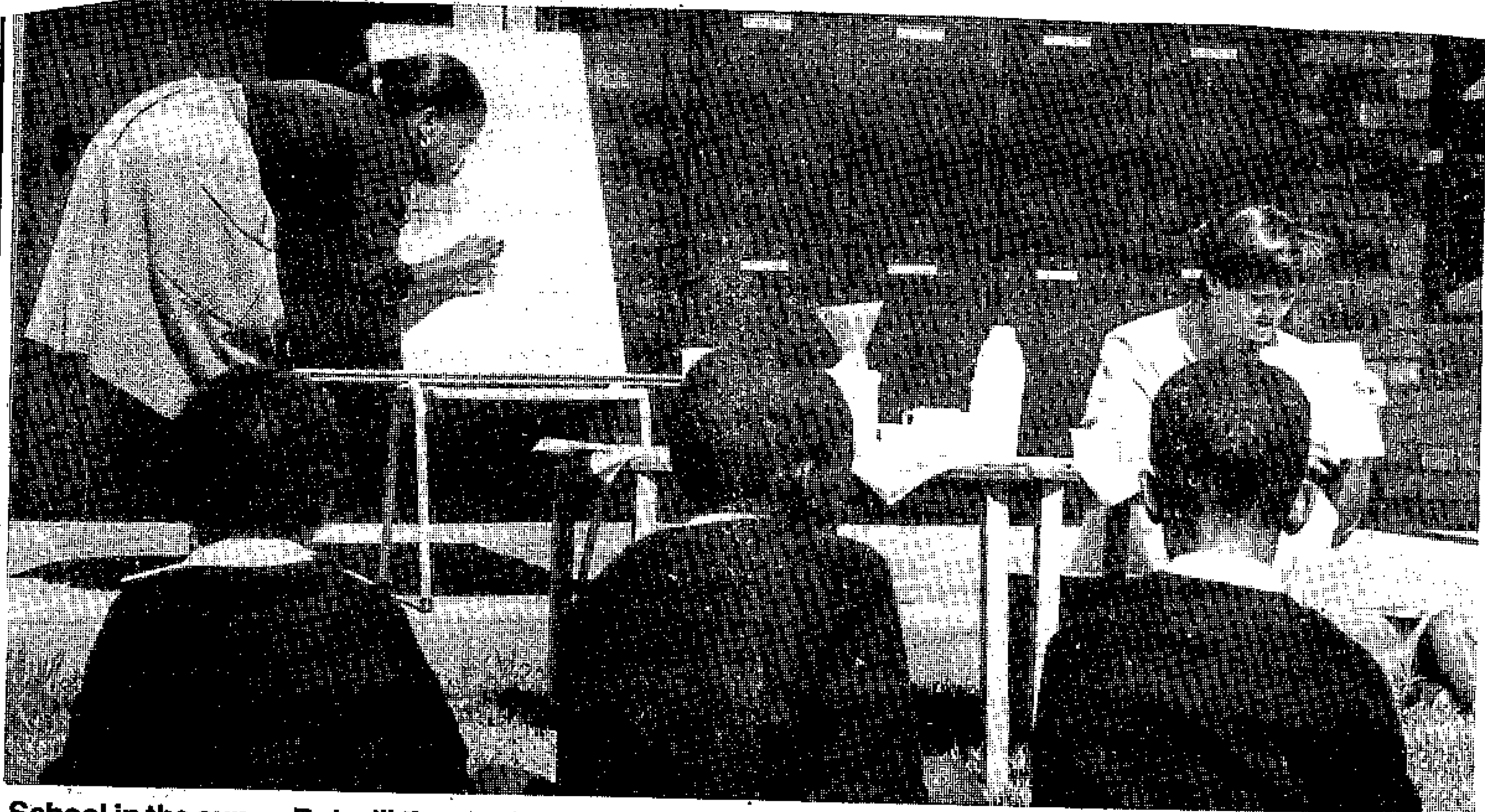
Cosas urged principals not to accept the new registration fees — increased from R54 to R66 for Senior Certificate entry and R71 for university entrance.

Cosas demands a reduction in registration fees and a postponement of the payment date.

DET director-general Dr Bernard Louw this week said the deadline remained, except in “exceptional” cases.

STAN 7/15/72

52



School in the sun ... But will they make it?

Photo: PORTIA MAURICE

Failed matric pupils fight for right to write

not read *8/5/92 - 14/5/92*
A GROUP of eager matric pupils from Soweto battled to register for a rewrite this week — but the rules were against them.

The 30 or so teenagers — who were among the 60,6 percent who didn't pass the Department of Education and Training's exams last year — want to take another shot in November so that they do not lose another valuable year. But department regulations stipulate that the sitting is only for full-time candi-

dates.
In the run-up to today's closing date for last year's DET candidates who wanted to rewrite, the 30 teenagers traipsed from school to school begging principals to let them sit the exam at their centres. To no avail.

Their dilemma is a tricky one: because they have failed they are being forced to register as adults (private candidates), but they want to be treated like the youngsters they

are.

(S2)
The pupils have organised themselves into two study projects, and have been earnestly at work since February. The Liberty Life Foundation is funding their programmes, the Matric Upgrading Project and the Matric Educational Study Programme.

On Monday some of the pupils marched to the Johannesburg circuit office of the DET to demand help.

HISTORY FOR TOMORROW'S CLASSROOMS

Some Useful Secondary Sources

New Nation (Learning Nation) 8/5-14/92

As teachers and students we should try not to rely on only one source of information, such as a school textbook.

Using more than just your history textbook can make learning more exciting and can liven up your teaching. There are a wide range of good books about South Africa's history available. Visit your local library or bookshop and look at what they've got.



Reading new books has livened up my teaching

Here are some suggestions of what to read if you want to find out more about the history of our country.

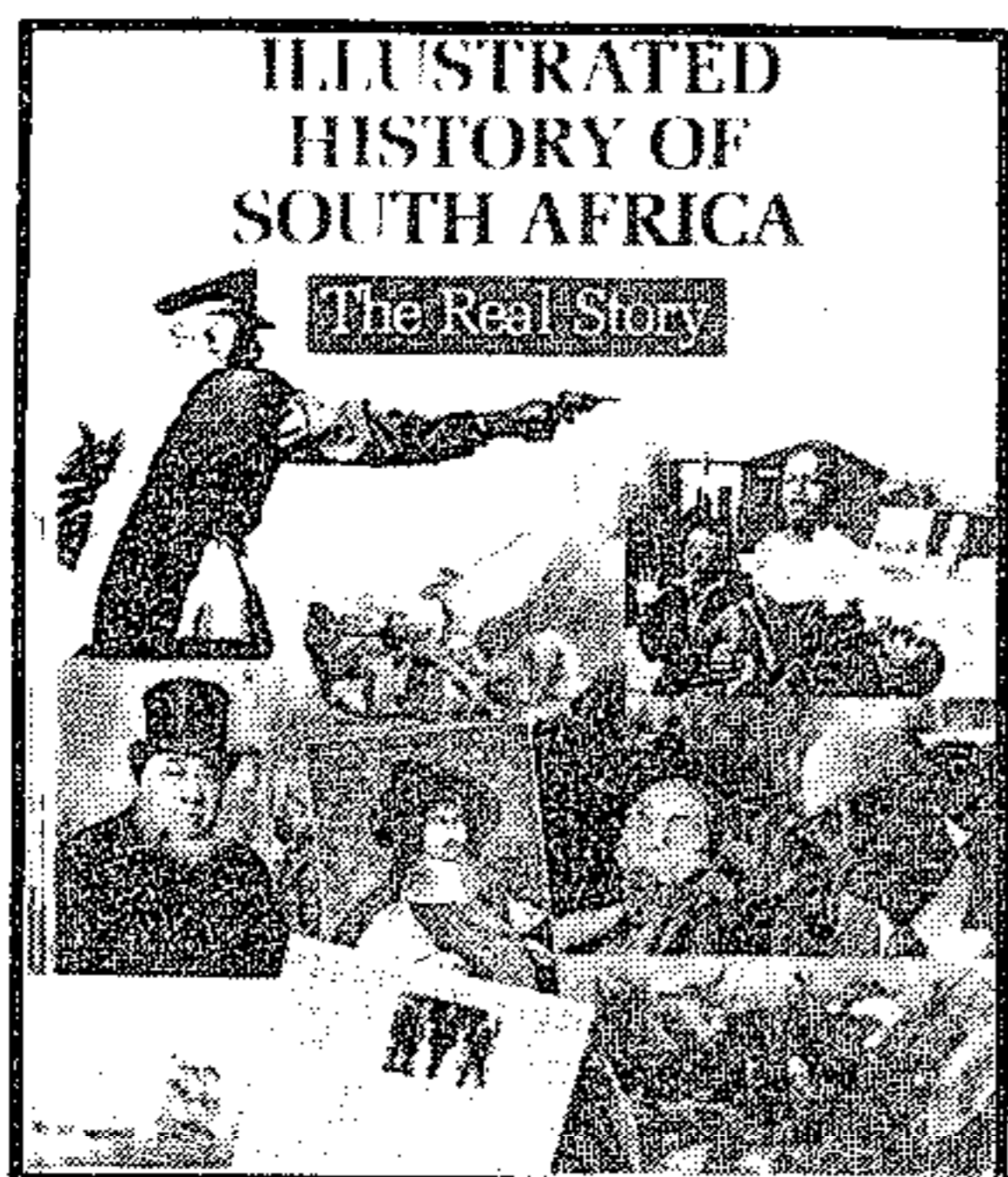
(52)

Reader's Digest Illustrated History of South Africa - the Real Story

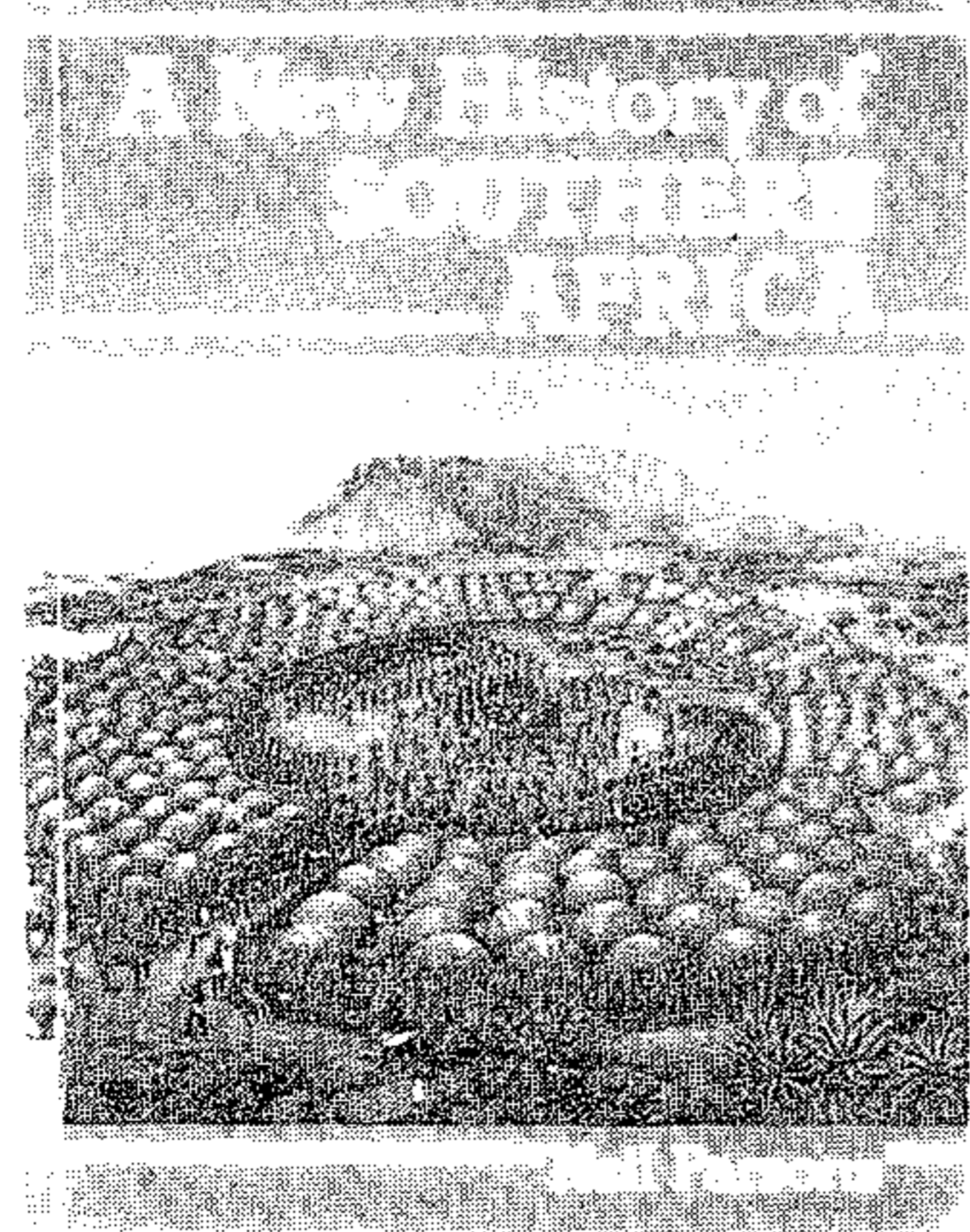
In the Introduction to this book the authors state that '... this book will question, and in many cases overturn, long-held beliefs and cherished myths. We make no apologies for this; a better understanding of our past will surely help us interpret our present, and prepare us to face the enormous challenges of South Africa's future.' The book begins by looking at life in Southern Africa long before Europeans arrived, and concludes with conditions in South Africa in the 1980s.

It is beautifully illustrated in full colour. There are also many useful time charts and maps.

This book has been criticised because it is called 'The Real Story' of South Africa's past. As we have learnt, there is no one 'real story'. All historians select and interpret evidence from the past, and those who wrote the Reader's Digest Illustrated History of South Africa are no different!



A New History of Southern Africa by Neil Parsons

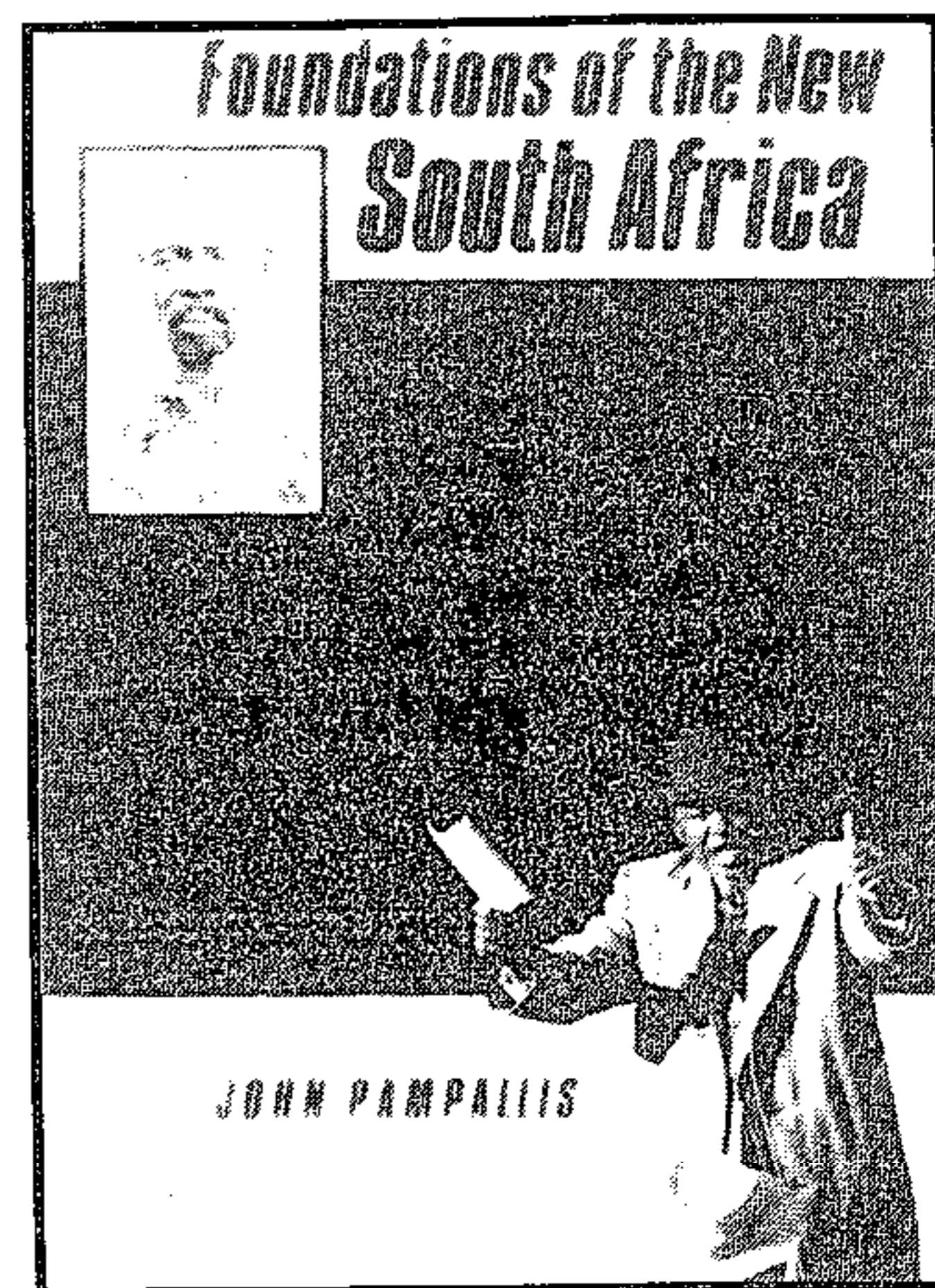


This book was one of the first books on South African history which deals with the history of all its people. It puts Africans rather than Europeans at the centre of the story of the last two thousand years. The book also deals with the history of Botswana, Lesotho, Namibia, Swaziland, Mozambique and Zimbabwe.

It is well illustrated and written in a very readable style.

Foundations of the New South Africa by John Pampallis

In some of our previous articles we have already mentioned this book. It was originally written as a textbook for exiled South African students at the ANC's Solomon Mahlangu Freedom College in Tanzania. The book focuses on the history of the liberation and labour movements and on processes such as the mining revolution, land dispossession, the migrant labour system and the establishment of apartheid. This textbook is, of course, far better than the textbooks we use at school, but when you read it, remember that like all history books it is written from a particular point of view!



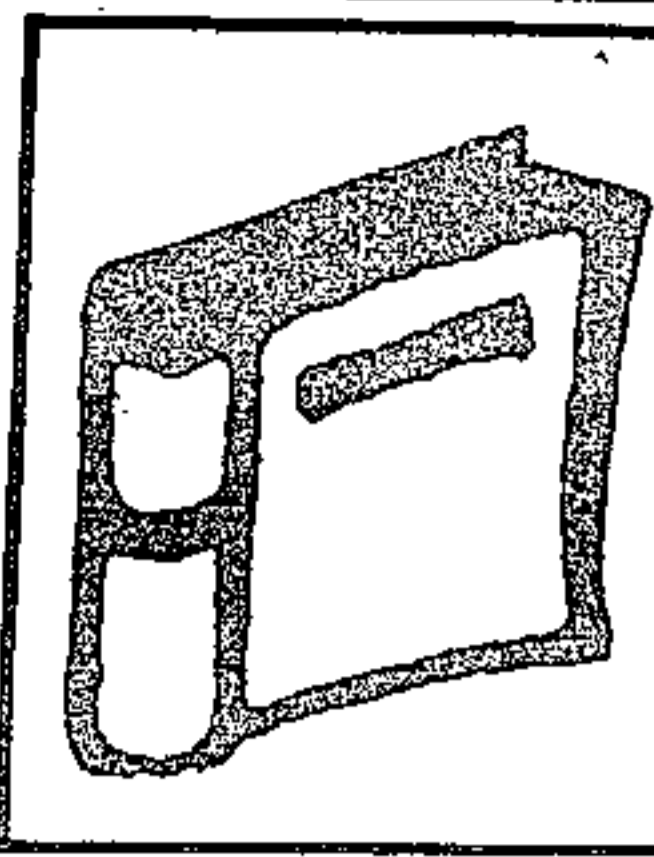
What is history? - a new approach to history for students, workers and communities

This book does not give us a lot of new historical information. Rather it is full of exercises which can be photocopied and used in group discussions.

The exercises contain extracts from many different sources, both written and pictorial. Students are encouraged to view all these sources critically.

If you have recently read a history book which you found interesting and useful, please write and tell us about it. Write to:

Learning Nation
PO Box 11350
Johannesburg
2000



LITERARY CONVENTIONS

Literary Conventions

Logical Connectors and Arguments

Last week, we had a closer look at the function of logical connectors in Gabriel Okara's poem *Piano and Drums*. We saw that a poem can be made to 'hang together' by means of logical connectors. Logical connectors are especially useful when it comes to constructing an **argument**. This week, we will look at how logical connectors can be used to construct an **argument** by referring to two examples in your prescribed literature. The first example is an extract taken from *Romeo and Juliet*.

Should Juliet drink the friar's sleeping potion or not?

We can find an excellent example of an argument in IV,iii,24-58. The background to this extract may be summarised as follows. In IV, i, 44-126, Juliet received from Friar Laurence the sleeping potion which will make her appear dead for forty-two hours. Now, two scenes later, night falls, and Juliet is alone in her room, about to drink the potion. At this point, she realises how scared she is of the potion's magic properties. Her entire monologue is really a **process of reasoning** around the question 'should I or should I not drink this potion?' Read Juliet's first argument **against** drinking the potion:



What if it be a poison....?

Extract a:

What if it be a poison which the Friar
Subtly hath ministered to have me dead,
Lest in this marriage he should be dishonoured
Because he married me *before* to Romeo?

Juliet quickly dismisses this argument by means of a counter-argument, in favour of drinking the Friar's potion:

Extract b:

I fear it is; and yet methinks it should not,
For he hath *still* been tried a holy man.

In the above two extracts, I have highlighted logical connectors in **bold**. Those words that have been emphasised in *italics* are **indicators of time**, which we also looked at last week. In order to get a better idea of **how** Juliet's argument has been constructed, try to answer the following questions.

Questions

1. (This question is a typical exam-type question. See if you can do it.) Here are synonyms and synonymous phrases for some of the highlighted words in the extracts. Find those words and write them down next to their synonyms.

- (a) in order to (extract a)
- (b) as a result of his fear that (extract a)
- (c) already (extract a)
- (d) and nevertheless (extract b)
- (e) always (extract b)

2. Last week you learnt that some logical connectors show **cause and effect relations**. That is, they join two ideas together by making the one idea into a cause, and the other idea into an effect. Which of the logical connectors in the above two extracts show **cause and effect relations**? (There are five.)

3. The cause and effect relation demonstrated by the connector **if** in line 24 may be described as follows. **If** always implies a **then**. That is, if the Friar has given Juliet a poison to drink, **then** he must have a wish to kill her. Thus, according to Juliet's logic, the Friar's wish to kill Juliet is the **cause** for his having given her poison. Briefly describe the cause and effect relations created by the other four connectors in Extract a.

4. Apart from **causal** connectors, we learnt about three other kinds of connectors last week. There is one kind of connector which simply **adds together** two ideas, and there is another kind which joins together **contradictory** ideas. In **extract b** there is a connector which is a combination of these two kinds of connectors. What is it?

5. Which two contradictory ideas does the word **yet** in line 28 join together?

Check your answers before you continue.

By answering these questions, you will have seen that the first few lines of Juliet's argument contain five cause and effect relations. Go through the rest of the speech by yourself and find the following connectors: **if; then; when; and; yet**. Ask yourself each time: 'Which two ideas does this connector join together?' and 'Does the connector join the ideas by simply adding them together? By creating a cause and effect relation? By joining contradictory ideas? By indicating time?' Notice also the following indicators of time in the speech: *before; ere (before); many hundred years; green (fresh); hours; early*.

For another example of an argument, let us take a brief look at John Donne's poem on p.160 of your anthology, **Death Be Not Proud**. Read the poem before you continue.

The reasons why death should not be proud

Donne's poem is an argument against the triumph of death. Donne addresses death directly by **personifying** it. Try to answer the following questions on the poem:

Questions

6. In the first two lines of the poem, the idea that death should not be proud contradicts the idea that many people have said that death is "mighty and dreadful." Donne joins these contradictory ideas together. Which word does he use to do this?

7. Quote the **first reason** given by Donne to express his opinion that death feels unjustifiably proud. Find the logical connector in the phrase.

8. In lines 3 and 4, Donne gives reasons for his opinion that

death should not be proud. Which logical connector shows us that the ideas in lines 3 and 4 are reasons for Donne's opinion?

Check your answers before continuing.

Words with more than one possible function

Often, words depend upon their context for their meaning. A word can fulfil different functions in different contexts. This is the case with the word **yet** in line 4 of Donne's poem. We saw above that the way in which Shakespeare used the word **yet** when he composed Juliet's speech, it functioned as a logical connector that joined two contradictory ideas together.

In Donne's poem, however, **yet** is only an indicator of time, and does not function as a logical connector. When Donne writes "nor yet canst thou kill me", the word "yet" indicates that up to this point in time death has not been able to kill him.

The word "but" in line 5 of the poem is another instance of a word whose meaning depends on its context. The word **but** is most often used as a logical connector that joins together two contradictory ideas. Juliet could have said: 'I fear that the potion is poisonous, **but** I believe that the Friar would not do such a thing.'

Donne has used the word in its old-fashioned or 'archaic' sense, according to which it means the same as **only**. Thus, the phrase "which but thy pictures be" means the same as **which are only your pictures**.

Answers

1. (a) to (b) Lest (c) before (d) and yet (e) still

2. if; to; Lest; Because; For

3. The connector **to** in line 25 is a shortened version of **in order to**. That is, the cause (reason) for the Friar having perhaps given Juliet poison, would be that he wishes to kill her. The word **Lest** in line 26 implies that the cause of the Friar's wishing to kill Juliet would be his fear of being dishonoured. The cause for the Friar's fear is indicated by the word **Because** in line 27: he is afraid because he has already married Juliet to Romeo, and is therefore not entitled to marry her to Paris. The word **For** in line 29 indicates that the reason for Juliet not really believing that Friar Laurence gave her a poison, is that he has always proven himself to be a holy man.

4. and yet

5. The idea that Juliet is afraid that the sleeping potion is a deadly poison, and the idea that she does not believe that it is a poison.

6. though

7. for, thou art not so

8. For - line 3

Cosas unwilling to meet DET again

THE Congress of South African Students (Cosas) is unwilling to have further meetings with the Department of Education and Training (DET) to discuss the education crisis.

Speaking to PUPILS' FORUM after Cosas officials met with the DET on Tuesday last week, David Serekwane, chairperson of Cosas in the southern Transvaal, said:

"As long as this department exists, the education crisis will remain unresolved. We have done our best to have discussions with them to normalise the situation, but to date, no progress has been made."

He said the department had tried to pressurise Cosas into making unrealistic con-

cessions at the meeting. Cosas' national council meets in Durban for three days this weekend to decide what action to take on the education crisis.

PUPILS' FORUM, in the meantime, has learned that last Tuesday's meeting between the Cosas delegation and DET officials ended in a "verbal war".

This happened after education and training minister Sam De Beer left the meeting.

It is alleged that DET director-general Dr Bernard Louw tried his best to force Cosas representatives into accepting unrealistic proposals.

Louw is said to have displayed newspaper reports where Cosas released state-

ments attacking the DET:

During the meeting, De Beer was asked to look into scrapping the recent increases in exam registration fees.

But, De Beer instead proposed to raise funds for those who could not afford the registration fees. ~~256~~ 52

He told the Cosas delegation that both teachers and parents' representative bodies (which he did not name) were consulted before the increases in registration fees were announced.

Serekwane said Cosas would not encourage students to pay the registration fees. Instead it would continue with its campaign to force the DET to abolish the "unnecessary charges".

New Nation
Learn it, Not for it
15/5/72

Cosas urges boycott over exam fee increase

By Phil Molefe
Education Reporter

(52)

The Soweto branch of the Congress of South African Students has called on Standard 10 pupils in the area to boycott the increased examination fees announced by the Department of Education and Training and only pay the old R54 fee.

Cosas branch secretary Enoch Morero also warned that the boycott might spread nationwide and could threaten preparations for this year's black matric examinations.

Mr Morero yesterday said Cosas would hold a national emergency meeting in Durban this weekend and the exam fee issue would top the agenda.

Cosas is protesting against an exam fee rise, from R54 to R66 for the school leaving certificate and R71 for the university exemption certificate exam, and the DET's decision to make two different exam fees.

"How are we expected to determine whether we will obtain university exemption or school leaving certificates even before we write exams?"

"As Cosas, we are opposed to this system of differentiation and increasing fees without consulting affected people," Mr Morero said.

He said Cosas wanted to make sure that 1992 marked the end of paying exam fees.

"We are going to embark on campaigns to ensure that exam fees are no longer paid."

DET spokesman Kim McEvilly said candidates would qualify to sit for exams only if they paid the required fee.

"If they pay R54 then they have not paid the fee and they

will not be able to write the examinations," Ms McEvilly said. She said the department was already subsidising more than half the exam fee.

A Soweto principal said some pupils were paying the old exam fee while others were paying the new exam fee.

"We are merely acting as cashiers. The ball is in the department's court to decide whether it will consider candidates who paid R54 eligible to sit for the exams," he said.

Registration for exams closes today.

The exam fee issue, which could not be resolved at a meeting between Cosas and DET officials this week, took a dramatic turn on Wednesday when a member of the student body allegedly told school principals to support the boycott — or "be met by the AK-47s".

Mr Morero denied that any of his members had threatened principals with AK-47s.

"We only urged the principals to accept R54 and not the new exam fee.

"There was no talk, at any stage, of using violence against the principals," he said.

STAR 8/5/92

Lesson in love for rivers

South 9/5-14/5/92
CLEAN UP our rivers — that was the message on the placards when 400 pupils from seven Athlone schools took to the streets last week.

They marched to promote awareness of ecological issues among the public and pupils. The march took them to the banks of the badly polluted Blomfield Canal in Athlone.

"The idea was to show children the effects of pollution on river systems," said Ms Penny Hartzburg, of Alexander Sinton High School.

The banks are a site for squatters whose homes have no sanitation. Domestic waste is also dumped there. Factories with their associated pollution surround the canal at one point. Pupils examined how pollutants flow into the Vygiekraal River, the Black River and ultimately into Table Bay.

The participating schools were Belgravia, Alexander Sinton, Alicedale, Belthorn, Habibia, St Raphael's and Sunnyside.



NO POLLUTION: Some of the 400 pupils who participated in the march to spread the "Green Gospel" in Athlone

SCHOOLS CHAOS OVER EXAM FEES

SOWETO schools were balanced on a knife-edge this week as pupils pressed demands for lower exam fees by expelling their principals.

The principals, who were forced to leave their posts on Tuesday, were allowed to return the next day, but the crisis remains unresolved.

The Congress of South African Students is demanding a matric exam fee of R54 instead of the Department of Education and Training's R66 for school-leaving certificates and R71 for matric exemptions.

St. Ives 10/5/92
By EZRA MANTINI (52)

"We are caught in a Catch 22 situation," said one principal, who did not want to be named.

"Cosas insists on one rate and the department on another. Threats come from both sides and we are caught in the crossfire."

Neither the education authorities nor the pupils look likely to back down.

In an attempt to resolve the conflict, principals are calling for a

crisis meeting with the ANC, PAC and Azapo at Thaba Jabula High School on Tuesday.

The decision to expel the principals this week was rescinded by Cosas at a heated meeting, during which the school heads threatened to walk out after allegedly being told to "accept the R54 or else face the AK-47s".

The issue of violence reared its head again on Thursday when an inspector's car was set alight by students citing the exam fee increase as the reason.

'Money owed' on behalf of children

Staff Reporter

BUSINESSMAN Mr Anthony van Wyk's project to educate Transvaal children in Cape Town has run into further problems with schools, a clothing outfitter, boarding houses and Spoornet demanding to be paid.

Last year Mr Van Wyk's scheme to bring 150 Transvaal children to the city for a stable education ran into problems with the pupils experiencing various accommodation and school registration problems.

In the latest development the owner of the

Ocean View Budget Lodge, Mr Malcolm Hang-er, said he had laid a complaint with the Muizenberg police against Mr Van Wyk for not paying R6 100 for the accommodation of 35 children earlier this year.

Last week staff at Mr Van Wyk's office said he was unavailable for comment on claims by Spoornet, the Ocean View Budget Lodge and the Cape Sands holiday accommodation operations that he owed them money.

Earlier, Mr Van Wyk denied that he was responsible for payments of the children's school fees or their uniforms, saying this was

the parents' responsibility and he was contractually bound only to provide accommodation.

However, staff at Simon's Town High School and St Owen's High School said Mr Van Wyk had led them to believe he was responsible for the payment of fees.

Simon's Town teacher Mrs Louisa Hall said Mr Van Wyk had promised staff at Simon's Town High School he would be paying the fees and would deliver the money the day after the meeting. He failed to do so.

Staff at Simon's Town High and St Owen's High said they were now dealing with the pupils' parents for payment of fees.

A clothing outfitter said Mr Van Wyk still owed money for school uniforms while the general manager of Cape Sands said he was still owed money for damage the pupils caused to his premises.

Spoornet spokeswoman Ms Yvette Olwage said the rail company was still waiting for Mr Van Wyk to pay them thousands of rands for accommodating more than 90 of his pupils at their Phillippi hostel last year.

CT 11/6/92

Award puts teacher on the map

Soweto
12/5/92
52

IN 1987 Reginald Motloun was one of 10 Tladi Technical High School pupils who passed matric.

"I was appalled that only 10 out of a class of 100 passed and decided to do something about it," he says.

As a result Motloun founded the Student Upliftment Programme - a project which provides extra weekend tuition for school pupils.

"At first I met with a lot of resistance and I think the community thought the project would be short-lived.

However, since winning Community Builder of the Year award, registration at the school has increased to 450 and many more voluntary tutors have joined us in our efforts to teach the students."

The first prize for Community Builder of the Year included R15 000 for the winning project.

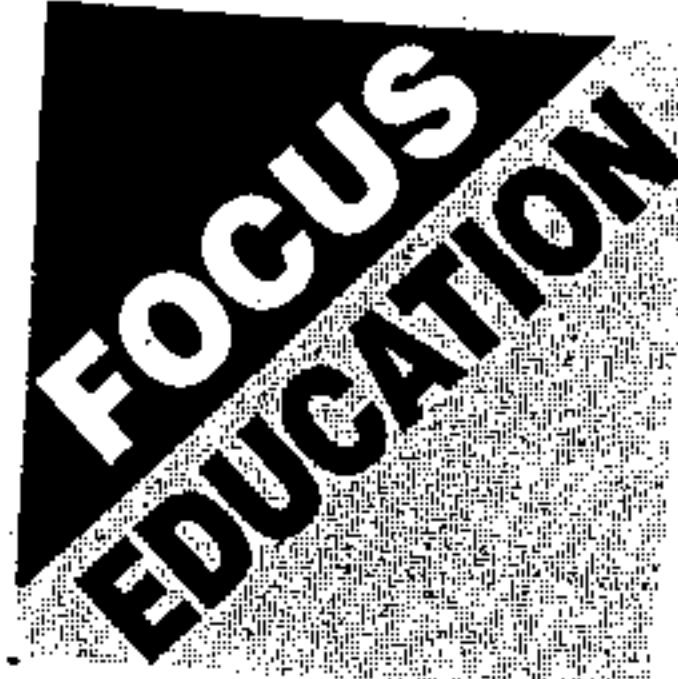
Reginald and his fellow tutors have put the money towards establishing and running an office and have rented a backyard room for this purpose.

They have also bought a desperately needed photocopier and typewriter. The new appliances are used to prepare lessons and tests for the pupils. Files and stationery complete the shopping list.

Reginald plans to invest his personal prize of R8 000 in a small business venture and claims he has been too busy to spend a cent of it so far.

The new-found support and status is not restricted to pupils and tutors.

Parents in the area have also offered their services and Reginald makes good use of their help in adminis-



tration and financial management duties which have increased along with the number of pupils.

"The commitment of the parents is a great breakthrough for the project. Up until last year, parents had little interest in the project and their lack of enthusiasm often disappointed the pupils.

This year the attitude is totally different and the project is thriving."

The news of Reginald's success has inspired others and this year similar student support projects have started at the Matubeng and Entokozweni Community centres.

"The media attention on our project has enhanced our relationship with the community. The pupils have greater confidence in us and the local people are more appreciative of our efforts," says Reginald.

"My advice for potential Community Builder nominees is to persevere with your project," he says.

"There will be times when your efforts will be hampered by problems and your task will seem enormous. If I had listened to my critics I would have given up in the first month.

"However, if you stick to your objectives you will eventually see the light at the end of the tunnel. So accept the challenge to build your community and you will be amazed at the results that a little bit of good can produce."

161 kids to Cape project fails

Staff Reporter

52

BUSINESSMAN Mr Anthony van Wyk is to abandon his project of educating Transvaal children in the Cape, saying the ill-will generated by the project is not worth its continuation. ET 12/6/92

Mr Van Wyk's scheme started last year with 150 children, but the scheme soon ran into problems with accommodation and school registration.

Yesterday, the Cape Times re-

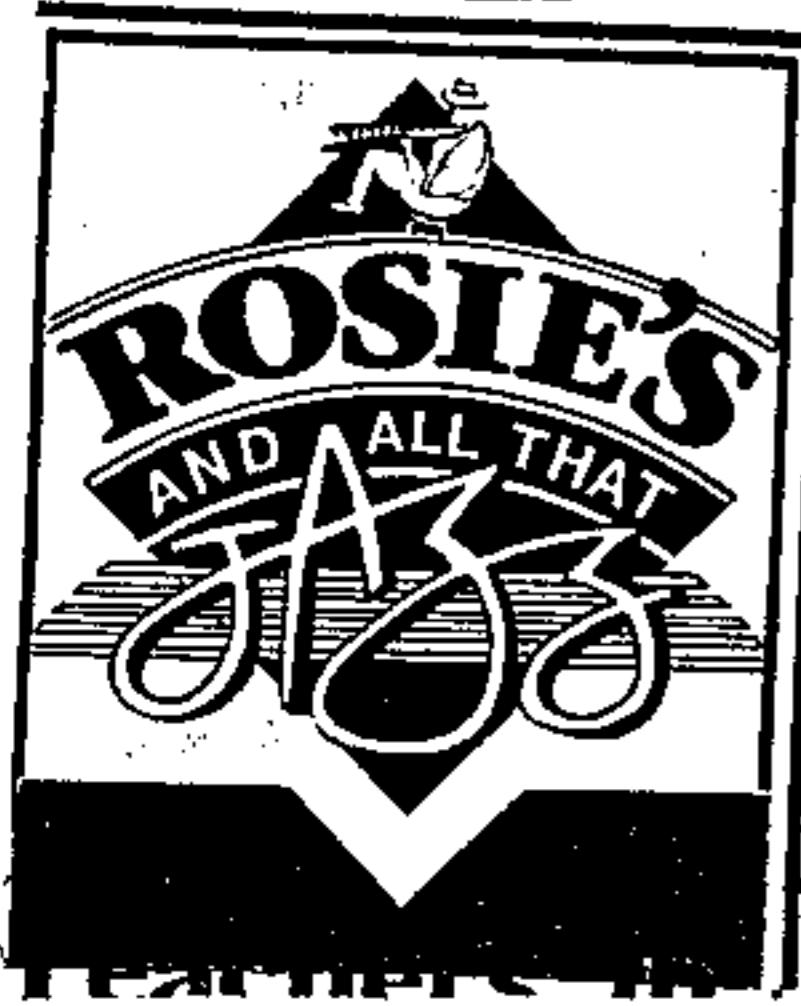
ported the project had run into further problems, with schools, a clothing outfitter, boarding houses and Spoornet demanding payment.

Mr Van Wyk said in a statement that most of the parents had not properly assessed their ability to pay for their children's education in the Cape.

He said those children whose parents had not paid would be returned to Johannesburg immediately, while the remaining chil-

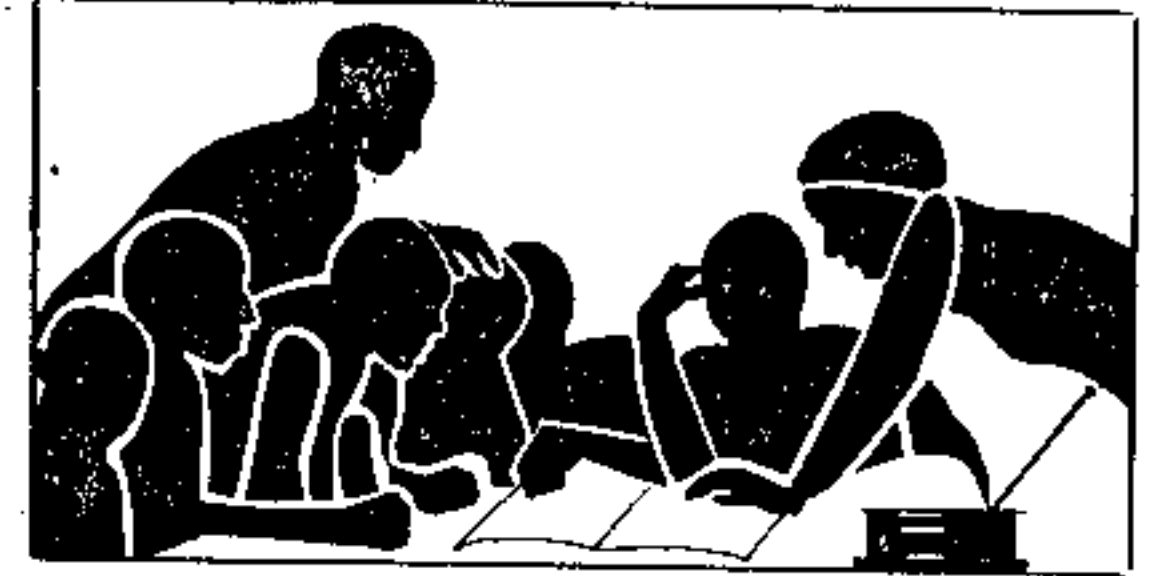
dren could decide where they wished to stay. "At most I can keep them until the end of the term, but I will definitely not be able to resume the project next term," he said in the statement.

Mr Van Wyk, who could not be reached for comment yesterday, did not refer in his statement to the number of children still involved in the project, nor who would be responsible for settling debts which run into thousands of rands.



fo:
So
su
J
bu
bo:

GROUPS



How to Read in Preparation for a Group Meeting

New Nation [Learning Nation] 15/5-21/5/92

In this article we make suggestions on how to read in preparation for a meeting. The diagram below shows you the steps involved in this process:

Reading

Before the meeting

1. Circulation of readings
2. Things you need
3. Skimming
4. Reading

At the meeting

1. Has everyone read ?
2. Get clarity on what you've read



What if I don't understand the article!

If you don't understand the article, read it again. This time as you read ask yourself these questions:

Who or What is the article about?

Who or what does the article deal with ?

If you have additional readings, skim through these to help give you a better understanding of the main article.

(b) Concepts in the article that are not understood.

Again, other members of the group who feel they understand the concept must try to explain it to the rest of the group. Sometimes it might be helpful to use a dictionary. However, you cannot always gauge the meaning of a concept by using a dictionary. Concepts have to be understood in the context in which they appear in the article. To explain the concepts, try to draw on your own experiences or use other examples in your explanation. You might also be able to use examples from other additional articles you have read.

Are you having problems with words and concepts?

If there are still problems in understanding words and concepts then you can try the following:

- (a) Refer to the other sources or readings you have brought along to the meeting.
- (b) Decide as a group that you need to consult someone or an organisation who might be able to help. People you could consult are other people you work with, other students, teachers, your shop steward or the education officer in your organisation.
- (c) Write, telephone or visit resource organisations or a library for assistance.

Reading before the meeting

Reading before the meeting is important to ensure that your group meetings are successful learning events. Reading before the meeting allows for greater and more active participation amongst members. Everyone will be in a position to make a contribution to the discussion even if it is simply to ask questions. If everyone has read before the meeting, the group has more time for thorough discussion and understanding of the topic.

Try and follow the steps below when you read an article:

1. Circulation of readings: The articles you decide to use must be circulated to all members of your group before the meeting takes place. If copies of readings are to be shared then proper arrangements have to be made to ensure that everyone has access to the readings.

Try to circulate any additional material you find before the meeting or bring it to the meeting. The meeting can decide to set aside time for this material to be read.

2. Things you need: Before you start your reading, make sure that you have all the readings you need as well as paper and a pen with which to make notes and a dictionary to check the meaning of words.

3. Skimming: First skim through the article. This means that you don't read the article thoroughly. Look at the headings, sub-headings, the introductory paragraph and conclusion to get an idea about the article.

4. Reading: After skimming through the article read it thoroughly. As you read through the article, you need to make notes on:

- a) Words you don't understand;
- b) Concepts that are unclear or difficult; and
- c) Questions and comments you want to raise at the meeting.

We have already stressed the importance of members coming to the meeting prepared. If some members are unprepared, the meeting might have to be cancelled. Remember that a cancelled meeting can mean a waste of money and valuable meeting time. A possible alternative to cancelling the meeting would be to have time set aside for reading put onto the agenda. However, we should also understand that sometimes there are valid reasons for members coming to the meeting unprepared. This must be discussed, understood and dealt with appropriately by the group as a whole.

At the meeting

If everyone has done their reading and comes to the meeting with notes, then the steps suggested here can be covered quickly. The time saved can be used for through discussion.

1. Check if everyone has read: The chairperson must check that everyone has tried to do the reading. If not everyone has been able to do the reading or many members had difficulty with the reading, the group must then decide on how to proceed with the meeting. Either create time to allow for a group reading at the meeting or set another meeting date. **If you decide to read as a group:**

You can decide to have one person reading the whole article or different members reading sections of the article. Those members who are listening must also try to make notes of difficult words, concepts, questions they want to ask or comments they want to make about the article.

2. Get Clarity: After members have read the articles, each person will have a different level of understanding. Group members need to share their understanding with each other. This is one way in which you can learn. This is the step at which you look at:

- (a) Words that are new and/or are difficult to understand. Group members should attempt to provide explanations. To get the meaning of some words, you can also make use of a dictionary.

Learning Nation has published articles on its Skills for Learning page on "Reading to Understand". You should look at these articles for ideas on improving your reading skills. Groups who want to get copies of these articles can send their request to Learning Nation, Box 11350 Johannesburg 2000

Some exciting books

about ordinary people

52

New Nation (Learning Nation) 15/51 - 21/5192

Books can make learning more exciting and can liven up

This moving story traces the events leading up to the massacre and provides deep insights into the history of Christianity and resistance in South Africa.

In our study of history at school we only learn about the lives of white leaders. We learn very little or nothing about black leaders, and we learn nothing about the role of *ordinary people* in South Africa's history.

Brewers, Beerhalls and Boycotts A History of Liquor in South Africa

This book traces this history from early industrial times to the present. It vividly illuminates both the making of industrial South Africa and the way in which working men and women have struggled to cope with hardships imposed on them.

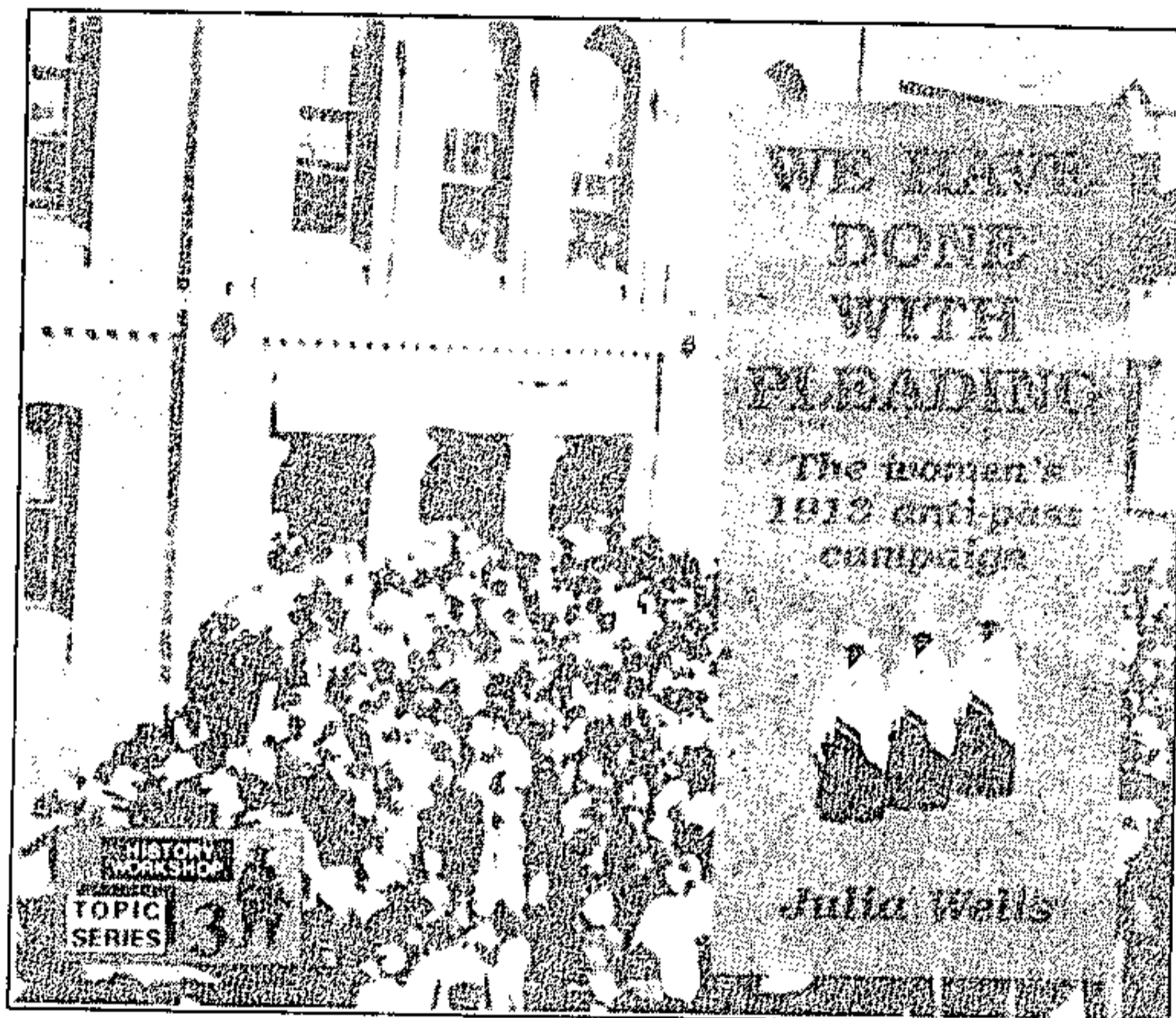
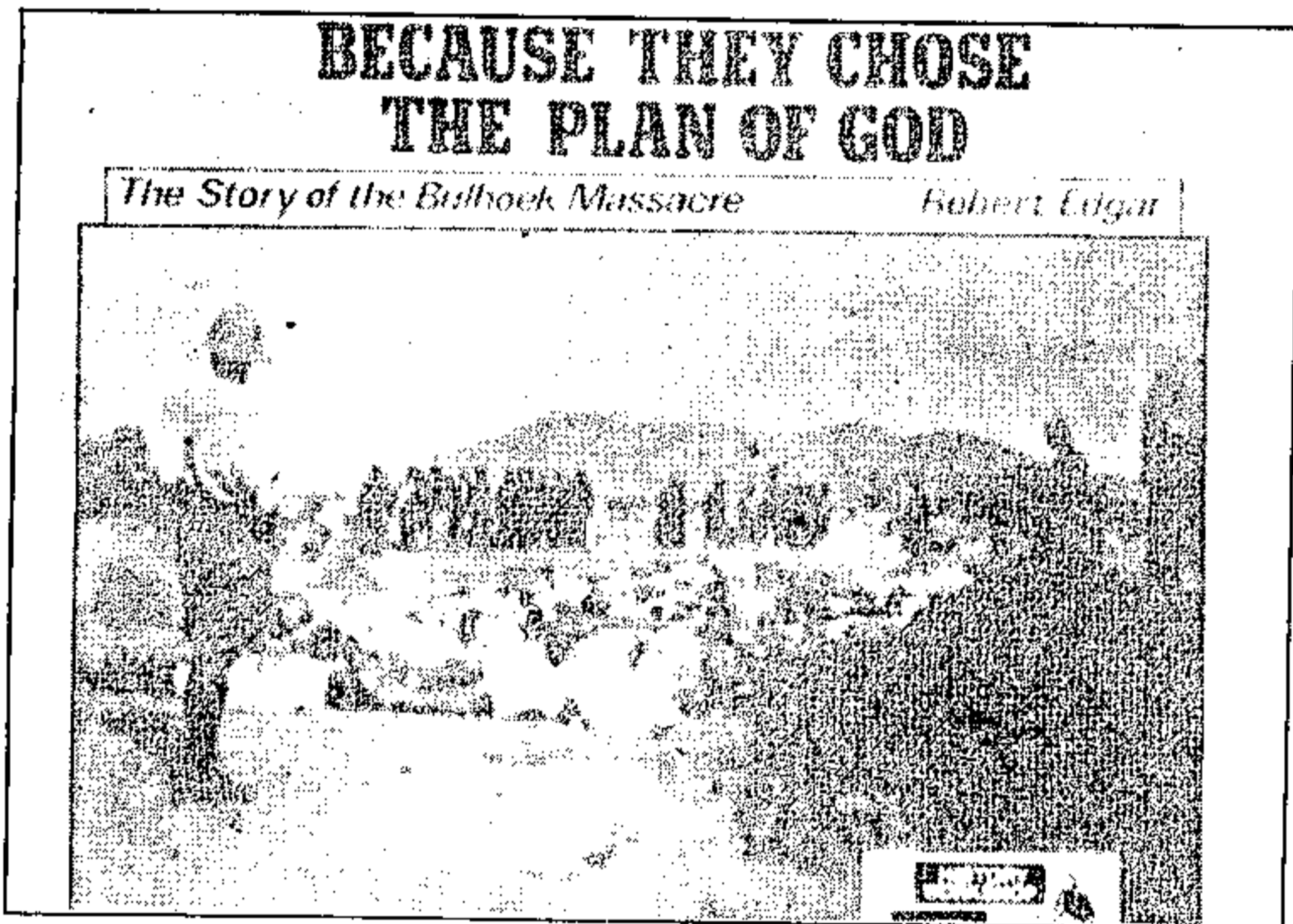
How can we learn about the role of ordinary people in our history?

The History Workshop of the University of the Witwatersrand tries to uncover the history of ordinary people. It also makes this exciting new historical research available to us through books which are well illustrated and written in a lively style.

'We can no longer tolerate our fathers' pay-packets being emptied on drink!' So said the Soweto Students' Representative Council during the Soweto Uprising in 1976.

The History Workshop has produced three books in their Topic Series: one book on the Bulhoek Massacre, one book on the history of liquor in South Africa and another book on the 1913 women's anti-pass campaign. Today we will look at a short summary of each of these three books.

Liquor has long been the centre of conflicts in South Africa. The authorities have tried to control the drinking of alcohol and to profit from it. Fierce black resistance to these attempts has often been rooted in the struggles over low wages and the harsh conditions of urban life.



Here is a short summary on each book:

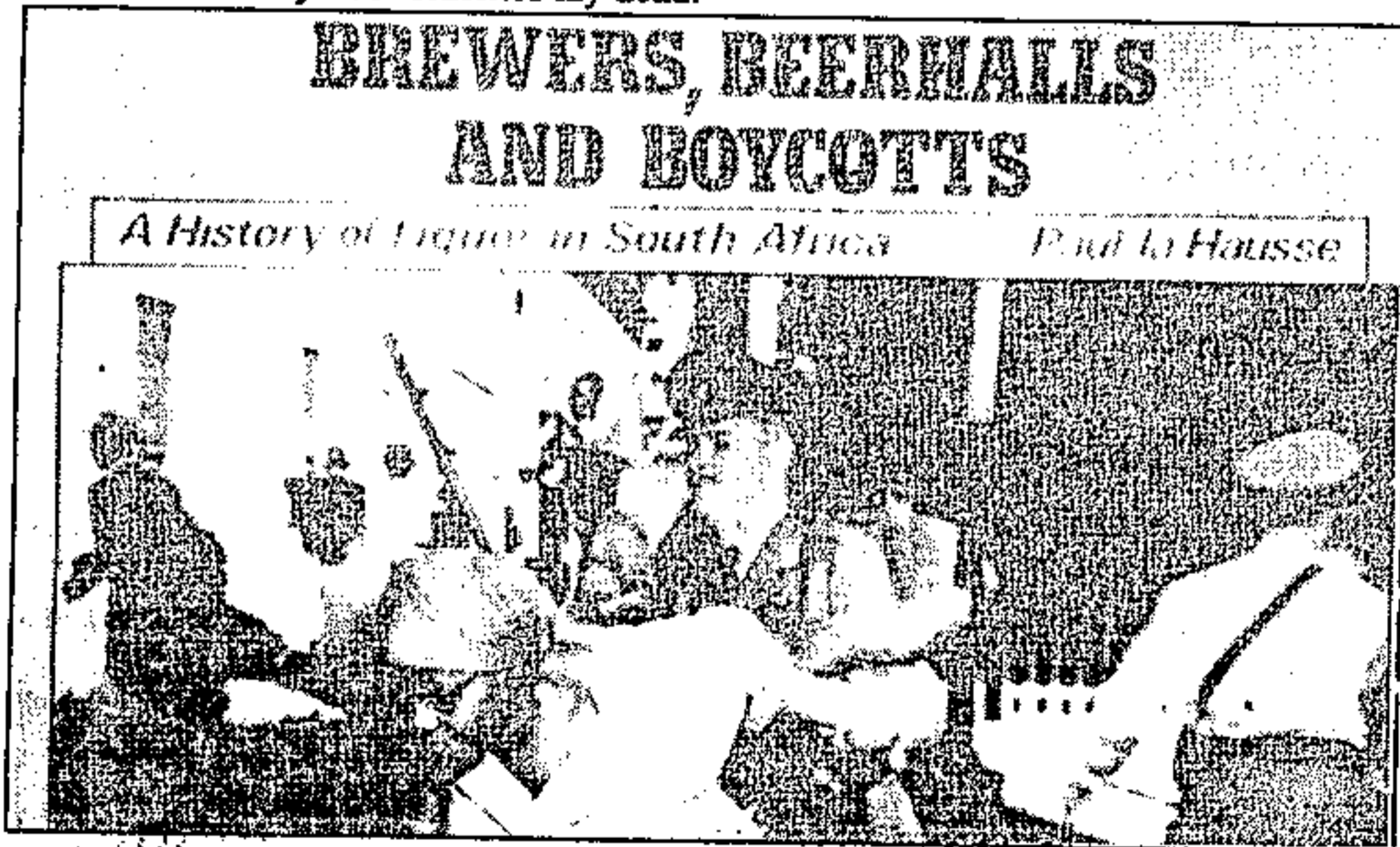
Because they chose the plan of God The Story of the Bulhoek Massacre

This book tells the story of the Bulhoek Massacre. In May 1921 the Israelites - a group of independent African Christians - defied a government order to leave their holy village Ntabelanga, near Queenstown in the Eastern Cape. A large force of policemen was sent in to force the people to move. They refused. On 24 May a battle broke out, and when it was over nearly 200 Israelites lay dead.

We have done with pleading The women's 1913 anti-pass campaign

This book gives the background to the women's anti-pass campaign and brings to life some of the people in the unusual events of that year. Anyone writing about women's actions in the past faces the problem of finding good sources about them. Existing records often leave out what women have done, because society sees women as subordinate to men and therefore as less important.

In May 1913 hundreds of women marched into Bloemfontein - they would tolerate no more - they would take a stand against the much-hated pass system for women. This was a time in history which saw women tearing up their residential permits, organising petitions, marching and singing through towns and brawling with the police.



The three books mentioned in this article cost about R10 each. They are published jointly by The History Workshop and Ravan Press. If you are unable to find these books in your local bookshop, you could write to
**The History Workshop,
The University of the Witwatersrand,
Johannesburg 2050.**

School's out for (52)

Vaal pupils in Cape

South 16/5-21/5/192

A CAPE businessman announced his intention earlier this week to close his accommodation and education scheme for pupils from the Transvaal, amid allegations of mismanagement and neglect.

Mr Anthony van Wyk was in the news last year when he undertook to bring the school pupils to the Cape, to accommodate them and supervise their schooling at "Oakwood College" for a fee of R1 300 per term.

"Oakwood College" does not exist, and the best he could do was to place them in government schools and offer them a questionable standard of education.

Earlier this year, he brought a second group of about 40 pupils to the city. Teachers and other adults have expressed concern that the pupils are suffering from neglect.

SOUTH has obtained a copy of the contract signed by Van Wyk and the parents. The preamble to the contract states that Oakwood

College "by virtue of the expenditure of time, effort and capital, has designed a student housing system which will offer students an environment conducive (sic) for further studies and the pursuance of educational ideals".

The contract makes repeated references to "the campus", "the institution's buildings", which imply that pupils were being educated on established premises. Regulations regarding visiting hours and lights-out times suggested pupils were supervised.

Instead, pupils were placed in temporary accommodation when they arrived, and had to move at least once since then. There were also allegations that pupils held drunken parties or wandered the streets at night.

"It seems as if Van Wyk had just copied the contract from Bishops' or another private boarding school" said one headmaster, who received a copy of the contract from an angry parent.



END OF THE ROAD: Mr Anthony van Wyk who is to close his education scheme for Transvaal pupils

Jomo lends a hand at Musi High

BY NOMVULA KHALO (S2)

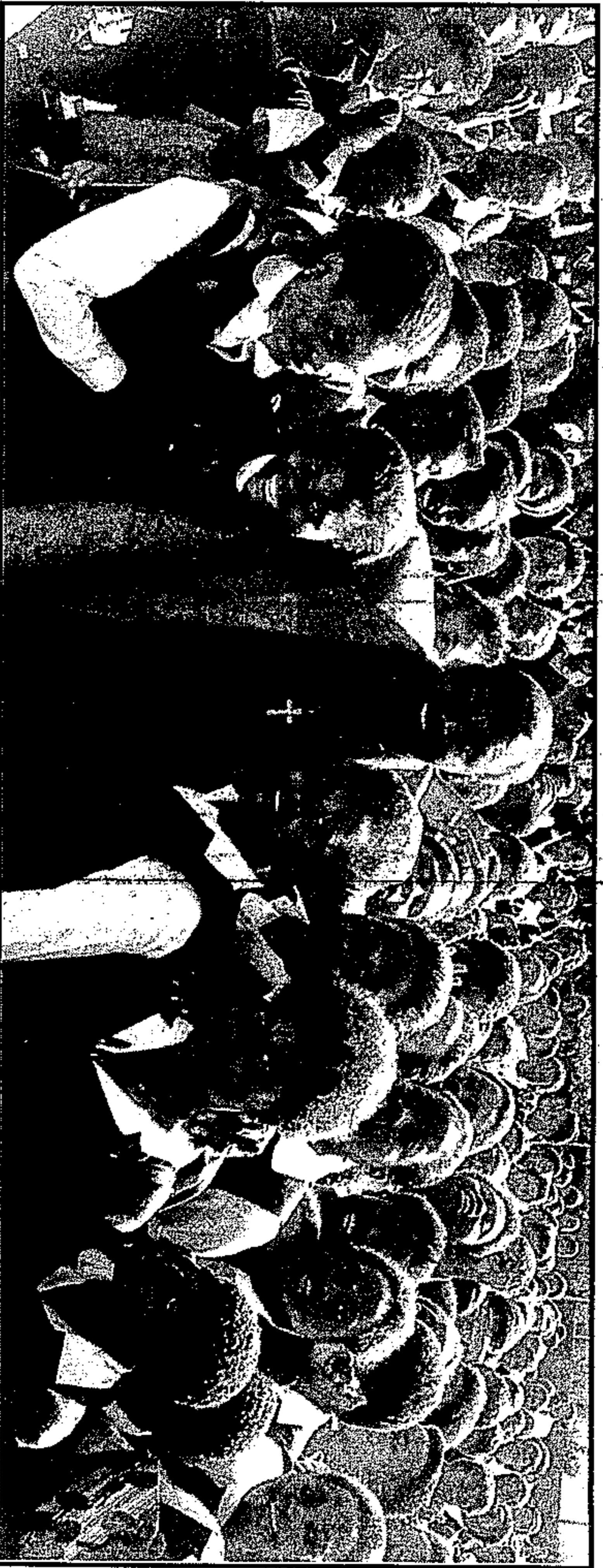
JOMO Sono this week proved that he is not only a soccer star and a businessman par excellence — he also has a heart of gold.

Sono has adopted Musi High School in Pimville Soweto where he repaired windows for the pupils ahead of cold winter days.

Speaking at the ceremony, Sono said: "When I was approached by the representative of the Soweto Glass Services I thought they needed me to assist the school in soccer." *CPN 17/5/92*

This is a joint project, called Window on Education, between Soweto Glass Services and City Press.

The principal of the school, Charles Mtshali, thanked Jomo Sono, City Press and the Soweto Glass Services for what they have done for the school.



STAR TURN . . . Jomo Sono gets acquainted with pupils at Musi High School.

■ Pic: ANDRIES MCINEKA



TRICKED . . . Emily Ntuli with son Charles who was lured to the bogus "luxury" school.

Parents conned for second time ^(S2)

City Press 17/5/92

A BOGUS scheme to get Transvaal parents to send their children to supposedly luxury Cape private schools has left dozens of pupils stranded in the Cape with no accommodation or schooling.

And this is the second year alleged conman Anthony van Wyk has tricked Transvaal parents. Last year Van Wyk conned 89 Transvaal parents into enrolling children in his "Funda College".

This year he changed the name to Oakwood College, temporarily opened offices in Jeppe, Johannesburg, and took an estimated R140 000 in fees.

Parents have now discovered Oakwood College does not exist and that Van Wyk's promises were lies.

Soweto mother Emily Ntuli paid R3 500 for son Charles to enrol with Oakwood for two subjects to supplement his matric. "Van Wyk promised us all the luxuries you would expect from a private boarding school, but we discovered the kids were living in holiday flats and moved every few days because Van Wyk did not pay the bills," Ntuli said.

Charles enrolled for history at Harward College in Claremont, but was never taken for Afrikaans. Harward spokesperson Michelle Liberty told City Press the pupils were asked to leave after six weeks because Van Wyk failed to pay school fees.

One hotel owner has also laid charges of fraud against Van Wyk with the Muizenberg police. He allegedly stopped payment of a cheque for R9 000 to cover accommodation costs for pupils.

City Press has forwarded complaints from parents to the police to add to the fraud charges.

The group of parents allegedly defrauded by Van Wyk last year is in the process of suing him. He lured their children to Cape Town with the same promises, but put them up in a railways hostel and enrolled them in government schools.

Chaos likely as Soweto class ^(S2) boycott hots up

Soweto 20/5/92

CHAOS is expected to continue at Soweto high schools today after the Congress of South African Students called for a three-day class boycott to protest against the increase in matric examination fees.

The boycott call came days after the Department of Education and Training announced that matric pupils at about 35 high schools in the Johannesburg region would not write the 1992 final examination because they had missed the deadline.

Soweto pupils are expected to gather at various venues today to be briefed about Cosas' protest action.

DET director-general Dr Bernhard Louw said yesterday that pupils who failed to pay the full registration fee or delayed submitting their entry forms would forfeit their right to sit for this year's examination in November.

Cosas is protesting against the examination registration fee increase from R54 to R66 for those not writing the university entrance exams and R71 for those wanting to qualify for university entrance.

Police out in force as Soweto youths riot

6/15/92 215792

STEPHANE BOTHEMA

THE SAP's Internal Stability Unit was deployed at full strength in Soweto yesterday when thousands of rioting youths ran amuck for the second day, setting a security guard alight and stoning vehicles.

A school boycott which started this week resulted in full-scale rioting with groups of youths rampaging through township streets, stoning and petrol-bombing buildings and vehicles.

Pupils embarked on the boycott in protest at a Department of Education and Training decision to increase matric exam fees. A DET spokesman yesterday confirmed there was an almost 100% stayaway from Soweto schools, but said he

could not give reasons.

Police expressed fears yesterday that a two-day stayaway called for by the SA Democratic Teachers Union (Sadtu), starting today, could worsen the already explosive situation in Soweto.

Sadtu has launched the boycott to support its bid for recognition by the DET.

Soweto police spokesman Capt Joseph Ngobeni said rubber bullets and teargas were used yesterday to disperse crowds of pupils who took to the streets in the suburbs of Killarney, Pimville, Diepkloof, Meadowlands, Moroka and Jabulani.

He said that at 11.15am yesterday a group of youths attacked an unidentified security guard in Killarney. The man was robbed of his firearm before being set alight. Police doused the flames and rushed him to hospital, but he was certified dead on arrival. The vehicle the man was escorting was also set ablaze, he said.

By late yesterday afternoon, most of the youths had dispersed, but some groups were still roaming the township, he said. The situation was being closely monitored by the police. No arrests were made.

Sapa reports that SA Council of Churches general secretary the Rev Frank

To Page 2

Soweto 10/04/92 215792

Chikane has criticised the behaviour of Soweto students who ambushed a petrol tanker on Tuesday. The tanker was destroyed and its driver seriously burnt.

"I call on students to act responsibly in their efforts to address their grievances," Chikane said. Meanwhile, police headquarters yesterday

52

From Page 1

day reported only one death during unrest-related incidents on Tuesday. A man was reportedly shot dead in Dobsonville, Soweto, after firing on the police.

Youths also stoned members of the police and set a house alight at the Ratanda single-sex hostel in Heidelberg.

WE CAN DO IT

Tladi Tech bid to pick up pieces

Sowetan
21/5/92

(52)

The committee established to monitor whether pupils are being taught at Tladi Tech swung into action this week. At last, it looks like there is a glimmer of hope for the troubled school, reports PHANGISILE MTSHALI.

THE Tladi Technical High School Monitoring Committee this week swung into action in an attempt to pick up the pieces and normalise schooling at the institution.

Members of the committee and parents have from Monday kept the school under surveillance - trying to unravel the cause of lack of effective tuition.

They have met with Tladi Tech teachers and tried to whip up parental involvement since their nomination a month ago.

The committee also met with the DET's Johannesburg Regional Director, Mr Richard Motau, to discuss repairs, provision of material and teachers to the school.

Motau said they had agreed that as soon as the committee identified urgent needs his office would ensure they were addressed immediately.

In a meeting with teachers, committee member Father Emmanuel la Fonte said: "Our main aim is to see proper tuition going on as we continue tackling all other problems.

"This is a fact-finding mission which aims to correct the breakdown of education. We will look at how the teachers, the pupils, the principal and the administrative staff contributed to the breakdown.

"This is a call for co-operation and we hope there will be a positive working relationship between the committee and the school community."

Lack of teaching material, a shortage of furniture, teachers, books and the horrible state of the building still remain the stumbling block to proper education.



Members of the Monitoring Committee share a joke after one of their planning sessions. They are, from left, Mr David Maepa, Mr Mxolisi Nkosi, Mr Phillip Moloko, Mr Moloko Bolibe, Mr Ishmael Mkhabela, Mr Moses Machogo and Father Emmanuel la Fonte.

What the Monitoring Committee aims at:

- Practical implementation of the most urgent and feasible resolution 29 taken at Ipelegeng in March to revive the culture of education.
- Getting to the bottom of Tladi Tech's problems and possibly finding solutions.
- To monitor punctuality and period honouring by both teachers and pupils.
- Engage the DET into providing essentials to the school.
- Facilitate parental involvement.

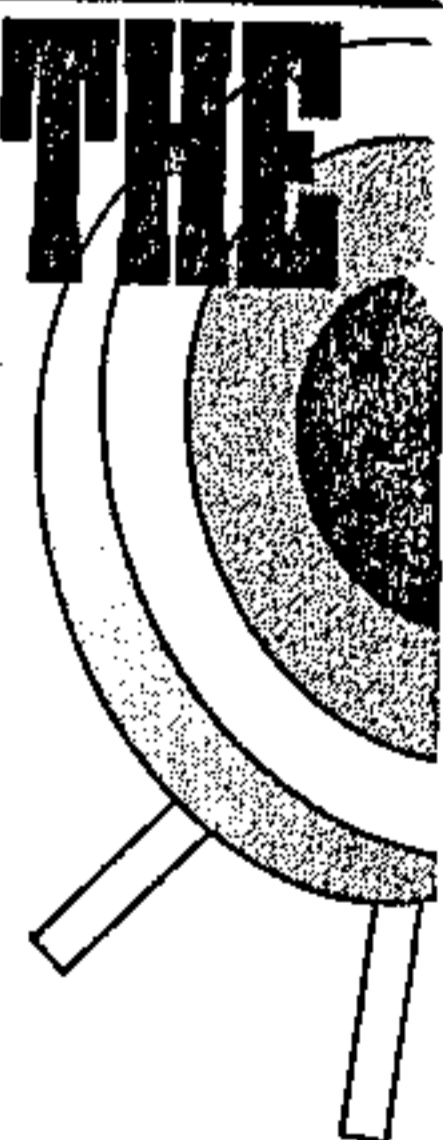
IT NEVER LETS YOU DOWN

Boost your vitality with High Rise - The potent strength Ginseng capsule that keeps you on top.
BEWARE OF IMITATIONS!



HIGH RISE

The ultimate formula



Phone 087-30

Death, mayhem as children rampage

A MAN was set alight and later died yesterday during a day of rampaging by Soweto schoolchildren in which they stoned cars and clashed with police.

It is not known who was responsible for the man's death. Soweto police spokesman Lieutenant-

By PHANGSILE MTSHALI

Colonel Tienie Halgryn said the man, believed to be a security guard, was attacked in Killarney before being set alight.

His car was burnt and police found him barely alive and still burning. They doused the flames but

he died on the way to hospital.

Schools were deserted early yesterday as a group of pupils allegedly went from school to school urging pupils to leave classes.

Yesterday's chaos followed a call by the Soweto branch of the Congress of South African Students for a three-day boycott to protest against "expensive"

matric examination fees.

Halgryn said there were sporadic stoning incidents around Soweto from early morning when groups of pupils formed at street corners and stoned police and private cars.

Members of the SAP's Internal Stability Unit used teargas and rubber bullets to disperse some of the groups.

However, gangs of pupils still roamed the streets in Pinville, Diepkloof, Meadowlands, Moroka, Jabulani and Orlando.

The Department of Training's chief director for the Johannesburg region, Mr Richard Molau, said yesterday attendances were irregular with many schools being disrupted between 8am and 11.30am.

Soweto 21/5/92



52

Soweto crisis for Cosas as youths erupt

will mail 22/5 - 28/5/92.
By PHILIPPA GARRISON

(S2)
THE Congress of South African Students (Cosas) held a crisis meeting with its Soweto branch yesterday to find ways of ending the recent flare-up of violence prompted by students boycotting classes.

In a frightening echo of the mid-1980s violence, and even the 1976 uprising, frustrated youth living amidst worsening poverty, violence and disruption of family life have found an issue around which to mobilise — increased exam fees — and are venting their anger on indiscriminate targets.

According to police reports, the situation in parts of Soweto, particularly Meadowlands, Killarney, Diepkloof and Orlando, is "very volatile", with groups of young students stoning and setting alight delivery vehicles.

In the latest incidents a 16-year-old boy was shot dead outside the Meadowlands hostel and three people were injured in their home nearby when a man opened fire on them with a pistol.

By midday yesterday three vehicles had been set alight and a bus stoned and damaged.

Earlier this week youths attacked and set alight a security guard in Killarney, who later died. Four houses went up in flames on Tuesday when a petrol tanker veered out of control and crashed after being stoned by youths. The driver was seriously injured.

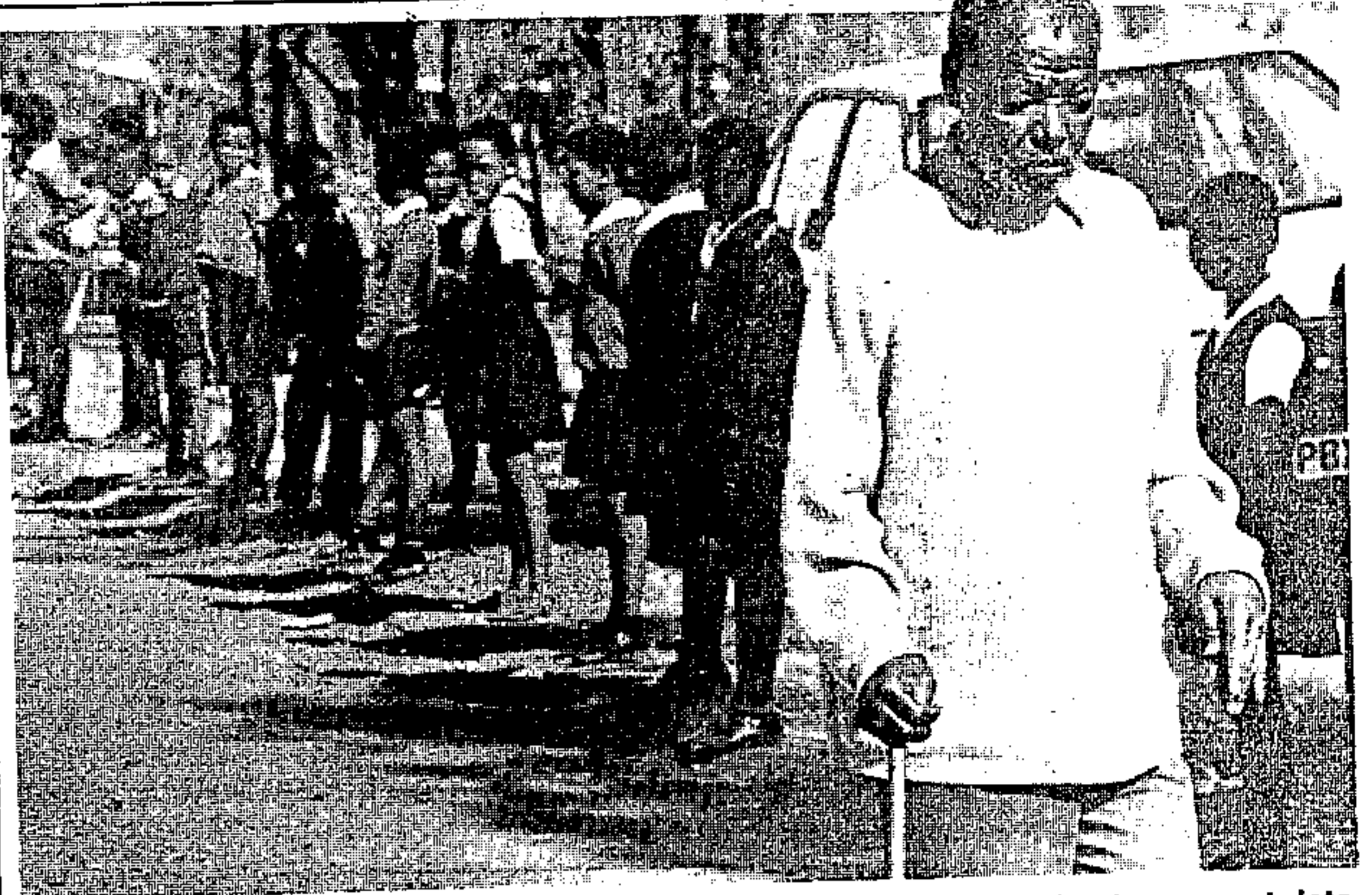
Most Soweto students are boycotting schools in solidarity with a two-day stayaway called by the South African Democratic Teachers Union (Sadtu).

The students are also protesting against the Department of Education and Training's decision to increase exam fees and the arrest last week of students who staged a sit-in at the DET's Braamfontein offices. In addition, they are voicing general grievances about inadequate schooling conditions like overcrowding and lack of textbooks.

Cosas national organiser Frank Namohapi said his organisation was worried that the unrest would spread to other townships. "Students are going to lose their lives. We are calling on them not to take part in violence."

He blamed the DET for its "arrogance" and lack of consultation with parents and students in increasing exam fees.

"We don't want Cosas to be responsible for this violence," said Namohapi, adding that students may be called on to return to schools.



Generation gap ... an old man passes a row of schoolchildren waiting to congratulate ANC leader Walter Sisulu who turned 80 on Monday
Photo: GUY ADAMS

Jomo Cosmos reach out to Soweto schools

By REVELATION NTOULA

THE social responsibility arm of Jomo Midas Cosmos has again reached out to the needs of black schoolchildren who otherwise would be exposed to the biting winter cold now gripping the country.

The soccer team has offered to join hands with the City Press-Soweto Glass Services campaign in an effort to replace broken window panes in PWV schools.

Jomo Midas Cosmos, which recently carried the costs of replacing panes at the Pimville High School in Soweto, is now pledged to donate proceeds from their masters' games towards the City Press Window on Education Project.

"I think it is our responsibility and that of others to get involved with the community in trying to make the schools better places of learning," said the club's public relations officer, Seth Twala.

"We must plough back into black communities at least some of our profits," Twala added.

The City Press Window on Education Campaign was launched as a result of numerous requests from school principals asking for some Good Samaritan to adopt their school with a view to at least replacing broken

panes - some of which have been broken for over 20 years.

Of the 260 schools in Soweto alone, each has an average of about 120 broken panes.

A typical example is Progress High School in Pimville, Soweto, where all 1 200 panes need replacement.

Community involvement in the project, says Soweto Glass Services manager Edwin Rangaza, has an element of making children feel closer to their schools - and the respect for the institution that goes with that.

"For instance, when a local businessman gets involved, the kids attach more value to his effort, rather than entertaining the feeling of 'why worry... after all this is government or DET property'," Rangaza said.

To date, the following concerns have each adopted a Soweto school:

- Kupane Funerals - Diwawana School;
- City Funeral Directors - Fontanus High School;
- Mageza Funeral Directors - Mawila Primary School; and
- Jomo Midas Cosmos - Pimville High School.

Offers to get involved in the project may be communicated to City Press at (011) 402-1632, or to Soweto Glass Services at (011) 988-7902.

Fee protest prompts chaos

By MOSES MAMAILA (52)

WHAT started as a protest against an increase in matric exam fees has descended into hooliganism as Soweto pupils continue to burn, hijack and stone vehicles.

While some of the pupils couch their actions in crude political terms, describing the targets as "white-owned", others attack vehicles indiscriminately - for the "fun" of it.

The attacks were initiated by pupils protesting a R17 increase in fees from R54 to R71.

The Soweto branch of the Congress of South African Students has called on pupils to engage the authorities in mass action.

CIP/MS 24/5/92
Cosas president Moses Maseko said: "We condemn these acts of thuggery in the strongest possible terms."

Maseko said his organisation wanted its members to picket at the Department of Education and Training - and not to get involved in criminal acts.

He denied that Cosas members were among the hooligans.

Azanian Student Movement acting secretary general Palesa Rachidi said Azasm believed the hooliganism was abhorrent.

"Looting and hijacking of trucks, including those owned by the oppressed community, can never be justified. Anger should never be directed to our people in the townships," she added.

Several vehicles were burnt this week by rampaging youths.

Police spokesman Captain Joseph Ngobeni confirmed that police fired teargas to disperse youths who were stoning motorcars.

Although incidents of violence had been reported in many Soweto townships, Diepkloof, Meadowlands and Pimville were the most affected areas.

Several houses were seriously damaged when a petrol tanker exploded into flames after being stoned by youths in Diepkloof early this week.

Bakery trucks and other delivery vehicles, including beer haulers, were also robbed by youths.

STAR 27/5/92

Matric exam battle

Soweto pupils who missed the May 8 closing date to enter for the national matriculation examination are now battling to get their belated entries accepted, a spokesman for the Department of Education and Training said yesterday.

(S2)

He said the pupils had agreed to pay the R71 registration fee after a great deal of deliberation with DET officials, but this decision had come too late. — Sapa.

Final warning for Minister

Sowetan 29/5/92

52

By PHANGISILE MTSALI

PARENTS in Dobsonville yesterday threatened to lead a march of pupils on the Forte school unless the the Minister of Education and Training removed hostel dwellers squatting there.

The Minister, Mr Sam de Beer, allegedly promised to move the inmates on Tuesday during his secret fact-finding visit to high schools affected by violence.

Parents were attending a meeting to discuss the plight of more than 4 000 Soweto pupils roaming the streets after violence disrupted their education.

The meeting was called by the Dobsonville-Meadowlands Crisis Committee, which was formed to look into the problem of schools disturbed by the violence.

They are Forte in

Dobsonville, Veritas in Meadowlands and Anchor in Mzimhlophe.

Veritas and its neighbouring primary schools, Dzata and Tshumetso, closed on May 15.

This was after attackers, allegedly from Dube Hostel, injured one pupil when they invaded the schools.

Veritas pupils are expected to platoon at KwaMahlobo High in Zone 10, Meadowlands, from Monday.

Forte closed on April 22 after seven months of irregular schooling due to violence around the hostel. One pupil was hospitalised while three staff members dodged bullets as they tried to protect pupils, parents

were told.

A crisis committee spokesman said De Beer agreed that Forte could only be re-opened after the removal of the squatters.

Currently, Forte's 1 240 pupils are platooning for two hours every afternoon at three primaries.

"High school pupils need at least six hours of tuition to be able to make it," the committee spokesman said.

Forte's closure has also led to the disruption of the three schools they use in the afternoon.

Anchor was the first school to close.

Its pupils now attend at Altem in Orlando East.

Fun, frenzy, fireworks in the laboratory

Sowetan 29/5/92

(52)

THE benchtops were crowded with chemical and electronic equipment but this was not your run-of-the-mill school science laboratory.

On one of the tables Dr Zac Varkey took out a R20 note, dipped it in an ethanol-and-water solution and set it alight. It burst into flames but did not burn.

I was in the laboratory at St Luke's Senior College, Kyalami, Johannesburg, where chemistry master Varkey, disgusted with South Africa's down-playing of science, had launched the National Chemistry Week and turned his laboratory into a frenzy of fireworks and science magic.

A few metres away another group of chemistry pupils simulated a volcano by lighting a mould of am-

By PHANGISILE
MTSHALI

monium dichromate with magnesium ribbon. The volcano roared and spat lava.

A boy made sodawater from plain drinking water to the delight of his thirsty schoolmates. Others generated electricity from fruit, water and vegetables and froze a leaf so that it shattered like glass when thrown on the floor.

Right across the door the electronic pupils fiddled with their radio receivers, radio alarms and fire signals. But on the way to the electronic table you pass the smoking doll.

Before long I was convinced that science, specifically chemistry, was fun and easy to master if you were willing and had a good teacher.

St Luke's is one of the three colleges under the Leadership Education and Advancement Foundation.

It and its sister college, All Saints, enabled pupils from disadvantaged backgrounds to become the best pupils the country could have.

It admits only Standard 9 and 10 pupils.

Last year Leaf colleges notched a 95 percent pass in the Joint Matriculation Board examinations. About 80 percent of the pupils passed with exemptions.

In past years Leaf college pupils have also excelled in Science Olympiads always securing a place in the top 100.

Last year one of Leaf's pupils attended the 27th International Youth Science Fortnight in London.

DN

By RAY NXUMALO

HOSTELS have long been regarded as a source of violence but they are now becoming a threat to education, judging by the number of schools near hostels that are forced to close down.

Attendance at three high schools in Soweto has ceased. When confrontation between Meadowlands residents and hostel dwellers at the nearby Mzimhlope hostel began about three months ago, education at Anchor High School was disturbed. Fearing for their safety, pupils stopped going to school.

Forte High School followed suit, after running battles between Dobsonville hostel dwellers and township residents threatened to spill into the school last month.

"The schools are officially not closed," a Department of Education and Training (DET) spokesman told *The Weekly Mail*.

Fears of hostel violence drive pupils from schools

"Several primary schools are presently on the 'platoon system'. Pupils at various primary schools get taught half-day to make way for their older brothers and sisters to come in later in the afternoon," the spokesman said.

Not only have pupils lost their schools but they have been scattered throughout the township. After recent clashes between Dube hostel dwellers and residents, Veritas High School is also looking for alternative accommodation.

The DET has established a working committee which will look into ways of helping children learn. "Anchor has been closed for more

around hostels at risk, but also students are exposed to the most trying hardships," said Mashahe.

He said the police should be able to protect pupils when they go to school but conceded that "we don't have an efficient police force".

This latest trend has resulted in a shift in the ANC's demand to convert hostels into family units.

"That seems to have failed and we now demand the closure of these hostels," he said, citing hostels as the main source of conflict.

Despite the difficulties, Thutolore High School in Meadowlands' Zone One — the heart of the battlefield — soldiers on.

"We try to stay open most of the time but when there are gunshots around the houses nearby, we dismiss school," principal Johannes Ledwaba said.

See PAGE 23

29/5-4/6/92

2



Call for more discipline

THE Azanian Students Movement at the weekend called for discipline in black schools. *Sowetan 11/6/92*

It slammed teachers for staging protests that disrupted classes and declared the Government was orchestrating a campaign to deny blacks education. (52)

"It disturbs to think that on the eve of our liberation we shall be forced by our lack of basic literary skills to call on our present oppressors to run Azania on our behalf," Azasm president Andile Mngxitama said in a speech at the organisation's congress in Johannesburg on Saturday.

He accused the authorities of increasing fees for matriculation exemption certificate to bar black students from advancing in their education.

"We know who are those who will not be able to afford this - black students,"

Mngxitama told the two-day conference.

The student leader apparently questioned last week's two-day protests by members of the SA Democratic Teachers Union. Reports said schools came to a standstill in some townships.

"While we don't dispute that teachers have every right to collectively bargain for the amelioration of their conditions, we shall continue to find fault with strategies which disregard their obligation to the black child," Mngxitama said.

Top community leader Dr Nthato Motlana last week bemoaned indiscipline in black schools and in effect called on political leaders to intervene to normalise the situation.

"We have a duty as an organisation to inculcate the lost sense of discipline and the culture of learning in black students," Mngxitama said. - *Sapa*.

Pupils, staff 'disillusioned'

Staff Reporter (52)

PUPILS and staff at the Ikamvalethu Finishing School in Langa say they are disillusioned with the Department of Education and Training (DET) for not giving them enough educational equipment and teachers.

At a press conference held recently at Langa Comprehensive High School, which Ikamvalethu uses in the afternoon, the teachers said the DET had promised to make more grants available for more teachers by April this year, but this had not happened.

The school claims to have only 11 teachers, two of whom are "unrecog-

nised" by the DET, and 920 matric repeaters and other pupils.

A spokeswoman for the school, Mrs B Mdingi, said the DET earlier employed a commercial-subjects teacher, but later insisted the teacher should not work full-time.

The school has complained about non-payment of its secretary and delay in providing a separate building.

The DET said construction of a new building had been approved but because of a backlog in classrooms it would take some time to materialise.

No further full-time teachers nor a clerk could be employed because the DET had exhausted its 1992 grants.

Violence disrupts process of learning

DET pupils have not prepared for the examinations

(52)

Sowetan 4/6/92

By PHANGISILE MTSALI

IT is a matter of days before the Department of Education and Training pupils sit for their half-yearly examination.

Some schools have already started. But how much preparation did the pupils get?

In the first week of June, pupils in Soweto were still loitering the streets at 11 am while few battled with their studies at community libraries.

Some schools closed at lunchtime.

Township violence and the DET's inefficiency also disrupted the smooth running of schools in almost all Reef townships.

At least 20 schools had to be closed, 16 of them by the DET.

Three Soweto high schools are squatting in neighbouring schools because of violence in their areas.

In Alexandra, schools stopped for two weeks as the senseless carnage gripped the community. Some displaced children are still roaming the streets.

In the East Rand, five high schools were off for weeks after a group of Pan Africanist Congress' youth renegades waged a war against white teachers.

Those 17 white teachers have not yet been replaced.

In Pretoria, J Kekana High of Mamelodi was frequently disturbed while Tiyelela Secondary of Soshanguve closed for several weeks.

As parents accepted advice and showed interest in children's education, questioning principals and demanding financial books, the school's doors were closed on their faces.

The DET again closed Moruta-Thuto Primary School and threatened to close another school in Soweto.

The shortage of teachers, material and overcrowding were also blamed for the lack of signs of effective learning and teaching.

Pupils organisations continued to call meetings during school hours, leading to the loss of days in educational time.

In May, they called an impromptu three-day stay away because of examination fees.

The South African Democratic Teachers Union also called a two-day mass action: education came to a standstill in black schools while its members teaching other population groups picketed before

school time and held demonstrations and marches after school.

Three high schools in Soweto are closed because of violence.

Anchor closed three weeks before the end of the first term, leaving 1300 pupils stranded after two months of irregular attendance.

Forte was closed on April 22. Some of its 1240 pupils have been getting 10 hours of education a week instead of the required 30.

Veritas was closed on May 15 and its 1072 pupils stayed home for two weeks before they started learning 2 hours a day at a neighbouring school.

KwaDukathole, Fumanani, Jabulile, Ntombizodwa and Mfundo-Khuphuka high schools in the East Rand were also disrupted.

At Duduza, schooling was disrupted when parents fought over the creation of another high school without a building.

Recently, Sowetan received a passionate letter from a Soweto pupil to his peers.

The important message could be lost because he could not communicate - a problem to be faced by more than half DET pupils as they sit for their examinations.

Gaylord Motaung (27), a matric pupil at a Vaal school, said he was not ready and did not even know when he was supposed to write.

"First we had six weeks of class boycotts demanding the dismissal of a certain teacher. After that the violence started and kept many pupils from schools. Then there was mass action by teachers and pupils and



Themba Mokoena blames political violence.



Kenneth Maditsi is not ready for the tests.

the violence is still going on."

Themba Mokoena (22) from Tokela High in Evaton is also not ready. He blamed political violence and thugs, whom he said attacked pupils in school premises.

"Teachers and pupils are afraid to come to school," he said. "There

are a number of school children who have been kidnapped, frequently there are gunshots could be heard inside the school yards."

Kenneth Maditsi is also not ready for his half-yearly examinations because there was no normal education in his township. He also blames it to violence.

"Dear Sir,
Respect is needed at school.
I appeal to all student of Khutsong to have respect. If you give your teacher respect, you'll pass at the end of the year. Some pupils smoking at classes instead of reading you'll hear singing. They don't attend classes regular, at the end of the year they want to pass. Nothing like that."

A letter from a pupil from Khutsong, Carletonville.

MAKE YOUR WINTER SIZZLING

WITH THE MAGIC MAKERS.

Enter the world of the Magic Makers on M-Net's Stage of the Stars this June and July.

- Tony Awards
- Remembering Marilyn
- Supermodel of the World
- World Music Awards
- Dire Straits

M-N-E-T
We won't stop the magic

Young & Rubicam 113391/E

Young & Rubicam - Winter Strip Hat Ad - Bilingual - 7/5/92 - ALM 0592080 - Quark - Karen - 1st Proof

Indifference to exams

Spoken 4/6/92

Tladi's 900 pupils will be sitting down for their half-yearly examination in four days. Are they ready? On the other hand the five-week old committee is making headway in normalising the school. PHANGISILE MTHALI reports. (52)

AFTER staying away from Tladi Technical High School for some time, I once again visited the school on Tuesday.

Actually I was delivering a typewriter donated by *Sowetan*.

The school had been pleading for a typewriter to be able to prepare their half-yearly examination papers.

On approaching the school I stopped short of clapping my hands and praising whatever forces could have been at play for what I thought was a miracle.

Unlike on other occasions during tuition time, the yard was deserted. From afar I could see a child or two moving about in the upstairs classrooms. Perhaps they were doing some errands while the rest of their classmates were at work.

I held my breath. As I turned the corner

into the school's street I saw a couple of girls leaving the premises; a small group of boys turned the far corner, their school bags carelessly flung over their shoulders.

The minute I stepped into the school's all too familiar grounds, my heart sank.

There were no children loitering on the premises because the bulk of them had already left the school. Only a handful of pupils and most of the teachers were still there.

Some of the teachers were in the classrooms battling to put finishing touches to their examination questionnaires.

The time was 12.15pm and, according to the school's timetable, classes should have resumed at noon after lunch. As if to highlight the



Tladi's 900 pupils will be sitting down for their half-yearly examination in four days. Are they ready? On the other hand the five-week old committee is making headway in normalising the school.

need for stricter security at the school, thugs had hauled a scrap car and parked it between the classrooms at the weekend. Tladi Tech's 900 pupils are supposed to start their

half-yearly examinations on Monday.

On Tuesday the school claimed that the Department of Educational and Training had not provided the examination material.

However, the DET Johannesburg region spokesman said the material had "already been distributed" to various areas.

As education organisations and other interested

parties put their heads together, teachers were still complaining about book shortages.

Some Tladi pupils in junior classes have had no teachers in at least three

subjects since January. Meanwhile, the Monitoring Committee has called a parents meeting for this Saturday, June 6, at 3pm. The committee will report its findings after undertaking a week-long visit to get first hand information of what was happening, and what is not, at the school.

The committee was appointed five weeks ago and has since then engaged the DET, parents, teachers and the community in an attempt to straighten out the school. It will also report on its meetings with the DET on building repairs and supply of essential material.

Parents will also be given a report about the meeting the committee had with the Congress of South African Students.

"We will also discuss with parents the proposals by the Independent Development Trust which has pledged to help rebuild the school," the committee spokesman Mr Moloko Bolibe said.

DET accepts late exam entries

By Phil Molefe
Education Reporter

(52) STAR
4/6/92

The Johannesburg region of the Department of Education and Training (DET) this week accepted late examination registration from three outstanding Soweto high schools, regional director Richard Motau confirmed yesterday.

Mr Motau dismissed earlier media reports that matric pupils from about 35 Soweto schools would not sit for their final exams because they had not registered on time.

"Only three Diepkloof

schools were outstanding with their registrations and we accepted their late payments this week," he said.

Recent weeks have seen renewed clashes between the DET and the Congress of South African Students (Cosas) over the exam fee issue.

Split

The DET announced new fees this year: R66 for a school-leaving certificate and R71 for a university exemption certificate.

Cosas's Soweto branch urged its members last month

to boycott the exam fee set by the DET and, instead, pay the old fee of R54.

Soweto pupils were split over the issue as some candidates paid the old fees and others obligingly paid the new fees.

The DET could not say how many pupils had not paid the required amount or whether any punitive measures would be taken against them.

Cosas, on the other hand, claimed that the majority of candidates had heeded its boycott call and paid only R54.

Thugs hijack exiles' dream project

A "DREAM project" for returning exiles in kaNgwane, torn apart by claims of corruption and mismanagement, has been hijacked by Soweto youths.

The kaNgwane Work and Study Centre was a first local attempt at "education with production", a model made popular in southern Africa by exiled educationist Patrick van Rensburg. Less than a year after its launch the project has collapsed.

Its two centres — at Mthimba and Khumbula near Hazyview in the eastern Transvaal — have been closed. About 100 youths have forcibly occupied the Mthimba campus and are damaging its facilities and allegedly terrorising locals. Staff members have fled, fearing for their lives.

Senior members of the African National Congress, who went to investigate, were forcibly held for a few hours by the youths.

At the centre of the storm is ex-director Chris Seopesengwe — a former education chairman of the Congress of South African Trade Unions. He stands accused by the board of the Johannesburg-based Youth Education Trust (YET), which owns and manages the project, of recruiting the youths and busing them to kaNgwane in March to destabilise the centre. Yesterday the board applied for a court order to have the youths removed and restrain Seopesengwe from meddling in the project's affairs.

"It is tragic that this has been detailed by a power struggle which has nothing to do with the principles on which it was founded," said Van Rensburg.

It is also alleged Seopesengwe organised the youths' parents into a self-styled committee which, despite pleas from ANC leaders, insists the children have a right to the school.

The YET board is chaired by Van Rensburg and includes Albertina Sisulu, Sister Bernard Ncube, Sydney Mufamadi and attorney Chris Watters. Van Rensburg is a former South African diplomat who resigned in 1957 to join the Liberal Party. He went into exile in Botswana during the State of Emergency declared in 1960. There he pioneered the establishment of work/study brigades for Botswana youths.

Board members tell horror tales of how the group of youths have intimidated and assaulted staff members, seized motor vehicles for use as taxis, harassed locals, and stolen equipment for resale.

"Beer bottles are strewn all over, and the ablution block is in a terrible condition," said YET programme officer Lesley Gumbi.

The Mthimba centre is now completely under their control. The lights and water have been disconnected, as well as the telephone.

Board members — including Sisulu, Gertrude Shope and Van Rensburg — were held hostage

W/maail 5/6 - 11/6/92.

A group of Soweto youths have taken over a project providing 'education with production' to returning exiles.

The thugs are damaging property and held a group of ANC officials hostage.

By PORTIA MAURICE

when they tried to investigate the situation there on March 20, five days after the youths arrived.

"The parents got wind of our trip there and went in advance," said Mohamed Tickly, spokesman for the Batlagae Trust, set up to sponsor education for returned exiles. "After lengthy meetings they refused to let us out unless we allowed them to stay. They barricaded the gate with chairs, on which they sat. After about two hours, they let the women in the delegation go, and allowed us out eventually just before midnight."

The executive of the ANC's eastern Transvaal

region has also tried to negotiate with the youths, but they would not listen. They and their parents have rejected offers from the Batlagae Trust to place them elsewhere subject to screening and interviews.

Seopesengwe, who quit his job in February and is unemployed, denies any knowledge of the intruders. "If there are allegations against me, I'd prefer to keep quiet," he told *The Weekly Mail* this week.

He described the project as a "brilliant" one, which he "built singlehandedly" and "saw mushrooming" before his eyes. The youths, he said, may have arrived of their own accord.

"You know how many of our young children fled into unknown territories seeking political asylum," he said. "Travelling to kaNgwane is nothing in comparison."

The group's origins are unclear. It is said many of them hail from Emdeni in Soweto, where Seopesengwe stays. ANC sources say some may have left the country for its refugee camp at Dukwe in Botswana in 1990, and since

returned. Others, it is claimed, are foster children or on the run from police. Only a handful were recommended by the ANC's repatriation committee.

The parents' committee has accused the YET board of financial irregularities and mismanagement. But Van Rensburg said there was no evidence of this, and that an audit is in progress.

Initiators had high hopes for the kaNgwane centre, set up with advice and assistance from the International Foundation for Education with Production, which has its head office in Botswana. Its 14 teachers were seconded by the kaNgwane government.

Students split their learning time between academic activities and work, according to the innovative education with production curriculum — an alternative to Bantu Education. Production units engaged the 278 students in agriculture, carpentry, catering, construction, electrical installation, motor mechanics and metal fabrication. Assets to the value of about R500 000 were built during the first seven months.

THE CIGARETTE FOR CONNOISSEURS

In the traditional 20s tin



Classrooms of despair

CONCERN at the school chaos that was threatening to bring black education to a complete standstill, was one of Nelson Mandela's first priorities when he was freed from prison. *C. Khumalo 7/16/92*

He admonished the youth to stop hijacking cars and looting in the name of the struggle.

He appealed for maximum discipline and emphasised the importance of the youngsters arming themselves with knowledge for the betterment of a future SA. *7/16/92*

At the time, because of his stature as "the father of the nation" and a respected international figure, Mandela's advice was heeded obsequiously and for some time things were normal at schools.

At the beginning of last year the situation relapsed back to the mid-80s, and anarchy became the order of the day. With the emergence of the South African Democratic Teachers Union (Sadtu), which took a hard line when dealing with education authorities, the students, through the militant Congress of South African Students (Cosas), seized every opportunity to express their frustration with the inferior system of education.

ANC president Nelson Mandela made an impassioned plea in January to schoolchildren to return to class and take their studies seriously in order to prepare themselves for a new SA. Five months later his appeal seems to have gone unheeded as thousands of black pupils spend few hours in the class and more in the streets. THEMBA KHUMALO reviews the crisis that has marred black education. *52*

There was a loud community outcry when over 70 percent of black matriculants failed their final exams last year.

The Department of Education (DET) became the obvious scapegoat for not providing the necessary materials such as textbooks and for turning away the over-aged.

DET authorities have addressed half of the grievances of pupils this year, but the same problems are recurring.

Zanele Mkhonto and her friend Thoko Hlengwa (not their real names), who hold Mandela in high esteem and have taken his advice seriously, find themselves trapped in the midst of the school crisis.

Both of them are pupils in one of the most troublesome schools in Soweto where hardly any effective learning has taken place in the past five months.

Zanele, a 19-year-old

matric pupil, an aspirant dentist, has not applied for admission at Medunsa University next year because she is not sure whether she will sit for her final exams this year.

When the DET recently announced the increase of matric exam fees to R71, the SRC and Cosas at her school asked pupils to register their protest by not paying.

When the pupils realised the education authorities were sticking to their guns, they relented and hurriedly collected the fees from the pupils.

Zanele said: "I don't know whether our belated payment will be accepted."

A science pupil, Zanele and her classmates rely on three teachers who come in daily to teach them physics, biology and mathematics. Teachers for geography, English and vernacular spend nearly four hours either chatting in the staff room

or basking in the sun.

"This is because when they ask pupils to go into class so that lessons can start, the pupils simply defy them and loiter in the school premises and in some cases, go straight home," she said.

The situation is worse in Thoko's Std 8 classroom. No teacher ever comes in at all.

A teacher at Thoko's school, who declined to be identified, said: "There's absolutely nothing we can do if the kids don't want to learn. I don't think the learning culture will return until a new government is in power."

Blackboard jungle of the townships

Vandalism has left many township schools devastated, resembling ruins from a war. Ironically, the pupils themselves have been largely responsible for damage caused to their own schools, reports Education Reporter PHIL MOLEFE. (52)

THE FAMOUS Orlando High School, affectionately known as "The Rock", almost disappeared forever after vandals razed it in 1988.

But news of the ruinous state in which the school was left sent shock-waves through black education circles.

Outraged educationists and community leaders, including former principal Tamsanqa Kambule and a senior journalist, the late Sam Mabe, called on the Government to rebuild the school promptly.

The building of the new school, estimated to have cost R4 million, was completed last year to the delight of pupils, teachers and parents.

But hardly six months since the pupils moved in, the new school is already scarred. Door handles have been ripped off and some doors are missing.

The tale of Orlando High epitomises the wanton destruction that has plagued many black schools countrywide.

Countless township schools resemble the ruins of Jericho as a self-destructive, silent war against "the system" rages on.

While the Government has been blamed for many years for not repairing damaged schools, the black community can no longer escape the shame of hopelessly failing to protect what belongs to it.

Schools have been stripped bare by squatters, and even pupils, in full view of the community.

Roofs, doors, windows, electrical appliances and even toilet

bowls and basins have been ripped out of schools and sold to squatters in shacks and camps mushrooming all over Soweto.

"Once you have one door removed, you can rest assured that a dozen more will go," said a teacher at Orlando High.

The teacher fears that if the community does not step in, more damage will follow.

The shame on the Orlando community when squatters and pupils helped themselves to school property back in 1988 will not just fade away with the passing of time.

A teacher at the school feels it is not good enough to express shock and outrage after property has been damaged.

"The community must begin to understand that schools belong to us, and we have to look after them. It is pointless to allow our kids to damage property and then expect the Government to do repair work."

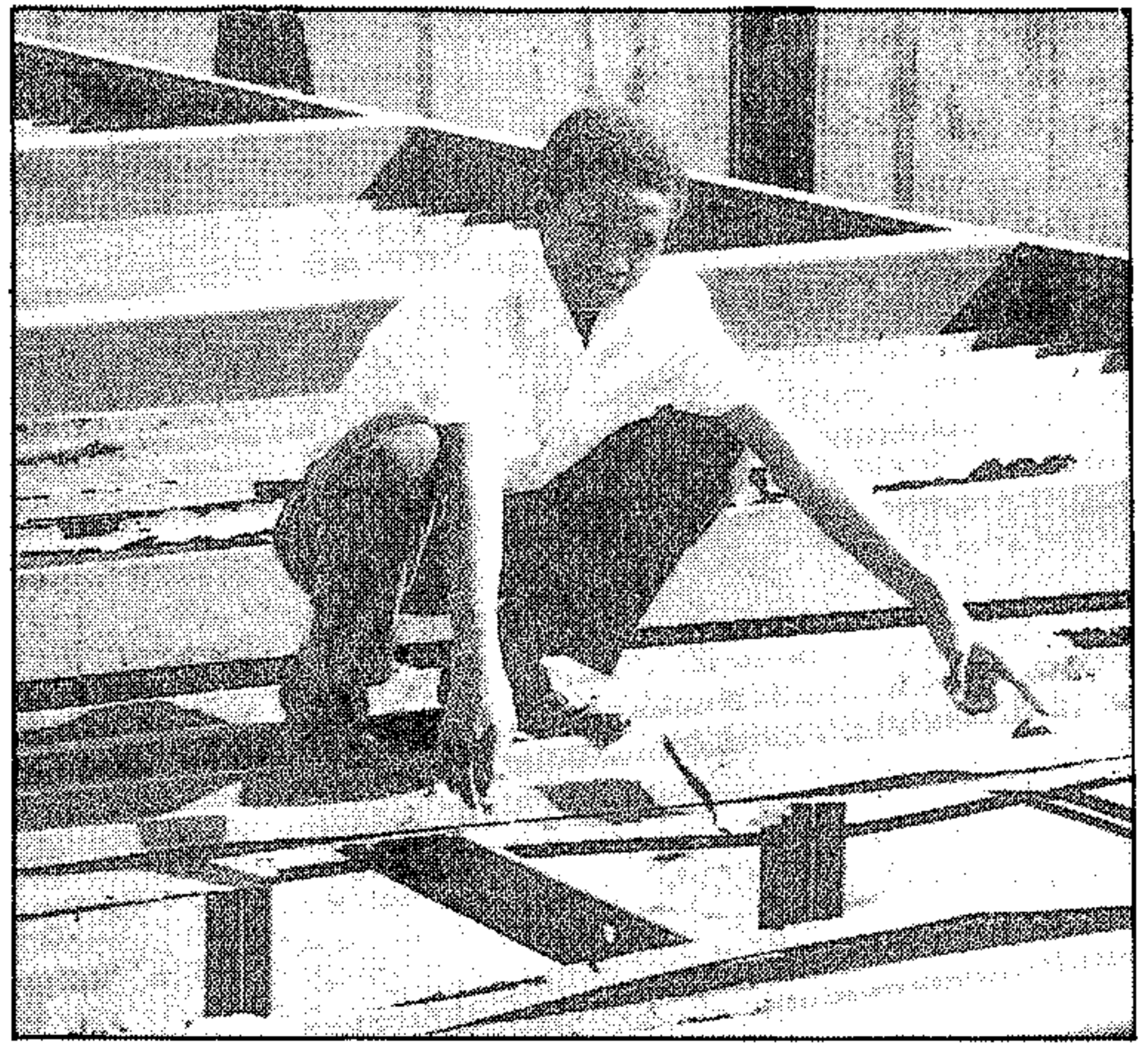
Investing

The aftermath of the 1976 student uprisings saw the Government investing in modern double-storey structures which were intended to last for a long time.

But building expensive schools turned out to be a case of casting pearls before swine.

Fontanus, a model school in Emdeni, which was intended to provide secondary education and technical training, was stripped bare of all equipment, and the technical section of the school had to be abandoned.

Two science laboratories



were destroyed, electric stoves for the housecraft centre were stolen, and pupils helped themselves to equipment in the woodwork and other technical training centres.

"One regretted the fact that these facilities were provided in the first place," said an angry teacher at the school.

The life-span of these modern, expensive schools has been shortened by wanton destruction, vandalism and arson, spearheaded or carried out largely by pupils themselves.

Genuine calls for the building of more classrooms and schools are increasingly being scorned as frivolous demands because of the deeds of irresponsible pupils.

The expensive triple-storey Altem Secondary School in Orlando East was completed barely three years ago, but already bears scars of abuse.

A block housing the laboratory, housecraft and other technical centres has fallen into disuse after equipment was removed and rooms were vandalised.

More than 10 classrooms at the school are unusable after pupils set furniture alight, broke all the windows and removed doors and electrical appliances.

There is a chronic shortage of desks at the school, not because the DET has failed to supply them, but as a result of damage caused by pupils.

"They break windows in summer, and when it gets cold in winter they burn furniture to keep warm," said a teacher at the school.

"How do we go back to the authorities and say we have no laboratories, libraries and classrooms when they have been destroyed by the very



Showing the scars . . . Hlengiwe Secondary School pupil Constance Tsekedi (above) peers through a gaping hole in a classroom wall. Wellington Mokone (left) points to gaps in a roof damaged during unrest. Pictures: George Mashinini

pils who need them?"
 Thulare Secondary School, in White City, is yet another victim of wanton destruction. The double-storey building has been reduced to a woeful shell, and could be mistaken for a stable next door to it. The doors have been removed, windows broken and furniture destroyed.
 Fons Luminus Secondary School, in Diepkloof Extension, which was intended to be the pride of the black middle class in the area, is rapidly becoming a blemish in the affluent suburb. The walls have been faced beyond recognition with graffiti.
 While it could be argued that a State should be responsible for repairs to schools damaged during unrest, resentment rises if taxpayers' money is used to fill a bottomless pit deliberately dug and kept open by

vandals.
 Prefabricated structures that were constructed in the late 1970s and early 1980s as a short-term measure to alleviate overcrowding in schools have been the hardest hit.
 The list includes schools such as Seana Marena, Lamula and Hlengiwe, which have become virtual ruins.
 Seana Marena Secondary School, in Mapetla, has been completely destroyed, forcing the Department of Education and Training to accommodate pupils at other premises.
 Lamula High School, in Meadowlands, has been renamed the FNB Stadium by pupils because the partition walls have collapsed, leaving a huge hall in which pupils play soccer during lunch breaks. The DET is building another school to replace Lamula.
 "This is rapidly becoming a

bad culture that we, unfortunately, will take into the new South Africa," said a teacher.
 He said that while prefabricated structures were built as a temporary measure, pupils had no right to deliberately destroy them before replacement buildings were available. There was a great need for classrooms.
 Hlengiwe High School, in White City Jabavu, looks like a vast carport. What used to be classrooms has become a huge, open-ended hall into which cars can easily be driven at speed.
 One block was destroyed by fire during unrest, and the rest of the building is dying a slow death.
 Furniture has been destroyed, the roof and partition walls have been ripped down, the blackboards are falling to pieces, windows have been broken and doors removed.
 "Even experts cannot teach

under these circumstances," said a teacher at the school.
 "The whole sense of purpose and belonging has been lost and we need to look at the whole teaching and learning process.
 "Pupils are demotivated, teachers are demoralised; the whole situation is a real mess that needs to be urgently addressed," he said.
 Some pupils imagine a utopian education system in which all schools associated with apartheid are destroyed and replaced by new ones.
 What Soweto and other black townships need to learn is that the same schools and teachers will be needed, even under the new education order.
 While the blame for the present chaos in schools could be heaped on apartheid education, pupils, parents and teachers must also account for their wrongs. □

Attend school urges Azasm ^(S2)

Sowetan 9/6/92
THE Azanian Student Movement has re-affirmed its view that black children should continue to attend school during protest action to equip themselves for true self-determination.

Azasm's national executive committee also threatened to stage a sit-in at DET headquarters to demand the supply of delayed textbooks and study guides.

The position was among resolutions Azasm delegates took at its eighth national congress held in Bloemfontein.

The organisation also vowed to fight for this year's matric certificates to have an equal status in spite of the difference in registration fees.

Azasm's publicity secretary, Mr Kgomotso Modisiele, said his organisation would consult the committee to approach the Department of Education and Training to recognise the two certificates as equal.

Top marks for rural dynamism



IN the heart of Lebowa, in a dusty Sekukuni-land village known as Jane Furse, is an extraordinary school.

In that part of south-eastern Transvaal beyond Groblersdal, where dun-coloured rock rears up from the ground like giant glowering rhino and the far hills stand in clumps against a whitish sky, the school nestles by itself in a shallow valley.

It is a private school, an Anglican church school modelled on similar institutions in this country.

It is called St Mark's College — and, this year, it is providing a level of education for its 427 pupils which would be difficult to match for geographical convenience and standard.

Most of its pupils are local or from reasonably nearby. At present all of them are black, though it is a non-racial school and white children connected with doctor parents at the Jane Furse Hospital are from time to time among its pupil complement.

What is special about the school is twofold: firstly, one doesn't expect somehow to come across a school of such scope and facilities in such deeply rural surroundings; secondly, it is very much a growing concern.

Facilities are constantly being improved, mountains of brick for new boarding houses and classroom blocks cover the sun-bleached premises almost wherever you turn. The very hub of the school is a comprehensive, modern library.

Colleges usually start in Std 6. This one starts a year earlier, and for good reason.

Headmaster Peter Anderson (52) explains that the extra prep school year is very necessary to prepare relatively unsophisticated pupils for a learning curve that takes a dramatic upward surge from Std 6 to matric.

These are normal healthy children, playful and exuberant. But they have one thing in common, a driving thirst for knowledge.

Says Mr Anderson's wife, Elizabeth, a history



Among the best . . . Peter Anderson runs a "bush" school that gives pupils like Mokgatla Matlaia and Portia Bashele a top class education.

teacher: "It's not uncommon to take a class which knows no history at all. You start from scratch. You begin, say, with the French Revolution. The next day you find they've been to the library and read it up for themselves."

The language of instruction is English. In the school's first three matric classes since 1990, some 12 pupils have taken English as a first language. Otherwise it is Sotho as a first language and English II.

Says Mr Anderson, who came to St Mark's from Bishop's Prep: "We strive to achieve a very 'liberal' educational base. By this I mean we're flexible, nothing is standard, we're not bound by any particular track. We've found the system is capable of taking pupils who are very much behind through

very quickly to what ultimately we believe is a thoroughly good standard."

The school was started by the Community of the Resurrection in 1940, but the high school closed in 1952 and it limped along as a prep school, with the property becoming practically derelict, through to the '80s.

But with the Lebowa government taking over and learning in the territory being freed from Bantu Education, the school was resuscitated in 1985 with 60 pupils. Today the staff complement is a healthy 26 and classroom facilities continue to expand.

Approximately half of the pupils are on bursaries, provided by institutions such as Rhodes Scholarship in SA, the Genesis Foundation, Eskom and — in Mr Anderson's words — "a host

of people who contribute generously to a bursary fund".

The school is run nevertheless on a "very tight budget", with fees that cover board and tuition running at R5 400 a year for non-bursary pupils.

Various pupil committees help with the running of the school. "They have more control over events than do pupils of other schools," Mr Anderson adds.

Nothing is usual at St Mark's. The school priest Father Thabo Mathudi is an exhibiting artist. His forebears were slaves. They were once Smits, then became Smiths. Someone pointed out that no one was going to buy paintings from a black artist named "Smith". So he made it "Black Smith" — Mathudi is the Sotho name for blacksmith!

MICHAEL SHAFTO

Soweto matric exam bonanza

By Phil Molefe
Education Reporter (52)

Ninety-six percent of Soweto matric candidates have registered for the final examinations, despite initial problems which threatened to wreck preparations for the exams, The Star learnt yesterday.

The Johannesburg regional office of the Department of Education and Training confirmed that all schools in the area had submitted their entries for the exams.

According to a DET official, the majority of candidates entered for the matriculation exemption certificate, and a mere 15 percent would sit for the school-leaving certificate

exams.

The breakthrough came about as a result of compromises made by both the DET and the Congress of South African Students.

Cosas decided to drop its demand for reduced exam fees, and the DET agreed to accept late entries.

Preparations for the exams hung in the balance last month

STAR 16/6/92

When Cosas called on its members to defy the DET and not pay the required exam fee.

The DET then warned that pupils who heeded Cosas's call and paid reduced fees would not be considered to have entered for the exams.

Cosas demanded that pupils be required to pay only R54, instead of the DET's R66, to sit for a school-leaving certificate.

cate, and R71 to sit for a university exemption certificate.

Behind-the-scenes meetings involving local branches of the ANC and the National Education Co-ordinating Committee eventually persuaded the student body to drop its demand.

Registration for exams closed on May 8, but the DET extended the deadline when Cosas urged its members to pay the required fee.

I don't love you, my child

Sowetan 11/6/92

(S2)

ONCE again, fewer than 20 parents turned up for Tladi Tech report-back meeting on Saturday.

The meeting was called by the school's newly elected monitoring committee to give a report back on its findings about the running of the school.

The meeting was also to discuss proposals and efforts that have been made into getting the school back on its feet.

But sadly, it had to be postponed to Sunday 9am with the hope that more parents would attend.

In desperation, those present suggested anything from putting up meeting notices on creches, shops, clinics and bus stops to door-to-door invitations and verbal announcements in churches and society meetings.

Sowetan spoke to clinical psychologist Mrs Anne-Gloria Maselle, who has been running Nation Building parenting workshops, on the effect of parental apathy to the child.

Maselle said black parents did not realise they were the main educators of their children. They deprived them of proper development by shunning that responsibility.

"What they are actually saying to their children is: 'We

do not care and we do not love you' when they do not respond to meetings that are called to discuss the future of their children.

"Parents must be actively involved, not only in formal education, but in non-formal activities and in informal education by merely showing interest in their children's performance at home," she said.

Maselle said crime, alcohol and drug abuse and lack of assertiveness in children was a direct result of parental apathy.

She said children needed to get encouragement and morale boost at home after a bad performance at school.

They need not necessarily be educated to do that.

"Since parents can get together for burial societies, it is surprising that they cannot direct their focus on their children's education. Most parents show no interest in their children's performance and only talk to them when they have failed or show bad performance," she said.

"They are destroying their children. They are not aware that what they are doing is worse than what apartheid did to us."

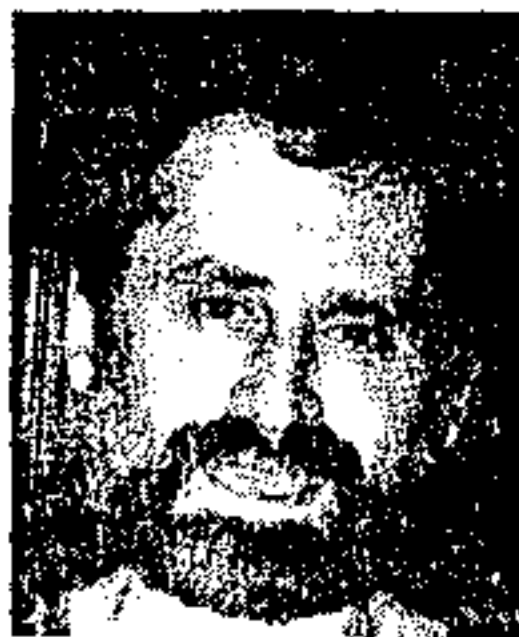


Mrs Anne-Gloria Maselle, clinical psychologist

Meet the Tladi Monitoring Committee



MOLOKO BOLIBE
Chairman, a parent and secretary of the Tladi Civic Association.



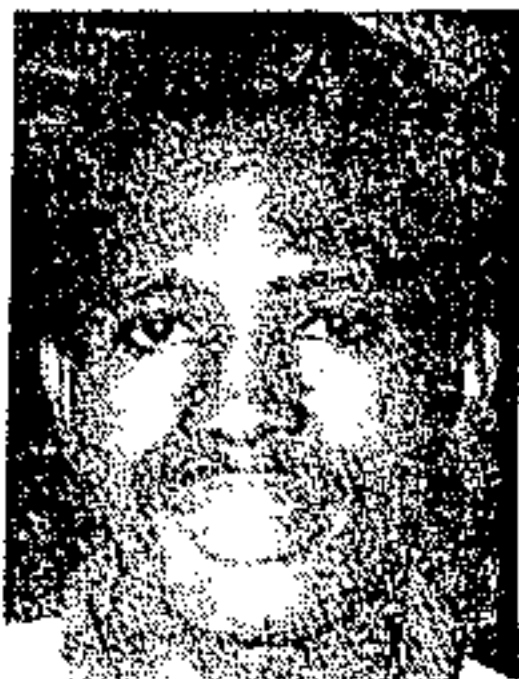
THE REV EMMANUEL LAFONTE
Roman Catholic priest working in Tladi and surrounding areas.



DAVID MAEPA
Educationist and chairman of the Soweto Education Co-ordinating Committee.



MORAPELI THAPEDI
Parent, chairman of Tladi Civic Association and member of the SCA.



MXOLISI NKOSI
A teacher and active member of the South African Democratic Teachers Union.



ISHMAEL MKHABELA
A church organisation field worker and a community worker.



MOSES MACHOGO
A parent and member of Tladi Tech parents' committee.



PHILLIP MOLOKO
A concerned Tladi township parent.

8-man committee charts way forward

WHEN the spotlight on Tladi Tech drew interest from education and community organisations, a meeting was held at Ipelegeng.

It ended with more than 25 resolutions, including the formation of an independent monitoring committee after the Department of Education and Training was "removed" from the school.

It took two months to form the the eight-member committee because parents did not attend meetings.

The committee now has the mammoth task of involving the community in confronting Tladi's problems.

STOCK LIQUIDATION SALE

MACHINERY AND TOOLS AT LOWEST PRICES

Pipe benders, lathes, sheetmetal machinery and more.

Angle plates, compound tables, vices, lamps, chucks, boring and facing heads etc.

Hammers - R3 each.
Spanners - 11 piece set R37.

Wrenches, toolboxes, trowels, wire brushes and plenty more bargains.

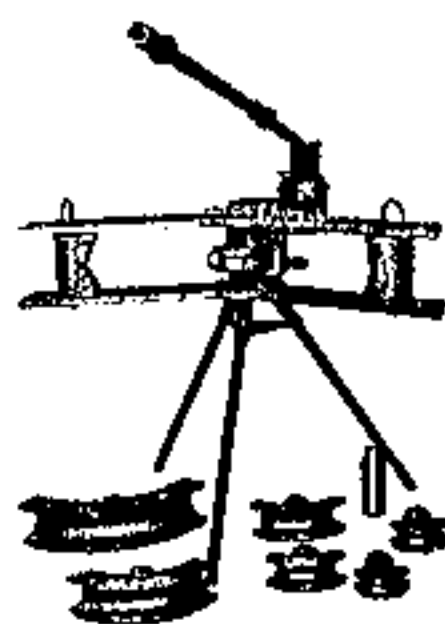
We've got what you want.

EXTRA DISCOUNTS FOR CASH

Buy now and save. Everything must go. We are moving.

ALL-TO-GO

26 Julbert Road Benrose
Tel: (011) 618-4091



OPEN ON SATURDAY



WE HAVE SECURED A QUANTITY OF 500 Special Buy LEATHER JACKETS Normal Retail Price R1199.99

Special Buy LEATHER JACKETS

ONLY R799.99 INCL. VAT Special Buy Price LIMIT ONE PER CUSTOMER

FINE QUALITY NAPPA LEATHER STYLING INCLUDES BIKER JACKETS IN BLACK WITH ZIP & BELL DETAIL AND THE CLASSIC BOMBER JACKET IN BLACK OR BROWN

INSTANT CREDIT



OPEN YOUR ACCOUNT TODAY!

6 MONTHS TO PAY - INTEREST FREE • SPECIAL OFFERS TO ACCOUNT HOLDERS • PERSONALISED SERVICE • STORE PREVIEWS • FREE ALTERATIONS PLUS A BONUS PAID BACK ON YOUR YEARLY PURCHASES

Bachelor

Where style never goes out of fashion

- TRANSVAAL: EMPLOYERS MARKETPLACE (011) 551-1111
- CAPE TOWN: 10000 (021) 462-1111
- PORT ELIZABETH: 10000 (031) 262-1111
- JOHANNESBURG: 10000 (011) 262-1111
- PRETORIA: 10000 (011) 262-1111
- ... (other branches listed)

WE CAN DO IT

The primary responsibility of parents is to contribute to the development of a healthy educational environment at home, in the community and at school

8-point plan to cure the rot in education

Sowetan 11/6/92 (52)

EDUCATIONISTS have expressed disgust at parental apathy in the education of their children.

As a result, they decided to come together and draw up a document for discussion. The document outlines the code of conduct for various players in education.

The committee that drew up the document was headed by Mr. Ihron Rensburg of the National Education Co-ordinating Committee.

Parents of Tladi Technical High School pupils are holding up the progress to revive a healthy learning environment at the school. Another meeting failed to take place because of poor attendance. Educationists have expressed disgust. Clinical psychologist Mrs. Anne-Gloria Maselle discusses the effects of parental apathy. PHANGISILE MTSHALI has these reports.

This is what the educationists see as the duty for parents and the community:

The primary responsibility of parents (and the community through its organisations) is to contribute to the development of a healthy, co-operative educational environment at home, in the community and at school.

To achieve this parents and the community organisations must:

- Hold regular discussions with their children about general school matters.
- Call and attend regular class and school meetings to keep themselves informed and updated about the school and its environment.
- Acquaint themselves with their children's teachers and cultivate a healthy and co-operative relationship with them.
- Endeavour to create a home environment conducive to study, for example, regulate and monitor play and TV time as well as observe homework time.
- Protect and respect the educational resources such as textbooks in their care.
- Be approachable, communicative and understanding in their dealings with students and teachers.
- Instil in their children positive attitudes and values of education and of life skills.
- Involve themselves individually and collectively in governing the education of their children, especially in subject and career choices.

School Names:	(i)	(ii)	(iii)	(iv)	(v)
Enkwenkwezini Primary School	0	6	6	19	0
Vulumzi Secondary School	13	24	36	0	0
Khulile Primary School	1	14	14	5	0
Masiphithisane Secondary School	15	18	40	0	0
Ikhwezilile Primary School	0	4	4	21	0
John Masiza Primary School	0	2	2	11	0
Heatherbank Primary Farm School	0	0	0	3	0
Walmer Primary School	1	3	3	18	0
Vernon Gamanda Secondary School	8	3	10	0	0
Tyhiblwazi Secondary School	10	13	23	0	0
Sophakama Secondary School	13	10	18	0	0
Elumanyanweni Primary School	0	2	2	23	0
Emzomncane Primary School	0	4	4	17	0
Mzimhlophe Primary School	0	8	8	15	0
Isaac Boo! Primary School	3	4	7	13	0
Zamukukhanya Primary School	0	1	1	16	0
Mangophiso Primary School	0	3	3	11	0
Nkuthalo Primary School	0	1	1	16	0
Emsengeni Primary School	0	1	1	27	0
Daniels Primary School	0	15	20	10	0
Funintundo Primary School	0	4	4	15	0
Phakamisa Secondary School	9	5	16	6	0
Phakamisa Secondary School	16	11	29	14	2
Khwezi Lomso Comprehensive School	22	12	32	3	0
Loyiso Secondary School	14	12	21	0	0
Sakiszwe Secondary School	10	18	24	0	0
Gqebera Secondary School	15	7	27	4	0
Ndzondelelo Secondary School	0	3	3	13	0
Sithembile Primary School	3	4	5	18	0
Garret Primary School	2	5	5	11	0
Myezo Primary School	0	1	1	16	0
Mvisiswano Primary School	0	3	3	15	0
Esitiyeni Primary School	0	3	3	19	0
Emfundweni Primary School	1	1	1	2	0
Thubelithle Secondary School	4	9	9	6	0
New Brighton SDA Primary Private	1	1	1	16	1
Kwa Ford Primary School	1	0	0	20	0
Charles Duna Primary School	1	2	2	14	0
Lamani Primary School	0	3	3	14	0
Arthur Nyobo Primary School	0	1	1	15	0
David Vuku Primary School	1	1	1	14	0
Pendla Primary School	0	2	2	15	0
Kama Primary School	0	0	0	17	0
Jarvis Gqamlangana Primary School	2	0	0	11	0
Ben Sinuka Primary School	0	1	1	12	0
Nomfundo Primary Hospital School	0	0	0	1	0
Masangwana Public Primary School	1	5	5	14	0
Phillip Nikiwe Primary School	3	4	6	12	0
Stephen Mazungula Primary School	6	2	3	11	0
Ernest Skosana Primary School	1	4	4	7	0
Johnson Marwanga Public School	0	5	5	15	0
Molete Primary School	1	3	4	13	0
Itembeilile Comprehensive School	14	17	39	10	0
Newell Secondary School	23	12	34	2	0

School Names:	(i)	(ii)	(iii)	(iv)	(v)
Samuel Nongogo Primary School	0	2	2	11	0
New Brighton Primary School	0	2	3	14	0
Cowan Secondary School	15	10	32	5	0
James Gndulula Primary School	0	5	5	13	0
Nokhwezi Primary School	1	14	15	15	0
Phindubuye Primary School	0	7	9	16	0
Phaphani Secondary School	1	0	1	0	0
J N Tulwana Primary School	0	2	2	15	0
Nosipho Primary School	1	3	3	23	0
Muncunube Primary School	0	5	5	17	1
Limekaya Secondary School	5	21	27	4	0
Sisonke Secondary School	5	9	13	2	0
Tinara Secondary Public School	10	11	32	3	0
Mjuleni Primary School	0	2	2	24	0
Ilinge Primary School	1	3	3	13	0
Stephen Nkomo Primary School	0	2	2	18	0
Alex Jayiya Primary School	0	0	0	14	0
Mtonjeni Primary School	0	5	5	16	0
James Ntungwana Primary School	0	2	2	16	1
Ashton Gontsihi Primary School	0	1	1	15	0
R H Godlo Primary School	0	3	3	17	0
Phakamile Primary School	1	5	6	14	0
Ntemza Primary School	0	4	4	15	0
Vuba Primary School	1	0	0	17	0
Thanduxolo Secondary School	8	6	25	5	0
Mghayi Primary School	1	1	2	15	0

Pupils: end-of-year exams written/passed

282. Mr E W TRENT asked the Minister of Education and Training: schools falling under his Department in the Port Elizabeth metropole (a) wrote and (b) passed the end-of-year examinations in 1989, 1990 and 1991, respectively? B695E

How many pupils in each of the primary

The MINISTER OF EDUCATION AND TRAINING:

Examination results for each primary school* in the Port Elizabeth metropole:

SCHOOL	1989		1990		1991	
	Wrote	Passed	Wrote	Passed	Wrote	Passed
Johnson Marwanga	766	652	736	632	846	694
Aaron Goadu	576	517	498	427	—	—
Arthur Nyobo	606	504	653	590	601	578
Ben Sinuka	535	517	594	573	621	571
Charles Duna	941	898	874	842	1 010	969
David Vuku	633	535	640	588	598	552
Emfundweni	859	764	815	751	827	742
Esitiyeni	791	687	680	564	—	—
Ezikweni	748	646	704	573	767	654
Garret	1 095	1 032	1 015	901	1 096	1 031
Henry Nginza	1 092	1 010	903	855	966	904
Inqubela	780	754	709	632	785	702
Isaac Boo!	808	719	799	706	738	600

SCHOOL	1989		1990		1991	
	Wrote	Passed	Wrote	Passed	Wrote	Passed
Jarvis Gqamhama	432	364	333	264	357	317
Kama	720	668	706	633	652	612
KwaFord	662	565	655	564	619	548
Lamani	601	539	609	567	605	558
Matodlana	720	679	717	682	780	718
Mvisiswand	661	598	819	775	842	797
Myezo	720	623	665	557	658	580
New Brighton SDA	244	198	190	172	151	125
Nomfundo	9	9	10	9	12	11
Pendla	673	636	696	607	641	559
Samuel Nongogo	500	438	550	498	601	517
Sithembile	662	563	508	466	533	482
Ben Nyati	585	543	704	637	750	691
B J Mnyanda	680	584	582	459	640	558
Daniels	810	706	1 135	1 034	1 113	1 012
Ebhongweni	800	781	820	786	820	806
Elumayanweni	1 239	1 102	969	863	1 011	856
Emafini	981	907	1 266	1 194	1 301	1 240
Emsengeni	1 214	1 101	1 191	1 052	1 227	1 033
Emzomncane	844	794	770	739	931	887
Englteni	700	614	1 146	978	—	—
Fumtsukoma	1 080	972	1 370	1 284	1 236	1 101
Funimfundo	771	720	787	724	788	713
Ifita	936	834	841	766	1 042	977
J K Zondi	617	566	563	522	672	551
Kayser Ngxwana	686	625	709	649	749	663
K K Ncwana	668	636	700	682	719	696
Masakhane	707	674	724	614	760	683
Mngophiso	583	535	584	491	562	486
Mzinhlope	924	838	946	861	976	878
Mzomtsa	748	649	749	635	769	680
Nkuthalo	736	673	680	620	692	613
Nxanelwimfundo	956	802	—	—	—	—
Phakama	799	733	794	734	774	711
Sevise	693	644	698	615	710	668
W B Tshume	811	757	768	711	739	687
Zamukukhanya	612	583	629	600	659	629
Enkwenkwezini	1 031	939	1 096	997	1 219	945
Ikhwezilhle	1 007	876	1 030	909	927	825
Mboniselo	1 037	881	1 180	984	2 099	1 652
Sivuyiseni	1 234	1 169	1 051	948	—	—
Siyaphambili	1 026	995	—	—	—	—
Spenser Mabija	511	459	514	471	473	442
Walmer	873	787	956	875	916	829
Canzibe	—	—	1 079	998	1 159	1 062
Elundini	—	—	777	643	896	689
Khulile	—	—	948	896	1 020	920
John Masiza	—	—	—	—	492	456

* Where figures are lacking, the schools were not functioning.

INTERPELLATIONS UNDER NAME OF MEMBER

Botha, Dr W J—

General Affairs:
Finance, 841, 1053

Gerber, Mr A—

Own Affairs:
Education and Culture, 291, 537, 1081,

Bruwer, Mr A A B—

Own Affairs:
Agricultural Development, 1244

Gibson, Mr D H M—

Own Affairs:
Education and Culture, 864

Burrows, Mr R M—

Own Affairs:
Education and Culture, 185, 436, 1004

Haswell, Mr R F—

General Affairs:
Law and Order, 272
Local Government and National Housing, 527

Carlisle, Mr R V—

General Affairs:
Public Enterprises, 917
Transport, 848

Hoon, Mr J H—

General Affairs:
National Education, 911

Own Affairs:

Housing and Works, 619
Local Government, 1310

Jacobs, Adv S C—

General Affairs:
Home Affairs, 725

Charlewood, Mrs C H—

General Affairs:
Local Government and National Housing,
1059

Langley, Mr T—

General Affairs:
Foreign Affairs, 1219
National Intelligence Service, 1

Chiolé, Mr J—

General Affairs:
Environment Affairs, 1281

Leon, Mr A J—

General Affairs:
Law and Order, 129
Transport, 732

De Beer, Dr Z J—

General Affairs:
State President, 981

Ebrahim, Mrs R—

Own Affairs:
Housing and Agriculture, 1021

Le Roux, Mr F J—

General Affairs:
Foreign Affairs, 123

'Unauthorised' exiles responsible for hijack

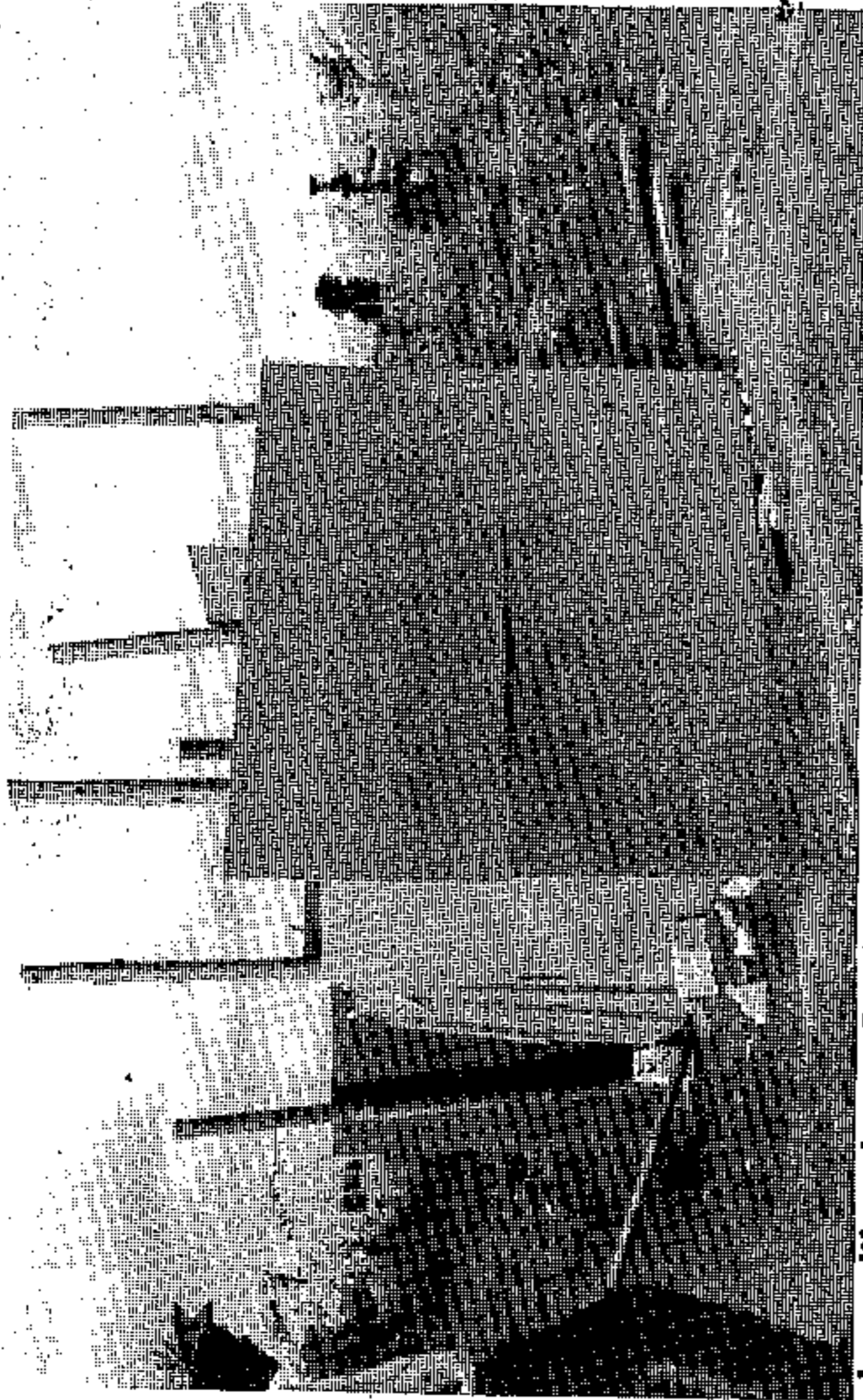
By PORTIA MAURICE
w/1wca 12/6-18/6/92

MANY of the Soweto youths who hijacked a kaNgwane education centre are returnees from southern African transit camps who skipped the country in search of schooling opportunities.

This emerged this week after police were asked to evict the group of more than 80 "squatters" from the kaNgwane Work/Study Centre in Mthimba near Hazyview.

On Friday the board of the Youth Education Trust (YET), which manages the centre, won an eviction order against the youths, who have illegally occupied the building since March. The parents' committee and YET ex-director Chris Seopesengwe are also restrained from interfering with the project.

Last week, *The Weekly Mail* reported that the centre, brainchild of returned exile educationist Patrick van Rensburg and based on the "education with production" model he developed, had run aground in under a year. In mid-March, a group of 81 youths were bused up to kaNgwane, allegedly on Seopesengwe's initiative. Equipment has since been wrecked, overalls sold and machinery laid to ruin. From affidavits before the Pretoria Supreme Court, it appears at least 50 of the



Loo with a view ... Cardboard 'toilets' have been erected outside as the original facilities have been vandalised

youths have been in some form of "unauthorised" exile, most having spent time in the Dukwe refugee camp run by the United Nations in Botswana.

"They had not linked to underground structures before they left, so we had no commitment to them," African National Congress sources said. These students have now returned, and feel entitled to projects set up for returnees like the kaNgwane centre and the Khuphuka Skills and Employment

Project planned for Durban.

About 10 of the squatters, it seems, were part of a group of 160 stuck at the ANC's Chelson Transit Centre in Lusaka last year, having "bought" scholarships to Kenya from people claiming to represent the movement in Soweto. The group was allegedly "recruited" by Soweto prison chaplain, a Reverend Namo, in collaboration with the late ANC national secretary for education, Seretse Choabi. They had paid

more than R25 000 for "transport".

Another section of the trespassing youths, it seems, are on the run from police for criminal activities. ANC repatriation head Jackie Selebi said his department had recommended only five of the squatters for the centre.

The youths' guardians have formed themselves into the kaNgwane Project Parents' Consultative Committee, and have insisted that their charges be given the right to occupy the centre. Some have said their children face "certain death" if not given placements. They allege financial irregularities on the part of the board, but could not be reached for comment.

Selebi said the ANC had undertaken to do everything possible to assist the youths at kaNgwane with schooling, even though they were not bona fide members or exiles. But, he said, their insistence on remaining at kaNgwane bred suspicion that they were "trying to hide" from something. "There are certainly people who don't deserve to be there," he said.

Donors have ceased all funding to the YET since early April, and will only continue assisting the project once the matter has been resolved.

■ THE Pinville, Soweto branch of the Azanian Students Movement has called on the Soweto Transport Service to withdraw its recent taxi fare increase, as student travel is being hindered. Azasm also cautioned against "unilateral actions" by the Congress of South African Students and the intimidation of school principals. (S2)
—Reports by Sapa and WM staff

26/19/81-9/21
movement

Mid-year exams begin

OVER 2,36-million students are to sit for the mid-year internal examination of the Department of Education and Training (DET) at various institutions throughout the country.

According to the Central Training Unit's (CTU) human resource specialist, Glenda Roberts, exams are like a nightmare for many individuals. They start off in a bad state which then builds up to a terrifying climax, she said.

Intentions

"Most students/scholars begin the year with good intentions and various study plans to see them through the year. Within a few months, all plans are forgotten and studying is done in patches, usually before a test or exam. Cramming becomes the "in" thing and as exams loom ahead, panic hits the classroom, placing stress on everyone," explains Robertson.

She said this panic can be avoided through ending



Glenda Roberts,
Central Training Unit's
human resource
specialist

anxiety and pressure associated with "cramming" for exams.

"Don't wait to start studying till exam time. Learn how to use study and exam techniques to sail through your classes," Robertson said

in an appeal to the students.

She explained that CTU's motive was to offer an exciting study and exam technique programme aimed at motivating every individual. The course teaches various skills including "how to study from a textbook and effective reading methods"

Training (S2)

CTU's training manager, Don Wiggill, accused the local universities and other education institutions of failing to adequately equip students with life skills.

"Graduates enter the business world unsure of how to cope with problem-solving, decision-making, stress management, interpersonal relationships and communication skills," says Wiggill.

Already, CTU, which is 35 years old, is one of the country's largest human resource training centres based in Vereeniging and utilises trained staff from top local companies.

New/N (Learning N) 12/6-18/6/92

New/N (Learning N) 12/6-18/6/92

Bleak future for pupils at Franciscan Matric Project

DOZENS of pupils at the Franciscan Matric Project in Boksburg risk wasting money and time due to sudden changes introduced in the running of the project.

The project designed to help matric dropouts to prepare for exams initially was set to run for two years.

Students were required to pay a fee of R750 on the understanding that this amount would cover the entire duration of the course - which is two schooling years.

However, earlier this year, the project's management reportedly changed the programme without informing students or parents.

Two-year programmes were eliminated and this year's intake will only be required to spend one year and pay an amount of R1 200.

Students most disadvantaged by the new ruling are those that enrolled last year at a fee of R750. In terms of the new ruling, they will have to pay an additional R1 200 before being allowed to write exams.

Expulsion

Affected students, who were interviewed by PUPILS FORUM, said they and several other colleagues faced expulsion because they would not be able to pay R1

200.

"We are even unable to tell our parents that we are required to pay R1 200, because our understanding last year was that we would pay R750 for the two-year course," said the pupils.

The project's management has also, according to the pupils, refused to convene parents' meetings or call the board of directors to debate the matter with the students.

There are 39 students who are doing their second year and half of them could be expelled since they will not be able to pay the fees.

The headmaster could not be reached for comment at the time of going to press.

Booze-up at the Tavern

SCORES of students at Emjindini High School, in Barberton, reportedly share beers daily with their teachers at the nearby "Tea Time Tavern".

ANC Youth League leader, David Ntimane said his organisation had proposed a code of conduct for both teachers and pupils which was accepted by the school's management committee.

Students

But the school's headmaster, Charles Msebi, has refused Youth League representatives permission to meet the students, arguing that the meetings would bring disorder at the school and also instigate the formation of the Students Representatives Council (SRC).

"We were told that we are planning to take over the control of the entire school," Ntimane said.

Ntimane said he has witnessed students rushing to the nearby "Tea Time" during and after school hours and later being joined by

their teachers.

He claimed that the students were not only teachers' drinking partners but also share cigarettes.

"Owing to the said problems, we therefore appeal to all people, organisations pertaining to education, with special reference to South African Democratic Teachers' Union (Sadtu), to join forces with us in trying to defuse the explosive situation at that school.

Permission

"We, the ANC Youth League believe that the school's headmaster is refusing to grant us permission to meet within the school premises because the code of conduct will bind certain teachers to honour their teaching undertakings", he said.

Msebi could not be reached for comment at the time of going to press. Circuit, inspector, B Maphanya, declined to comment saying he first wanted to investigate the allegations.

(S2)

12/6-18/6/92

The Guilds to introduce arts at black schools

New/N [Learning/N]

12/6-18/6/92



A SOWETO cultural group, The Guilds, led by Sam Ratlou, is planning to introduce arts in townships schools.

"We plan to teach arts like other subjects at schools so as to groom our future artists who are presently denied full exposure of their in-born talents. The education department is unaware that there are some gifted scholars in the arts field. But it is surely sad to note that talents of the young artists are bottled up. The department does not bother to lay foundations for their future careers as painters, song-writers, dancers and other artistic skills."

Musician

He said it is not surprising that hundreds of local musicians complain of exploitation in the recording industry because they sign contracts without even reading the contents.

"If they were taught about all these formalities during their schooling, they would finish benefiting a lot. But today, they are living next to a dustbin," said Ratlou.

Ratlou said most students were gifted in arts but lack ambition. He added that it was not surprising that most talented students end up copying Western culture because they were not given the chance to prove their own culture at school.

At the moment, Guilds is looking for talented artists to educate pupils in Soweto once

agreement is reached with the DET.

"We are also appealing to the business community and other organisations to assist us with funds," said Ratlou. Those interested in helping should phone (011) 935-6609.



Sam Ratlou, leader of Soweto cultural group The Guilds

Matric History

History for Tomorrow's Classrooms

Time in History

New W [Learning W] 12/6-18/6/92 (52)

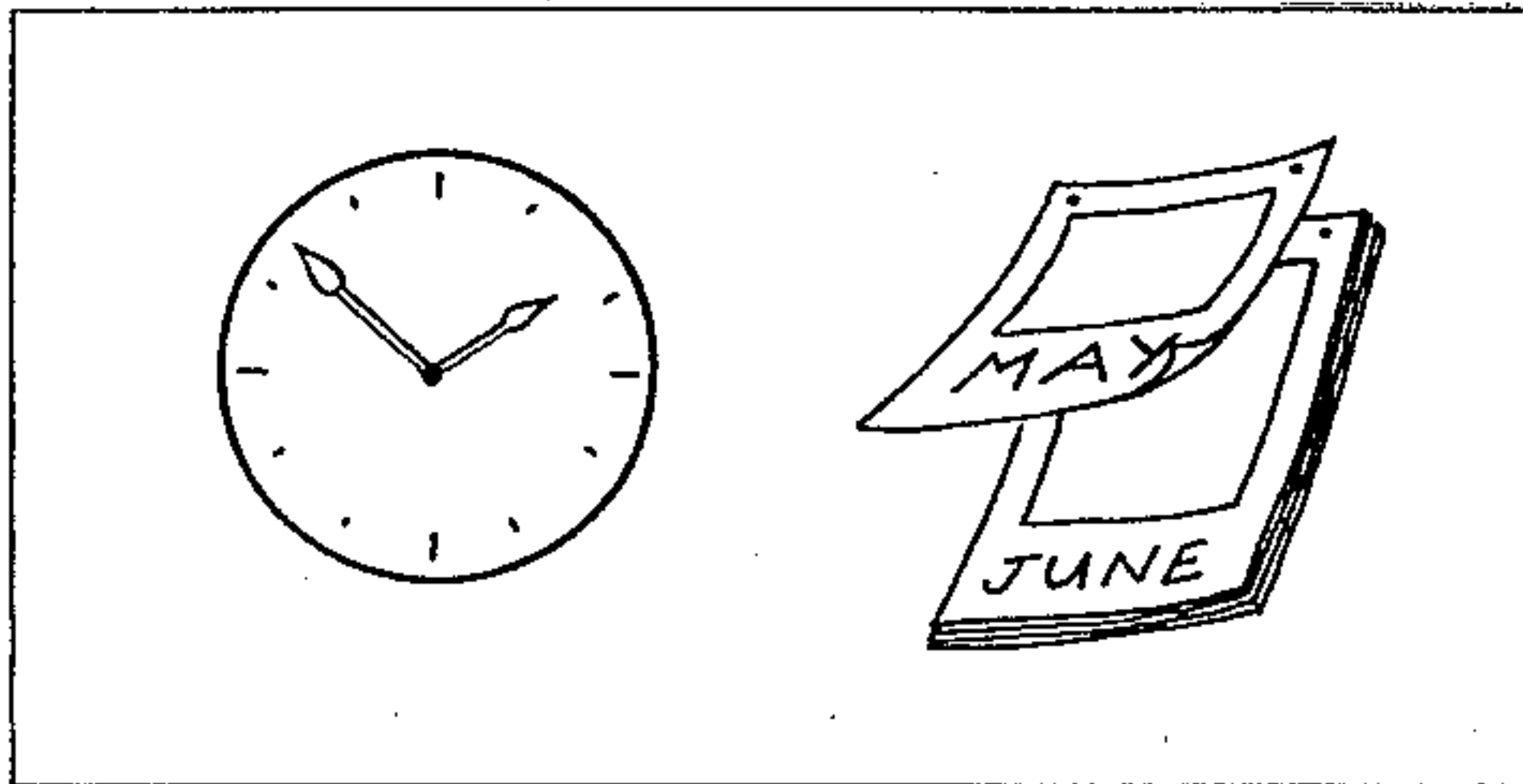
One of the things that historians are very concerned with is the concept of time. As students of history, we should try to develop a clearer understanding of this concept. So, in our next few articles we are going to consider the concept of time in a little more detail than we usually do at school.

Let's begin with the easy part - ourselves in time ...

Time in our daily lives

Whether we are aware of it or not, we are all concerned with time in our daily lives.

When we think of time we are usually asking the question "What is the time?". When we ask this question we do not really want to know whether it is exactly say, two o'clock. We usually want to know how long it is before the next train, or how long it is before the end of the school day, or how long it is before supertime.



We measure time in seconds, minutes and hours, and we have a rough idea of how quickly or slowly we can act to make sure that we meet (or fail to meet) our next deadline. We use time, in this sense, as a way to order our daily lives. More often than not we use time to work out when we are going to do some thing in the future. We work this out in the present and we have the future in mind.

We use time to help us deal with the present and the future. In our daily lives, we are not all that concerned about past time. Let's turn now to think about past time ...

Time in our own past

Think about your own past, as far back as you can go. You are probably aware of how your life has changed as you have grown up. You have heard your mother and father talk about their early lives. Perhaps you have listened to your grandparents talk about their early days, and felt that they were talking about things that happened so long ago that you did not bother to pay much attention! Whereas we are concerned mainly with the present and the future, historians are concerned mainly with the past.

Historians and time

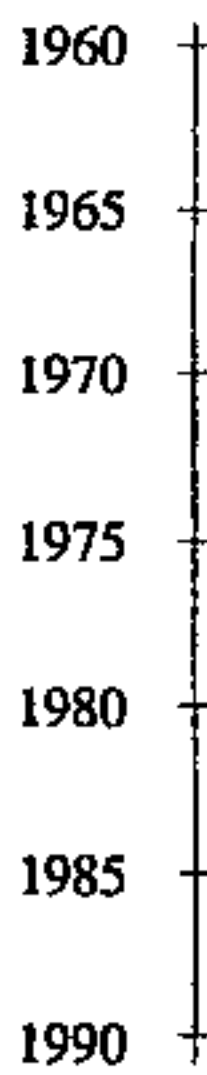
Historians are very concerned with time. But they are far more concerned with past time than we are. To us it might seem as though our grandparents' childhood was a long time ago, but most of the past existed or happened even before there was any trace of human beings on earth! So our grandparents' past is not that long ago at all!

Next week we will look more closely at historians' interest in past time. To prepare ourselves, let's first do an exercise on time in our own lives.

Drawing a time line of your life

The basic unit of time which we use in our own lives is the year. This is the time which it takes for the earth to go completely around the sun once, but we also use it to measure our own lives. For example, we have a birthday each year and in this way we count our age.

Here is a line to represent your own life, beginning in 1960. (If you were born before 1960, redraw this line onto another piece of paper and extend the length of the line to include the year you were born).



Mark the following points on the line:

- a) the year when you were born
- b) the year when you started school

Then draw a line next to that point and write on the line 'the year I was born' and 'the year I started school'.

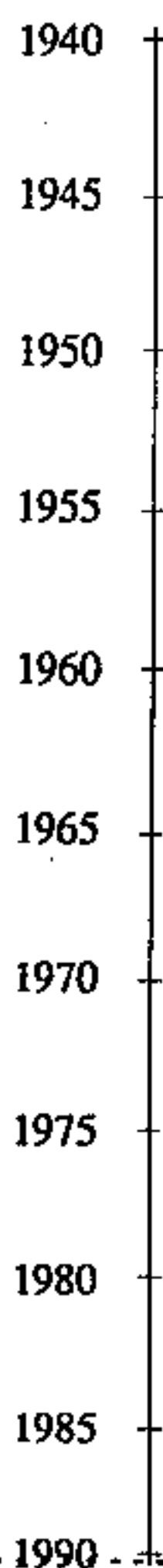
Mark on the time line some other events in your life that you think are important.

Exercise

Now let's think about someone who was born in 1940. Let's say he began work in a factory at the age of nineteen. He married when he was 20 and in 1961 he had his first child. He lost his job in 1963. He joined the ANC in 1965 and was arrested in 1968. He died in prison in 1970.

We can show these events on a time line. (You will have to do a bit of arithmetic to work out some of the dates in this man's life!)

Here is a line which represents the period 1940 to 1990. On this time line mark the events in this man's life, as well as the points when you were born and when you started school. (Draw a line next to each date you have marked and write what happened on each line).



ONE TEACHER, 100 matric pupils. This is what teachers at the Ikamvaleu Finishing School (IFS) in Langa face each working day.

The Department of Education and Training (DET) employs nine teachers for the 920 IFS students who are Standard 10 repeaters.

They share classrooms with Langa Comprehensive High School pupils.

IFS principal Mr Ben Thengimfene says the DET established the IFS in February to curb the influx of repeaters at the local high schools. The DET initiated the idea and took it to the community for discussion.

Thengimfene says the students are divided into groups to fit into a classroom and have to attend classes in shifts.

"If, for example, there are five small groups, a teacher stays in class until all students are taught."

Thengimfene says the students pay R20 a year for school fees. The money is used to buy stationery and pay the telephone bill.

According to an IFS statement, the school has repeatedly requested the DET to provide textbooks for the students "but it has supplied the school with Standard 6, 8 and 9 textbooks".

The statement accused the DET of not fulfilling its promise to employ more teachers.

"The DET promised to avail more funds in April this year to employ more teachers, but up to now nothing has materialised."

Thengimfene says the staff are underpaid by the DET. "I earn R1 700 a month despite my 30 years

'This is no way to finish school'

I earn R1 700 a

month despite my

30 years' experience

as a principal and

my academic

qualifications,

Bachelor of Arts

and Bachelor of

Education degrees.'

52

SOUTH 13/6-17/6/92



Ben Thengimfene

The IFS statement says the DET is not prepared to build classrooms for the school nor provide an alternative venue.

"The school shares the resources of Langa Comprehensive on a platoon basis, hence the classes are held from 3pm to 6.45 pm," the statement says.

"We reject the platoon system as a solution to the problems in education because it has contributed to the present crisis in black education."

Thengimfene, who is the chairperson of the Western Cape region

The department denies that it promotes platooning. "We regard it as a temporary solution when schools are full and there are still students who should be accommodated."

"Platooning is only a stop-gap solution until a permanent building can be provided."

The department says the Standard 6 books were delivered because "in April 1991 the school planning catered for Standard 6 and 7 and requisitions were placed accordingly."

When it was decided in 1992 that the school rather operate as a finishing school, a new requisition for matric textbooks was placed.

"This requisition included some Standard 9 textbooks, since subjects like Physical Science and Mathematics require Standard 9 and 10 books."

The DET denies the teachers are underpaid. "The teachers are all being paid their full salaries, commensurate with their proven qualification and experience."

A senior lecturer in the School of Education at UCI, Dr Mzobza Mboya, accused the DET of "not paying any attention to the destruction of black education".

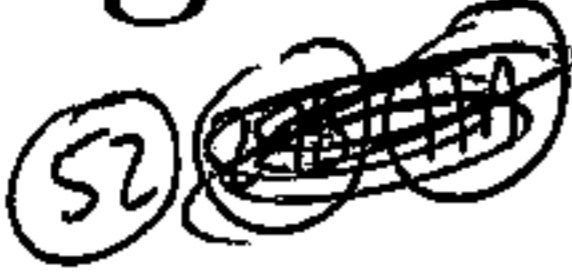
Mboya encouraged the formation of Teacher Parent and Student Associations to look into matters such as the building of schools and employment of staff.

By Sabata Ngcali

'The night there was fire all over Soweto'

SOUTH 13/6-17/6/92

By Quentin Wilson



JUNE 16, 1976 — a date emblazoned on the minds of many.

For some it was the day agitators mustered thousands of schoolchildren to run riot in Soweto.

For others it was a sharp, clear message to apartheid's architects that their game would not be played — whatever the cost.

It started as a student march to protest against a government ruling that school subjects be taught in Afrikaans. But after police fired the first volley of ammunition into unarmed schoolchildren, the protest escalated into the biggest uprising this country has seen.

The dramatic picture of the first victim, 13-year-old Hector Peterson, being carried by Mbuyisu Makhubu, was published locally and internationally. It has come to represent the anguish and pathos of the uprising.

The commemoration of June 16 has been earmarked "National Youth Day" by the country's political left.

Tuesday's 16th anniversary has brought another spate of calls for the day to be declared a public holiday.

But the government says there are "already too many public holidays".

ANC spokesperson Mr Carl Niehaus said: "For the ANC it is a day on which the youth of our country stood up and said to the world: 'we have had enough of apartheid.'"

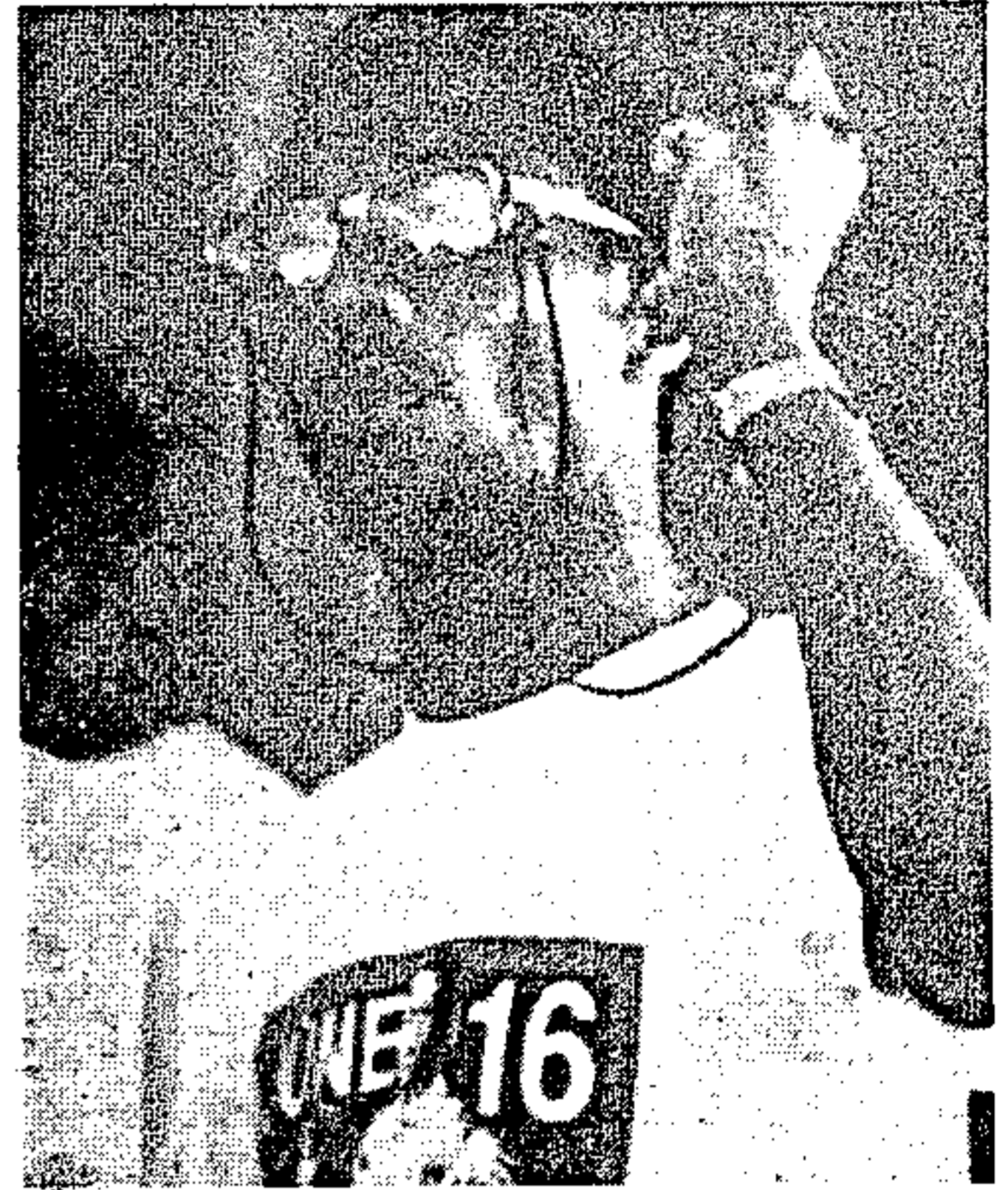
"It was a strong voice to the government, telling them that apartheid would end sooner rather than later.

"We are going to honour all those, specially the youth, who gave their lives and died for the struggle. It is a time when the people of South Africa highlight their suffering.

"But it's not only a commemoration, it is a time to rededicate ourselves to continue the struggle against apartheid and its consequences. We therefore feel very strongly that the day should become a public holiday," Niehaus said.

NP spokesperson Ms Sheila Camerer said: "The NP would not be in favour of it. We have too many public holidays around this time. Codesa should look at the question of public holidays."

Niehaus said 1976 was a turning point because it was the first time "the people took the lead in the struggle rather than leaders of



A LIVING MEMORY: June 16 1976 is a day South Africa will never forget

political organisations".

He said many of the youth who had been involved in the uprising left the country to join the ANC and its military wing, uMkhonto weSizwe (MK), leading to a tremendous growth in MK ranks.

An example is Mr David Ndaba, who left South Africa to join the ANC three months after the 1976 uprising had started. For those three months he worked in the underground.

For Ndaba, "June 16 instilled revolutionary spirit among the students and our parents, the workers".

Ndaba gave his impressions of what happened that fateful Wednesday morning, 16 years ago.

"We were marching to Orlando Stadium peacefully in protest against the imposition of Afrikaans. It was during that peaceful demonstration that the police opened fire on children.

"The students were marching and collecting other students from different schools in Soweto. The police came to cordon off groups as they were moving towards the stadium.

"After a worried resident was given assurance by a black policeman that there would be no bloodshed, the students were asked to disperse.

"You can't expect thousands of people to disperse in a minute! The police opened fire.

At first there was confusion. Nobody thought the police would fire at children.

"Large crowds of students gathered in front of the police. At one stage some of the police surrendered and took to their heels as they were chased by the crowds.

"That afternoon the students regrouped and decided they were going to attack all symbols of oppression in the township. The first target was the administration offices. One office after another went up in smoke as they were attacked with petrol bombs."

"The night of June 16 — that Wednesday — there was fire all over Soweto. Police opened fire as building after building was set alight. By now they had been joined by the workers who had come home.

"The following day more people were killed by the police. At one point there was a helicopter that hovered low over the heads of crowds, indiscriminately firing from the machine guns in the helicopter," Ndaba said.

"By Friday, the chaos had spread to Pretoria, Durban and towns in the Transvaal and Orange Free State.

"The streets of Soweto were red with blood. People were lying in the streets bleeding to death, but instead of ambulances being sent to take them to hospital, they were loaded into police vans and taken to the police station. There were bodies stacked high. These were people but they were lying there like mealie bags," Ndaba said.

Mzinoni to post 'top' results

CIPres 14/6/92
By ELIAS MALULEKE

THE once trouble-torn Mzinoni High School in Bethal has turned into a model school this year.

Last year the school was wracked by claims of teachers being drunk on duty and that no effective learning and teaching was taking place.

When City Press visited the school this week we found a different picture. Students and teachers were busy in their classrooms, including the principal who has allocated herself a class because she does not want to be "an office principal".

The school was also neat. Damaged doors and panes had been repaired and there were smiles all round.

The chairman of the school's management council, the Rev JH Mahlangu, who took over the reins this year, was all praise for the effort staff and students had put into improving education standards.

Mahlangu even went further: he challenged other schools in the eastern Transvaal to better Mzinoni's matric results which he said would top 70 percent - up from 23 percent last year.

Mahlangu and members of the township last year accused the school of harbouring drunk teachers and said there little effective learning or teaching taking place.

Some of the allegedly drunk teachers were dismissed early this year but were later reinstated by the new principal who asked the management council to give them another chance.

Mahlangu also laid a charge of theft last year after a substantial amount of the school's money could not be accounted for.

Battle not over for '76 graduate

C/press 14/6/92
By THEMBA KHUMALO

HIS cosy headmaster's office in downtown Joey's is a far cry from a cold cell on Robben Island - but the struggle goes on.

That's Seth Mazibuko for you. Seth is throwing his all into providing education for the children - many of them children of the exiles.

Mazibuko, 36, is the principal of First National College of SA, which has been battling for nearly a year to register with the Transvaal Education College (TED).

Mazibuko, a graduate of the bloody 1976 school uprising, was also jailed for two years for sedition.

He says that the institution has attempted to register the school with Department of Education and Training (DET), but with no luck.

With him Mazibuko carries the hopes of 355 pupils, half of whom are returned exiles who were studying as far afield as Czechoslovakia and Tanzania before they came back.

"Teaching them Bantu Education turns the clock back to the period before they left ... They want



STRUGGLE GOES ON ... For Seth Mazibuko ■ Pic: ANDRIES MCINEKA

the best out of their education," he says.

Mazibuko's burning ambition to get the best for his students was shot down in March when TED Minister Piet Marais wrote to tell him that the racial character of the college made it virtually impossible for it to be registered with the TED.

A heated meeting attended by college staff and parents in March,

overwhelmingly rejected registration with DET, whose system of education they described as inferior.

Chairman of the college's board of directors Professor Louise Tager has been mandated to take up the issue with TED authorities.

Mazibuko says there are several community organisations who are angry

and are itching to enter the battle to fight "this blatant racism", but for the moment the college prefers to keep them out of the picture until such time that they (college staff) feel they can go no further.

TED executive director Dr Ken Paine said his department could not register an institution like First National College without DET approval.

'Teacher, keep quiet!'

By THEMBA KHUMALO

(S2)

THE Azanian Students Movement (Azasm) has appealed to black teachers and students to refrain from disrupting normal learning in schools.

A statement issued after the organisation's national congress in Bloemfontein recently said students should use the last half of the year to study for their own benefit instead of taking to the streets.

The statement warned teachers against harming the best interests of pupils. *Cipres 14/6/92*

"The teacher has a responsibility towards the oppressed student who is not taken care of by the regime. The teacher's actions should be informed by the best interests of the black child," read the statement.

Although Azasm acknowledged the right of teachers to belong to trade unions and to campaign collectively for the improvement of their conditions, teachers were still answerable to the community.

Azasm accused the South African Democratic Teachers' Union (Sadtu) of having taken "a definite ideological line to make political capital at the expense of the black child".

Although they were often treated as prodigal sons and daughters, Azasm said black teachers responded to their poor working conditions with self-destructive activities.

Let's get down and get technical

CP Reporter 14/6/92

TUCKED away in a room at the Megawatt Park conference centre, George Ndou is busy explaining a section of algebra to a mixed group of 16-year-olds.

Megawatt Park is Eskom's Sandton headquarters and George, a third-year BSc student from Vosloorus, is majoring in mathematics through Unisa. He was hired to teach this holiday class through a friend who works at Eskom. He is using a commercially developed extra maths programme, evaluating its usefulness as he works through it with the students.

Although the class is called Remedial Maths, the students are not drop-outs. George says the purpose of the course is to identify areas of maths where the students have difficulty and to improve their understanding of those areas. In this way their marks will improve and they will be encouraged to continue with maths and maybe choose technical careers.



LEARNING... Bridgette Shongwe listens while George Ndou explains a maths problem to Eleanor Fox.

Student Bridgette Shongwe goes to Spectrum College in Braamfontein. She is one of many black pupils who were forced to find private schools away from the black townships where education is being severely disrupted by unrest and boycotts. Last year she got a 'D' for maths; this year she hopes to get a 'C'. Eleanor Fox from Florida Park High is hoping that her symbol will improve from 'C' to a

'B'. George's group is just one of many holiday classes in Eskom centres across SA. Extra educational programmes are arranged by Eskom in many of its 52 business units around the country. In all, Eskom programmes will influence tens of thousands of students and schoolchildren this year, and hundreds of teachers.

In the gardens outside the conference centre, another group is busy building tower-like structures, using stalks of Highveld grass joined together with glue. "Some of them are really fascinated by this," says the group's facilitator, Verona Ehlers. "They are the ones who could be encouraged to become technicians or engineers. Tomorrow we'll take them on a visit to a power station - that's usually an unforgettable experience."

All of the instruction at Eskom's Megawatt Park headquarters is provided by Eskom's skills marketing division. Says manager Sus Beylveidt: "Eskom has a vital concern in increasing the number of South Africans with technical skills."

Eskom's concern has led to its many skills-related programmes and activities. These include the holiday programmes for teachers and students, together with other ongoing programmes. Beylveidt says Eskom faces an enormous challenge: that of finding enough technically oriented people to run the business in the future. "Particularly among black school-leavers, there are just not enough people with university-level maths and science," she says. "Industry needs engineers, scientists, statisticians - people who know the difference between an Ohm and an Erg. Where are we going to find them when out of 100 000 black matriculants only 113 pass matric maths, 27 pass matric maths with university exemption and only one passes with exemption in maths and sci-

ence?" She says Eskom has in-house programmes and others at schools and technical colleges. One of these is the SSEP - the Secondary School Enrichment Programme. Pupils from rural or deprived backgrounds are woefully unprepared for finding work in a commercial or industrial society. "Many of them have never seen a telephone, let alone a fax machine or a computer. How on earth can they compete in the job market?"

To begin with, Eskom employees voluntarily teach these children the everyday life skills which will enable them to cope with a job - things like personal hygiene, courtesy, safety and managing your money. Later on, courses become more subject-oriented. Many Eskom managers require that their staff spend a certain number of hours each year on this activity. Beylveidt points out that these programmes do not always have direct benefit for Eskom as the recipients are not obligated in any way.

Wanted: Black go-go

By ZB MOLEFE

THE black child has a far better chance of being employed in the future than a white child, an industrial psychologist and career guidance expert has warned.

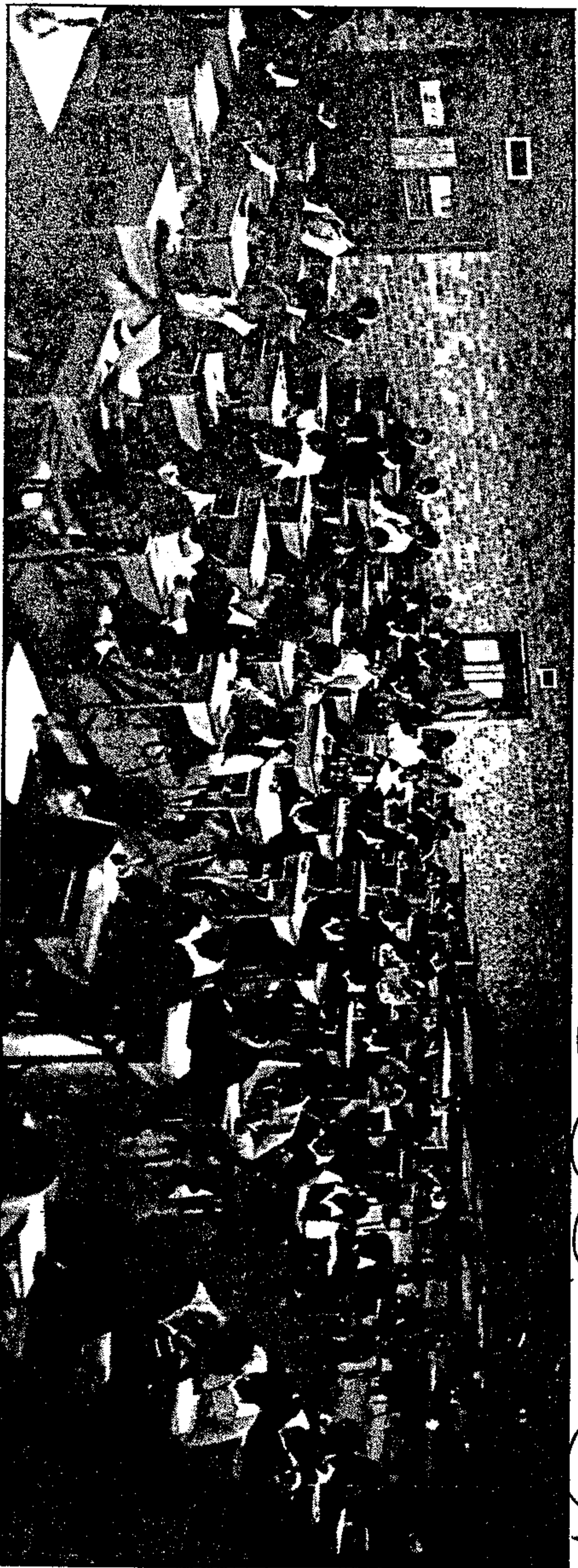
Louise Holman argues that "because there are so many companies that have affirmative action policies and because of external overseas influence" most companies will be pushing for a black and white balance in their employees in proportion to the South African population.

"There is such a gap to be made up that I think in two years' time the white child is going to find it difficult to find a job.

"While any black child who has any sort of initiative or shows ambition is going to be taken for the job," says Holman.

From a black perspective it is more important that black children "be given a chance to find out where they should be, so they can grasp this opportunity and not let it go", continues the Unisa-educated industrial psychologist who is also a Chartered Insurance Institute

CP News 14/6/92



PREPARATION STATION... "The well-prepared prospective black employee is the person who is going to be taken on," says a career guidance expert.

On the other hand Holman is not sure how long the "black employee boom is going to last.

However, she is convinced that that for the next five or six years there will be a visible bias towards employing black school-leavers rather than their white counterparts. She continues: "There are so many people trying

for a limited number of well-prepared prospective black employee is the person who is going to be taken (for these limited jobs)."

This is where Holman endorses her recently published career guidance book *But Will I Like My Job? A practical guide for school leavers*. It means the black school

leavers who have followed her book stand a better chance of employment.

Otherwise employers will opt to employ white school-leavers. This, the employers will argue, is because suitably qualified blacks will be in short supply.

On the other hand, employers will still employ black school-leavers "who are not coming with right

(career) answers and motivation, and don't know what it (the job market) is all about".

Holman should know. After working with a number of white schools she started career guidance workshops in 1989 in Mamelodi outside Pretoria.

This was after she found that in the townships "they have nobody

trained in vocational guidance".

Talking about the township career guidance problems, Holman, who is also a holder of the British Institute of Management Services work study and organisation and methods certificates, says the township problems are rooted in an atmosphere where parents want their children to be doctors or

domestic workers.

"Anything in the middle they don't know about. They don't put any meaning to it. We have to bring the idea of jobs and what they entail, particularly to the people who will be doing the jobs. I was working with those people in Mamelodi," Holman says.

That is why Holman thinks her book is filling a

gap. She career "that get on work ager can the marriage ment.

She also well-versed "I had a observing psychologist out how the work

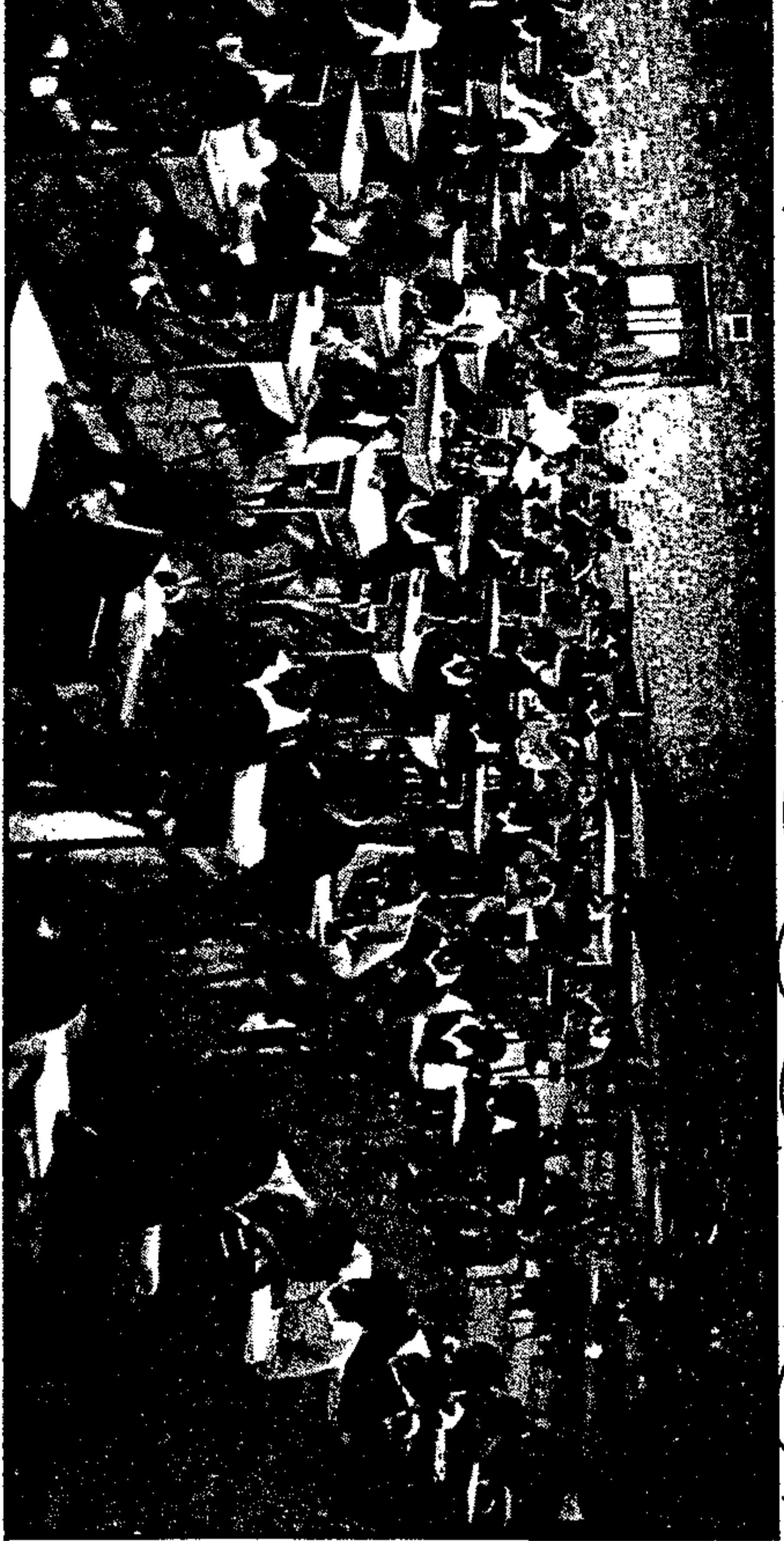
Holman erally the psycholog school-leavers verge of careers. He developed ance) t against ec chological

She got better th out of South Al ties". This Education Trust, whi with the pano Truse Holmanr ther: "Wee reer guidanc right tha blacks, leaders, te training th guidance

Why Black Mothers

EN 14/6/92

(179) (176) (177) (52)



Prepared prospective black employee is the person who is going to be taken on," says a career guidance

number of leavers who have followed her book stand a better chance of employment. Otherwise employers will opt to employ white school-leavers. This, the employers will argue, is because suitably qualified blacks will be in short supply.

On the other hand, employers will still employ black school-leavers "who are not coming with right (career) answers and motivation, and don't know what it (the job market) is all about".

Holman should know. After working with a number of white schools she started career guidance workshops in 1989 in Mamelodi outside Pretoria.

This was after she found that in the townships "they have nobody trained in vocational guidance".

Talking about the township career guidance problems, Holman, who is also a holder of the British Institute of Management Services work study and organisation and methods certificates, says the township problems are rooted in an atmosphere where parents want their children to be doctors or

domestic workers.

"Anything in the middle they don't know about. They don't put any meaning to it. We have to bring the idea of jobs and what they entail, particularly to the people who will be doing the jobs. I was working with those people in Mamelodi," Holman says.

That is why Holman thinks her book is filling a gap. She thinks there is no career guidance book "that gives information on work in terms a teenager can understand" on the market at the moment.

She also believes she is well-versed in her subject: "I had a lot of training in observing work, industrial psychology and finding out how paper flows (in the workplace)."

Holman says that generally there are two tests psychologists use for school-leavers on the verge of embarking on careers. However, she has developed (career guidance) tests running against conventional psychological tests.

She got better results - "better than what comes out of American and South African universities". This has led to the Education Development Trust, which is run closely with the Alexandra Koppo Trust.

Holman explains further: "We are taking career guidance principles right through SA - blacks, whites, youth leaders, teachers. We are training them all in career guidance principles so that they can take them to their schools."

When should a black parent and student start worrying and preparing for a career?

The first step is in Std 7, according to Holman, who has found that many black parents are locked into the belief that their children must go to university if they are to have a meaningful and proper career.

"I don't think that is necessarily true, bearing in mind that black children are going to get more jobs than white children in the future."

"I have worked out that seven percent of jobs in SA needed a university or technician diploma," Holman points out.

Then comes another time in a child's schooling when parents must take charge in the planning of their careers - the first part of Std 9 "just before the child starts motivating himself/herself to acquiring a matric examination pass".

That is where the schoolchild will sort himself/herself out. Particularly in the choice of ideal subjects for higher learning. Also there is a chance that the child can change subjects and direction.

"A good matric pass doesn't mean good subjects but preparation for a career," Holman says.

What are the strategies required for a good career choice?

First Holman points out that it is important to have a strategy if you are starting out in the career stakes. You have to know where you are going and how you are going to get there, insists Holman.

"That is important, that is a straightforward strategy."

This is helpful when things start going wrong in your career path. Or maybe the school-leaver meets obstacles straight away.

"What I'm trying to say in the book is: you will always have obstacles, it is a fact of life."

"A successful person who meets obstacles says: 'Right, how will I pick up myself after I had a failure?' That is where (career path) strategies come in."

"If you overcome them (obstacles), you can still become great."

Teacher battles ^(S2) with angry pupils

CIPNES 14/6/92

By MOSES MAMAILA

FIGHTING broke out at Bodibeng High School in Kroonstad this week between a gun-wielding teacher and pupils who tried to burn his car in the school yard.

Trouble is said to have started during a class on Wednesday when the teacher, Climent Ntloko, accused COSAS members of being opposed to sports activities.

It was then that a fist-fight between Ntloko and the local COSAS branch chairman Bonzo Tladi broke out, in which the pupils joined.

Armed with a hammer, one of them attacked Ntloko, who ran into the

staffroom according to witnesses.

The principal, Sello Matube, said the pupils then besieged the staffroom, forcing the teacher to leave.

"They then went for his car, overturned it, and tried to burn it. They ran off when Ntloko fired some shots," Matube said.

The angry pupils then went to the teacher's home where they tried to set his house alight, but were dispersed by police using birdshot. At least one pupil was wounded.

Matube sent the pupils home early on Thursday as the situation was very tense.

Vaal teacher shot dead by youths 15/6/92

Sowetan Reporter

Sowetan

A VAAL Triangle schoolteacher was brutally assaulted and later shot dead by groups of youths in two separate incidents in Sebokeng at the weekend.

Mr Ernest Kopo Molefe (31), a teacher at Thusa Secondary School in Venterspost, was first attacked by a group of youths in Zone 11 at 8am on Saturday but managed to escape.

An hour later he was shot five times in the body and head by another group in Zone 13 Sebokeng. He later died at Sebokeng Hospital.

Sebokeng police confirmed they were investigating the killing.

Mr Demilton Mphumphela, his father-in-law, yesterday said Molefe left home to photostal half-yearly examination question papers in Zone 11. The family later received a report that he had been assaulted and went to the scene where he was found badly wounded.

Molefe became the centre of controversy last year while teaching at Leborang High School in Botjhalong near Vanderbijlpark.

Pupils accused him of being a member of a notorious gang. The pupils protested and demanded that his services be terminated. He was subsequently transferred to Venterspost.

He was once admitted at Baragwanath Hospital after he was assaulted by pupils last October.

Mphumphela denied that Molefe belonged to any gang.

specified periods. As far as question (iii) is concerned the required information will only become available after 30 June 1992. To obtain the information now, all magistrate's offices would have to be contacted which is not economically feasible.

(i) 35 922 for the period 1 July 1989 to 30 June 1990.

(ii) 43 260 for the period 1 July 1990 to 30 June 1991.

(iii) Not readily available.

(b) (i) 5,53%

(ii) 6,8%

(iii) Not readily available.

(2) The circumstances in which sentences imposed by magistrates are subject to automatic review, are set out in section 302 of the Criminal Procedure Act, 1977 (Act 51 of 1977). The other circumstances in which criminal cases can be reviewed, are set out in section 304(4), 305 and 306 of the said Act, as well as section 24 of the Supreme Court Act, 1959 (Act 59 of 1959).

(3) Statistics are not kept in regard to sentences mitigated but in regard to sentences/convictions set aside or amended. The available statistics are as follows:

Period	Set aside	Amended	Total
(i) 1.7.89 - 30.6.90	-	695	867
(ii) 1.7.90 - 30.6.91	-	516	882
			1 398

The MINISTER OF EDUCATION AND TRAINING:

School	1989		1990		1991	
	Wrote	Passed	Wrote	Passed	Wrote	Passed
Alex Jayiya	566	483	439	389	468	381
Ashton Gontshi	476	393	427	372	424	370
Ilinge	539	483	389	355	359	320
James Ntungwana	677	573	609	494	602	536
J N Tulwana	625	565	523	451	537	443
Little Flower	428	379	391	369	391	359
Mjulenji	833	728	768	672	806	737

(iii) Not readily available

End-of-year exams written/passed: schools in PE metropole

293. Mr E W TRENT asked the Minister of Education and Training:

How many pupils in schools falling under his Department in the Port Elizabeth metropole (a) wrote the end-of-year examinations for, and (b) passed, each standard in 1989, 1990 and 1991, respectively?

The MINISTER OF EDUCATION AND TRAINING:

	1989		1990		1991	
	(a)	(b)	(a)	(b)	(a)	(b)
Sub A	9 456	8 404	10 504	9 355	10 445	9 111
Sub B	7 278	6 547	7 753	6 974	8 172	7 293
Std 1	6 487	5 911	7 379	6 699	7 533	6 776
Std 2	5 594	5 288	6 421	6 022	7 069	6 570
Std 3	5 419	4 623	6 336	5 427	6 878	5 929
Std 4	5 563	5 014	5 774	5 057	6 351	5 489
Std 5	8 498	7 660	6 276	5 473	6 095	5 340
Std 6	4 094	2 920	9 054	6 003	8 807	5 856
Std 7	3 503	2 358	3 967	2 616	8 454	5 475
Std 8	3 250	2 188	3 894	2 561	4 824	3 404
Std 9	2 955	1 975	3 214	2 266	4 284	2 735

End-of-year exams: primary schools in Uitenhage

294. Mr E W TRENT asked the Minister of Education and Training:

How many pupils in each of the primary schools falling under his Department in the Uitenhage metropole (a) wrote and (b) passed the end-of-year examinations in 1989, 1990 and 1991, respectively?

B732E

School	1989		1990		1991	
	Wrote	Passed	Wrote	Passed	Wrote	Passed
Mngcunube	882	764	798	693	842	716
Mghayi	930	841	587	455	622	484
Mtonjeni	785	656	816	785	840	784
Nokhwezi	958	851	559	466	1 288	982
Nosipho	527	450	1 103	955	1 243	1 096
Ntlemeza	893	780	446	386	492	428
Phakamile	879	796	1 304	1 083	1 488	1 319
R H Godlo	664	639	738	710	818	755
Stephen Nkomo	587	538	594	534	587	540
Vuba	553	507	551	475	599	513
James G Ndulula	919	792	624	560	706	627
Phindubuye			937	794	1 170	1 010

End-of-year exams: schools in Uitenhage

295. Mr E W TRENT asked the Minister of Education and Training:

How many pupils in schools falling under his Department in the Uitenhage metropole (a) wrote the end-of-year examinations for, and (b) passed, each standard in 1989, 1990 and 1991, respectively?

The MINISTER OF EDUCATION AND TRAINING:

	1989		1990		1991	
	(a)	(b)	(a)	(b)	(a)	(b)
Sub A	3 279	2 787	2 328	1 980	3 049	2 506
Sub B	2 093	1 811	2 281	1 997	2 268	1 934
Std 1	1 868	1 655	1 941	1 665	2 344	2 081
Std 2	1 766	1 572	1 833	1 627	1 856	1 657
Std 3	1 215	1 074	1 727	1 496	1 831	1 633
Std 4	1 138	1 029	1 253	1 067	1 676	1 446
Std 5	1 362	1 290	1 240	1 166	1 258	1 143
Std 6	911	615	1 233	683	1 478	847
Std 7	750	526	571	346	1 077	631
Std 8	692	413	621	371	818	449
Std 9	439	299	420	256	631	290

Flats in doctors' quarters: Addington Hospital

296. Mr M J ELLIS asked the Minister of National Health:

(1) Whether any flats in the doctors' quarters of Addington Hospital in Durban have been converted into luxury flats; if so, (a) how many flats were used to effect the conversion, (b) (i) how many luxury flats were developed, (ii) what is the size of

each such flat and (iii) what does each comprise, (c) (i) for what purpose are these flats to be used and (ii) what are the names of the persons who are to use them, (d) what was the (i) total and (ii) itemized cost of (aa) converting and (bb) equipping these flats and (c) from which vote or votes was the cost of (i) constructing and (ii) equipping these flats financed;

(2) whether any funds from the 1991-92 budget were used for these flats; if so, (a) what total amount and (b) how was this effected in terms of the practice of unutilized moneys in the budget having to be returned to the Treasury at the end of the financial year;

(3) whether the decision to convert these flats was taken by the Executive Committee of the Province of Natal; if not, why not;

(4) whether one of these flats is for the use of a director-general; if so, (a) for which director-general, (b) why and (c) at whose discretion?

The MINISTER OF NATIONAL HEALTH:

(1) Yes, however the flats are modern living quarters and cannot be termed luxurious.

(a) three.

(b) (i) two average standard flats.

(ii) flat A is 153m²
flat B is 74 m²

(iii) flat A — two bedrooms, living/dining room, one

room.

WE CAN DO IT

18/6/92 Sowetan Tladi parents looking for a new principal

BY PHANGISILE MTSHALI

THE post of principal of the besieged Tladi Technical High School is up for grabs.

Parents agreed at a meeting at the school on Sunday that the job be advertised.

After the Tladi Technical Monitoring Committee had given its report on the "administration and authority crisis", parents clapped and cheered when it was proposed that deputy principal Mrs Margaret Mothapo take over the reigns temporarily.

The meeting resolved that:

The principal's post be immediately advertised and the acting heads (Mothapo and Mr Abner Saule) should also apply;

The new principal should be appointed within six weeks;

The Department of Education and Training should not act unilaterally or in-

dependently of the parents and community; and

The appointment of the heads of department should also be considered.

Four teachers were also appointed by their colleagues to help Mothapo run the school.

Mothapo and the four teachers are expected to compile daily reports on everything happening at the school and to develop, carry out and monitor plans to run the school.

The decision on a new head for Tladi came after the school's Monitoring Committee revealed its findings after daily visits to the school.



THE OLD: Abner Saule



THE NEW: Margaret Mothapo

Tladi's huge task of normalisation

Sowetan 18/6/92

(52)

By PHANGISILE MTSHALI

WHEN the Tladi Tech Monitoring Committee was set up as recommended at the Ipelegeng soul searching meeting it announced that its first task was to normalise the school.

However, it soon became clear that it needed to have

found:

- There was late assembly - 70 pupils out of 960 were present.
- About half of the 39 teachers were present.
- Some teachers were absent from school without leave.
- Loitering was the order of things. Both pupils

- and teachers were not honouring periods.
- Pupils kept dashing to a nearby house for a smoke.
- Teachers were falsifying their attendance records, signing the register a week in advance.
- Teachers were also conducting private business during school hours.

- There was noticeable lack of co-operation in the administration and control of the school.
- There was striking lack of discipline.
- The school was filthy - there was little difference between many of the classrooms and the pigsty.
- The classrooms were also defaced by graffiti which was - most of the time - in bad taste.

On Wednesday only a few pupils turned up after the Congress of South African Students announced the school boycott.

Cosas' call coincided with a two-day mass action day by the South African Democratic Teachers Union.

While doing its rounds at the school the committee also assessed the extent of the damage to the physical structure of the school which has left the double storey building looking like the ruins in a battle field.

- 496 broken window panes.
- 12 classrooms without any chalkboards.
- Four classrooms without any burglar proofing on doors.
- 42 doors have been removed from the classrooms and toilets. Two of them have been removed together with frames.



MOHAPI THAPEDI: Monitoring committee

● 39 toilet bowls "were mysteriously removed".

● There were no security measures to protect the property of the school, not even a working street lamp to deter would-be vandals.

Committee members stressed the importance of parental and community involvement in Tladi Tech renovation and security.

The meeting resolved that:

● Parents should contribute towards renovation. Their attention should be drawn to the need for burglar proofing windows and doors.

● Parents should be asked to demonstrate their commitment to the rebuilding of Tladi Technical through their practical and concrete involvement.

● All churches and organisations within Tladi township should register their commitment and come forward to play a role in rebuilding the school.

It was also recommended that a rebuilding sub-committee should start working by July.

Top of the agenda was the pass one pass all call - usually associated with the organisation - and pupils who promoted themselves to higher classes under the guise of the organisation.

"Cosas also agreed to investigate reports of pupils taking guns to school and to find ways to discourage the practice," said committee member Mr Mohapi Thapedi.

Pupils stranded as scheme collapses

By GAYE DAVIS: Cape Town

W/Mail 19/6-25/6/92
A DOCTOR has come to the rescue of Transvaal schoolchildren left in the lurch after the collapse of businessman Anthony van Wyk's tuition and board scheme.

About 20 children, whose parents paid R2 250 for board and R1 200 for tuition, are now being housed in the Cape Sands hotel in Muizenberg after their parents re-negotiated contracts with the hotel's owner, Dr Mahomed Meer.

But 16 children are living in houses provided by Van Wyk and face eviction as he has allegedly failed to meet financial obligations regarding the houses.

Children living at a house in Dover Road, Muizenberg, told said Van Wyk had left for Johannesburg two weeks ago without leaving them money for food and transport to

school. They hoped they would be allowed to stay in the house until term end and said their parents hoped to negotiate contracts with Meer. (52)

The attorney acting for the owner of the Dover Road house said eviction proceedings had been lodged against Van Wyk, who failed to pay the deposit and occupational rent after signing a deed of sale.

Seven girls are living in a house in Axminster Road, but the sale of the house has been cancelled.

Cape Sands manager Wayne Harhoff said Van Wyk owed about R3 000 for damages to houses he rented from Meer. The Ocean View Residentia is owed several thousand rands in outstanding rent.

Van Wyk was not available for comment.

Hansard

Hansard

The MINISTER OF LAW AND ORDER:

(1) No.

After the inquest into the death of Mr Jacobs was concluded, the magistrate found that the death was due to a gunshot wound inflicted by an unknown person. At present there is insufficient evidence to charge a specific person for the murder.

(2) No.

(3) No.

Own Affairs:

**Shortage of school hostel facilities:
Orange Free State**

11. Mr P J BERGMAN asked the Minister of Education and Culture:†

- (1) Whether he or his Department is taking any steps to make good the shortage of school hostel facilities in the Orange Free State; if not, why not; if so, what steps;
- (2) whether an increase in the establishment of informal hostels is being experienced in this province; if so, (a) why, (b) to what extent and (c) what steps his Department is taking in respect of the (i) transport costs of pupils living in such hostels and (ii) maintenance of hygienic standards at these hostels;
- (3) whether he or his Department has enquired of the Department of Education and Culture of the Administration: House of Assembly whether there are any alienated or unutilized hostel facilities in the Orange Free State; if not, why not; if so, (a) whether he or his Department has made any attempts to acquire such facilities; if not, why not; if so, (a) what attempts and (b) with what result?

C32E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes. School hostels have been erected at Bloemfontein and Kroonstad.

HOUSE OF REPRESENTATIVES

C40E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) 40.

(b) 1 January 1992.

(2) (a) Yes.

(i) 1 January 1992.

(ii) The staff establishment of all colleges of education is reviewed annually, according to personnel provisioning scales, based on student figures as prescribed by the Commission for Administration.

(b) Yes.

(i) 1 January 1993.

(ii) The same as for (a)(ii) above.

(3) (a) 90.

(b) As yet the figure has not been determined.

(4) (a) Yes. Students who fail are not excluded from re-admission to an education college. As a result of other disciplinary action against a student, however, re-admission of a candidate who failed cannot immediately take place in the year that follows but may be approved at a later stage.

(b) If women students become pregnant between the time of selection of students and the time of joining the college, they will not be approved for teacher training. If a woman student has her studies interrupted in her first year because of pregnancy, she may be part of the first year quota of the following year.

(5) Year (a) Students enrolled for final year (b) Qualified teachers

Year	(a) Students enrolled for final year	(b) Qualified teachers
1988	193	159
1989	185	161
1990	151	116
1991	144	131
1992	176	

Pupils who passed Standard 7: certain schools

18. Mr P T C NAPIER asked the Minister of Education and Culture:

(a) How many pupils passed Standard 7 at the (i) Dundee Primary School, (ii) Chelmsford Primary School, Newcastle, (iii) Limit Hill Primary School, Ladysmith, (iv) Vryheid Primary School, (v) Utrecht Primary School and (vi) Floraton Primary School at the end of 1991 and (b) how many such pupils were attending the (i) Haythorne High School, (ii) Harding Senior Secondary School and (iii) Sunnydale Senior Secondary School as at the latest specified date in 1992 for which information is available?

C46E

The MINISTER OF EDUCATION AND CULTURE:

(a) (i) 25

(ii) 23

(iii) 28

(iv) 24

(v) 13

(vi) 0. The curriculum extends up to and including Standard 5 only.

(b) (i) 53

(ii) 0

(iii) 11.

School hostel accommodation: Estcourt

19. Mr P T C NAPIER asked the Minister of Education and Culture:

(1) Whether any school hostel accommodation is available in Estcourt for pupils falling under his Department; if not, why not; if so, where;

(2) whether any pupils will be accommodated there in 1993; if not, why not; if so, what are the relevant details;

(3) whether he will make a statement on the matter?

C51E

HOUSE OF REPRESENTATIVES

The MINISTER OF EDUCATION AND CULTURE:

- (1) The Drakensberg hostel in Estcourt is in the process of being transferred from the Administration: House of Assembly to my Department.
- (2) Yes. After the necessary repairs have been done and stocks have been provided the hostel will accommodate 60 boys and 60 girls.
- (3) No. A statement is not deemed necessary.

HOUSE OF DELEGATES

assessment of officers:

the immediate supervisor
Head of Division
Evaluation Committee approved by the
Director-General
Head of Department
Director-General.

QUESTIONS

† Indicates translated version.

For written reply:

Own Affairs:

Educational promotions: official reprimands

35. Mr K PANDAY asked the Minister of Education and Culture:

Whether, with reference to his reply to Question No 12 on 30 March 1992, any of the (a) superintendents of education, (b) school psychologists and (c) education planners who had been promoted were officially reprimanded in any way within 24 months of being promoted; if so, (i) what are their names, and (ii) why were the reprimands necessary, in each case?

D209E

The MINISTER OF EDUCATION AND CULTURE:

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

(i) Falls away.

(ii) Falls away.

Educational promotions: evaluations

36. Mr K PANDAY asked the Minister of Education and Culture:

(1) With reference to his reply to Question No 12 on 30 March 1992, who were involved in the evaluation of the (a) superintendents of education, (b) school psychologists and (c) education planners who were promoted;

(2) whether any candidate for such promotion was evaluated by an immediate relative of his; if so, (a) why and (b) what are the names of the persons involved?

D210E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a), (b) and (c)

The following parties are involved in the

(2) I am unaware of any candidates who were evaluated by an immediate relative of his.

(a) Falls away.

(b) Falls away.

Educational promotions: representations

37. Mr K PANDAY asked the Minister of Education and Culture:

(1) Whether, during the period 1 September 1988 up to the latest specified date for which information is available, any representations in regard to promotions were made to his Department by (a) superintendents of education, (b) school psychologists and (c) education planners; if so, (i) how many, (ii) to whom were they made and (iii) what was the (aa) nature and (bb) outcome of these representations;

(2) whether any of these persons compared themselves with other such personnel who were promoted; if so, with what results?

D211E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes the information is valid for the period 1 September 1988 to June 1992.

(a) Yes.

(b) No.

(c) Yes.

(i) One Superintendent of Education and one Chief Education Planner.

(ii) The Acting Chief Executive Director: Education and Culture.

(iii) (aa) Requests were made for reasons as to why they were not promoted.

Fate of pupils still in balance

By PHANGISILE MTSHAL (S2)

THE fate of thousands of Soweto matric pupils still hangs in the balance as the Johannesburg chief regional director continues to plead for the acceptance their late examination registration. Sowetan 2/6/92.

The Department of Education and Training announced soon after the mid-May deadline that matric pupils from about 35 Soweto schools would not sit for their final exams because they had not registered on time.

A spokesman for the Johannesburg region said all but four of the outstanding high schools had submitted their registrations with required amounts.

The four high schools are Deep Dale, Bopa-Senatla, Madibane and Fidelitas - all in the Diepkloof area.

"The director, Mr Richard Motau is pleading with the examination body to accept the late entries," a statement from the regional office said.

"The inclusion of late entries is becoming a costly exercise in terms of labour and time for preparation. It is the director's wish that all Soweto matriculants get a chance to write examinations at the end of the year."

IRON MAMA OF MZINONI

By ELIAS MALULEKE

IRON lady "Mama" Chamane left a well-paid post at the University of Natal in Durban to become principal at a once-troubled Bethal school.

Mzinoni High forced many before her to quit in disgust.

In less than five months she has put Mzinoni back on its feet, and the pupils are learning once again.

To instil discipline she discarded the rod and used her brains instead. She didn't fire any teachers for being drunk or sexually harassing pretty girls in the classrooms. She took them aside and took them into her confidence.

"My strong point is that I know what makes whites different from blacks — the value of time.

"There is time to play and time to work. If blacks start to understand this, we will go places," she said.

The biggest problem at the school last year, which scored a dismal 23 percent matric pass, was teachers and pupils attending classes only when they felt like it.

"The problem was that there was no leader, and teachers and students must have confidence in their principal if they are going to try their best," she said.

She no longer has a time-keeping book, and teachers and students call her Mama "to keep us intimate", she says.

"I used my skills, dynamism, information and education methods to make teachers and pupils



BACK ON TRACK . . . Principal Mama Chamane has given up top university posts to take on a troubled school — she's winning, she says.

■ Pic: EVANS MBOWENI

one happy family, and I take classes instead of giving orders from an office," she said.

"I also mark books and do all the chores I expect from teachers because if I can do it, there is no reason for them to come to me with excuses."

Chamane said she didn't hesitate when she was told about the vacant post in the trouble-torn Bethal school.

"I remembered the film *To Sir, With Love*, about a troubled school in Britain, and when I was told about the problems I would face in Mzinoni, I knew what I was up against," Chamane said.

Like her counterpart in the film, Chamane was undaunted by the task

ahead of her.

A mother of five, Chamane is married to a Durban businessman-farmer.

She sees her achievement in turning the school around as a yardstick, and her goal now is to have the school accepted as a "model" for the DET.

Before taking over, Chamane was a senior researcher in the Social Science and Anthropology Department at the University of Natal. She was also a member of the South African Black Social Workers' Association (Sabswa) as well as the Institute of Black Education Research and on the Natal Aids Co-ordinating Committee.

In her work, mainly with Fatima Meer in the

Institute of Black Education Research, she travelled a lot and met many community leaders here and abroad. She also spoke at many seminars in African states as a representative of the anti-Aids group.

A graduate of Natal's Westville University who majored in English, psychology, sociology and history, her contacts with black students there made her keen to take up the challenge.

When she took over the school and "anarchy", Chamane said six teachers had been served with dismissal notices for various offences, including drunkenness.

"One resigned, and another apologised and

promised not to err again. I asked that all the teachers should be given a chance, because I wanted to study their behaviour. I held many meetings with the Management Council, circuit offices and the Regional Council without disputing the evidence against them, and they were reinstated.

She has abolished monthly tests. "I think monthly reports will tell students and parents what subjects to focus on."

In addition to her daily work, Chamane holds classes for senior students at weekends or whenever there is time. From July 3 to 27, senior students will hold their Winter Schools at the University of Natal and at Sasol in Secunda.

325 000 register for 1992 matric

Sowetan 22/6/92

THERE are about 325 000 candidates registered for the Department of Education and Training Standard 10 examination.

The number includes fulltime candidates from schools in the six self-governing territories and Bophuthatswana, Venda and Ciskei. They will be writing at 1 900 examination centres.

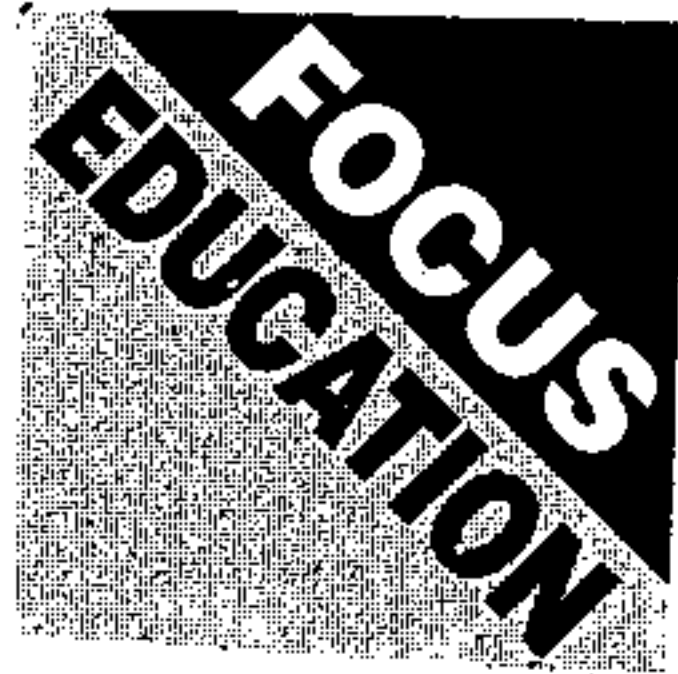
Modderfontein Promat College, a member of one of the best performing groups of schools in the Department of Education and Training, was this week given a fully equipped computer centre.

The centre has 22 computers and various science and mathematics software packages worth about R75 000 donated by East Rand beverage companies.

Promat (Project Matriculation) is a private organisation which runs five matriculation colleges and a College of Education. It was founded in 1983 and is funded through school fees and donations from the private sector and foreign governments.

The five colleges concentrate on upgrading non-matriculated teachers in an intensive one year course and have an annual matric pass of between 85 percent and 92 percent.

● The Sowetan-Loewenstein/Wise Trust will be sponsoring a winter school at Wits University for Standard 8, 9, 10 pupils from schools following the Department of Education and Training.



Standard 9 and 10 pupils can register for English, Afrikaans, mathematics, science, biology, history, geography, accountancy and business economics.

Standard 8 can choose from English, Afrikaans, Mathematics, Science and Biology.

The 10-day course starts on Tuesday July 7 to Friday July 17. It will be held at the Social Sciences Block, Wits University.

The registration is R40 for the first subject and R10 for any additional subject. Interested pupils must sub-

(52)
mit the coupon and the registration fee to the Social Science Block, Room SS10, Wits University, 1 Jan Smuts Avenue, Braamfontein.

Registration will be done from July 4 to July 6.

● The Unisa Institute for Continuing Education will be running a two-day introductory course on computers.

It covers computer terms, word processing, DOS, the data base as well as the general elementary functions of the computer.

Courses will be on July 28 and 29 and on August 25 and 26. More details can be obtained from Betsi van der Watt at (012) 429 3249.

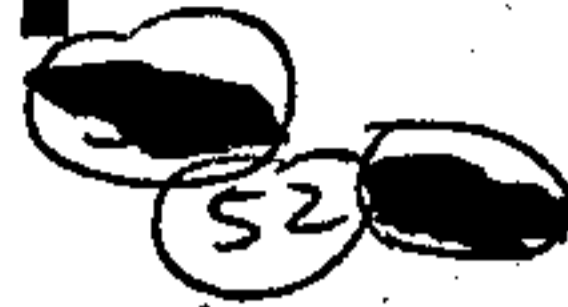
● The Hillview High School, a Model C school in Roseville, Pretoria, will be having open days for prospective pupils from June 22 to July 2 between 8am and 3pm. Those interested can visit the school in Franzina Street, Roseville, to apply for admission.

Petition for classrooms

STAR 23/6/92

Several hundred ANC supporters caused an hour-long traffic jam in Maritzburg yesterday as they marched to hand a memorandum to the Department of Education and Training. The petitioners asked for more classrooms at Willowfontein School. (32)

Positive signs in education - Anglo boss



Sapa 25/6/92
THERE were some positive developments taking place in education which represent a significant redistribution of resources and opportunities for the underprivileged, says Anglo American chairman Mr Julian Ogilvie-Thompson.

Ogilvie-Thompson was speaking at the opening of the media centre at Promat College, east of Pretoria, yesterday.

"The era of racially-based schooling is now behind us as a result of a free and conscious decision by black and white parents," he said.

Ogilvie-Thompson added this had been accompanied by a willingness by parents to assume a greater financial responsibility

for their children's schooling.

He warned there would be increasing demand on already over strained resources and cited Promat as an important success story in education.

Promat, he said, had shown a commitment to high education standards, underpinned by values such as individual initiative, self-discipline and professionalism. This had been done without a lavish budget.

The Promat project near Pretoria includes a matric college, a teacher training facility, a correspondence college for distance education, and a science project to stimulate mathematical and scientific skills. - Sapa.

WE CAN DO IT



Tladi Tech pupils write June exams

TLADI Technical High School pupils finished writing half-yearly examinations yesterday.

Pupils sat for papers three weeks ago and for the first time classes were full this year.

"Our examinations went smoothly," newly appointed acting principal Mrs Margaret Mothapo said.

"We had no major disturbances. The only day we did not write was on Tuesday last week when we observed the June 16 commemoration."

Mothapo said since the examinations started they had had full classes as pupils who had not been attending regularly pitched up to write.

The school, however, has devised a new way of helping parents monitor their children's school work.

Half yearly results will not be handed to pupils but given

Sowetan 25/6/92

By PHANGISILE MTSHALI

52

to parents.

On that day each teacher will give an assessment of his class or subject results and possibly give an account of each child's performance to the parents.

The school also called for teachers to submit the children's scripts to parents so they can see for themselves how their children fared.

It is hoped that this new practice will also expose teachers who did not mark pupils's answer sheets but made up the results.

Parents are invited to come to the school on July 5 at 9am to collect reports.

HISTORY FOR TOMORROW'S CLASSROOMS

Write Your Own History

52

New IN [Learning IN] 29/5-4/6/92.

Last week we looked at an approach to history called "history from below". History from below tells us about the lives of ordinary people. Much of this history remains hidden as very little has been written about the ordinary people who have shaped South Africa's past.

A large part of our history will be lost if the stories of ordinary people are not recorded now. These unwritten stories need to be preserved for future generations.

Perhaps you could begin to think about writing history yourself. By writing history you can contribute towards producing history from below. You can uncover information about ordinary people that can't be read about elsewhere.

Begin by talking to people

As one historian has said:

'Through drawing on the amazing range of experience held in living memory, oral history offers us a means of looking at the huge changes of our time. At the same time, through their own words, we can share with people of all kinds an understanding of the impact of history on their own lives.'

One of the best ways of finding out about the recent past is by asking people what they can remember about the topic you want to write about. Before you begin interviewing anyone, work out a list of questions you want to ask beforehand.

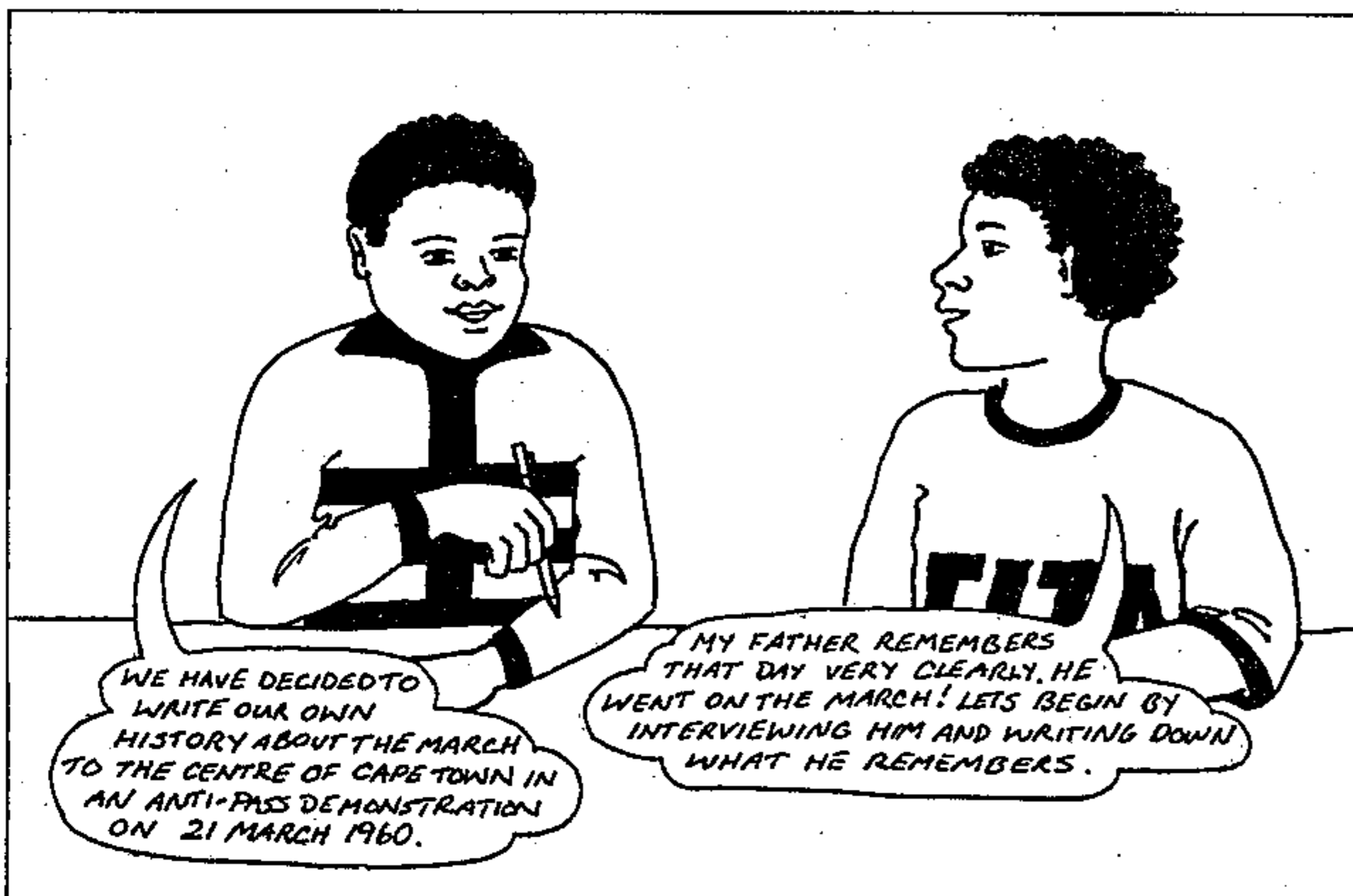
Old people can often tell us a lot about the changes that have taken place in the lives of ordinary people. Old people can also tell us about important events that have taken place during their lifetimes.

Double-check your evidence

Always keep in mind that people's memories are not always reliable. No one can remember everything. And as time goes by people tend to forget details of events or confuse things. So, one person's memory about an event should be checked against another person's memory of the same event. If possible, oral (spoken) evidence should also be checked against other available written and pictorial sources of information.

If you would like to write history, you could begin by buying a copy of a book called **Write your own History**. This book will help you write the history of your community, organisation, church, school, or even the history of your family. It shows you how to begin the research and how to collect information. It discusses different ways of writing and presenting history. It is available from SACHED Books, P.O. Box 11350, Johannesburg 2000.

You might not be able to write your own history while you are writing your matric. But perhaps it is something you could think about doing in the future. Writing history on your own is very hard work, so try to get other people to help you.



Exercise

Read this poem and then answer the questions below.

Remembering

*I talk,
Talk with people,
The people who speak to me
Of time past
Which falls and does not germinate*
If I don't talk.
I listen carefully.
I converse
with people.
I speak
to the little old woman,
to grandpapa, to brothers and sisters,
At dusk
Around the red light,
Bright and hot,
Which encourages us,
The light which brings back
Time past and the time before that,
Which falls without germinating
If, when we talk,
Nobody listens.
I, you and they,
We,
All gathered round,
Talking, asking, looking,
I with pencil and paper,
By the tiny lamps of the sky,
The dark sky,
Recording the conversation.
Time past
Which lights up today
And tomorrow,
Making it clear.*

(* to germinate = to start growing)

This poem was written by Antonio Mussapi. He was involved in a people's history project in Mozambique.

Questions

1. Why do you think that talking to people (oral evidence) would give you very important information if you were trying to write history from below?

.....

.....

.....

2. What reason does the writer of the poem give for why it is important to record people's stories?

.....

.....

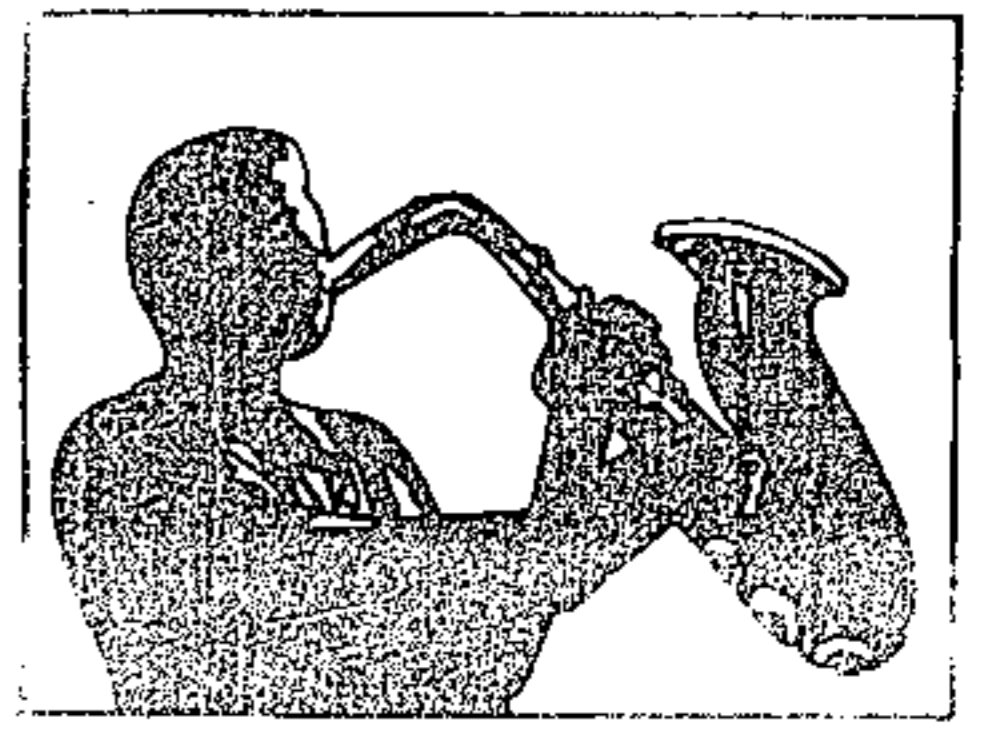
.....

References:

Macdonald, C.K. (1986) *Using evidence* Basil Blackwell, Kent.

Witz, L. (1988) *Write your own History* Sached/Ravan, Johannesburg.

CULTURE



Speaking About Poems

Over the past two weeks we have introduced you to different kinds of poems. Up to now we have concentrated on how to read poems. But what can we do with a poem, once we have read it? In answering this question, we will focus this week on how to speak about a poem.

If you are able to speak about a poem, this is a sign that you understand and are a part of it, and that you are being drawn into its language and message. This is important if a poem is going to be of any value to you.

Commentary

In contrast to the tradition of oral and performance poems, the tradition of written literature has for some two to three hundred years been accompanied by a tradition of commentary. Commentary involves speaking about poems, explaining and understanding them.

In order to speak about poems, and to learn more about what commentary is, we need to look more closely at some poems.

Two poems about death

It is often easier to speak about poems when we compare them with one another, so let us compare two poems dealing with death. One was written for an oral performance, while the other was written to be read. Can you tell which one was written for performance?

This Poem Is Dedicated To Brother Andries Raditsela

*Your death has come to me over hundreds of miles away
It has shocked me but did not surprise me
It has shocked the workers but did not surprise them*

*I have a few words to say - my mouth is a grave without
flowers
My mouth is the empty coffin when the corpse is gone
It is like a river without water
But it has faith in your death.*

*If I had strength enough I would go and avenge your blood
Our blood
I would carry a bazooka and go straight for the murderers
I would go to the murderers' Concrete Capitals and shoot*

*Comrade, I did not come here to open a wound nor to
Mourn
I am here to challenge the minister of law and order
I am here to condemn death in detention
And I am here to say: "qinani basebenzi lomthwalo
unzima".*

*Your blood, Andries will not be in vain.
Your blood will be a moral lesson for us to punish
Oppressors,
Treason, detention and murders
Your blood will give power to your comrades,
To the workers, to your family and to us all.*

*Andries asikhali ngawe ufe okwe ezandleni
Zamagwala.*

(By South African writer Nise Malange,
Raditsela Commemoration, May 1985)

After the death of my collaborator M.S.

*Since you died, little teacher
I walk around restlessly, unseeing
In a grey world, stunned
As if laid off with nothing to occupy me.*

*No admission
To the workshop for me, or for
Any other stranger.*

*The roads and public gardens
I now see at unaccustomed hours, so that I
Hardly recognise them.*

*Home
I cannot go: I am ashamed
Of being laid off and
In misery.*

(From *American Poems 1941-1947*
by German writer Bertolt Brecht)

Did you notice that Nise Malange's poem is the oral one, while Brecht's poem was obviously written to be read?

The reasons behind our insights

The first thing to remember when speaking about a poem is that we always have to give reasons for what we are saying. There are several reasons why it is obvious that Malange's poem is the more oral one.

Oral poems are often declamatory

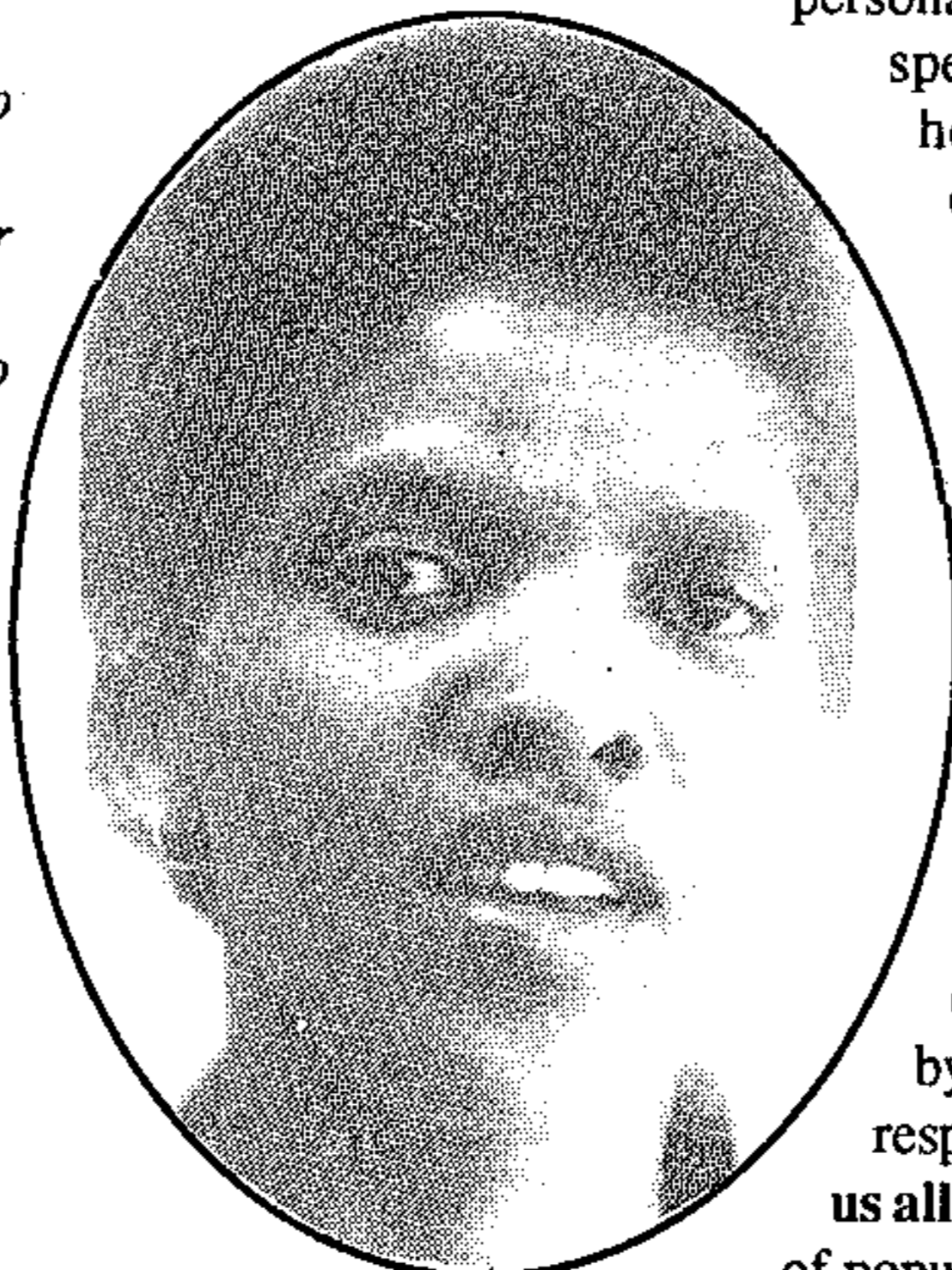
Firstly, Malange's poem is declamatory. That is, she announces, or declaims, certain information. Declamation is a feature of a great deal of oral poetry.

For instance, Malange announces that she is here to challenge the minister of law and order, and that the shedding of Andries Raditsela's blood will not be in vain.

In Brecht's poem, on the other hand, neither the person's death, nor anything else, is announced. Rather, the poem quietly describes the effect which the person's death has had on the speaker in the poem.

Written poems are often personal

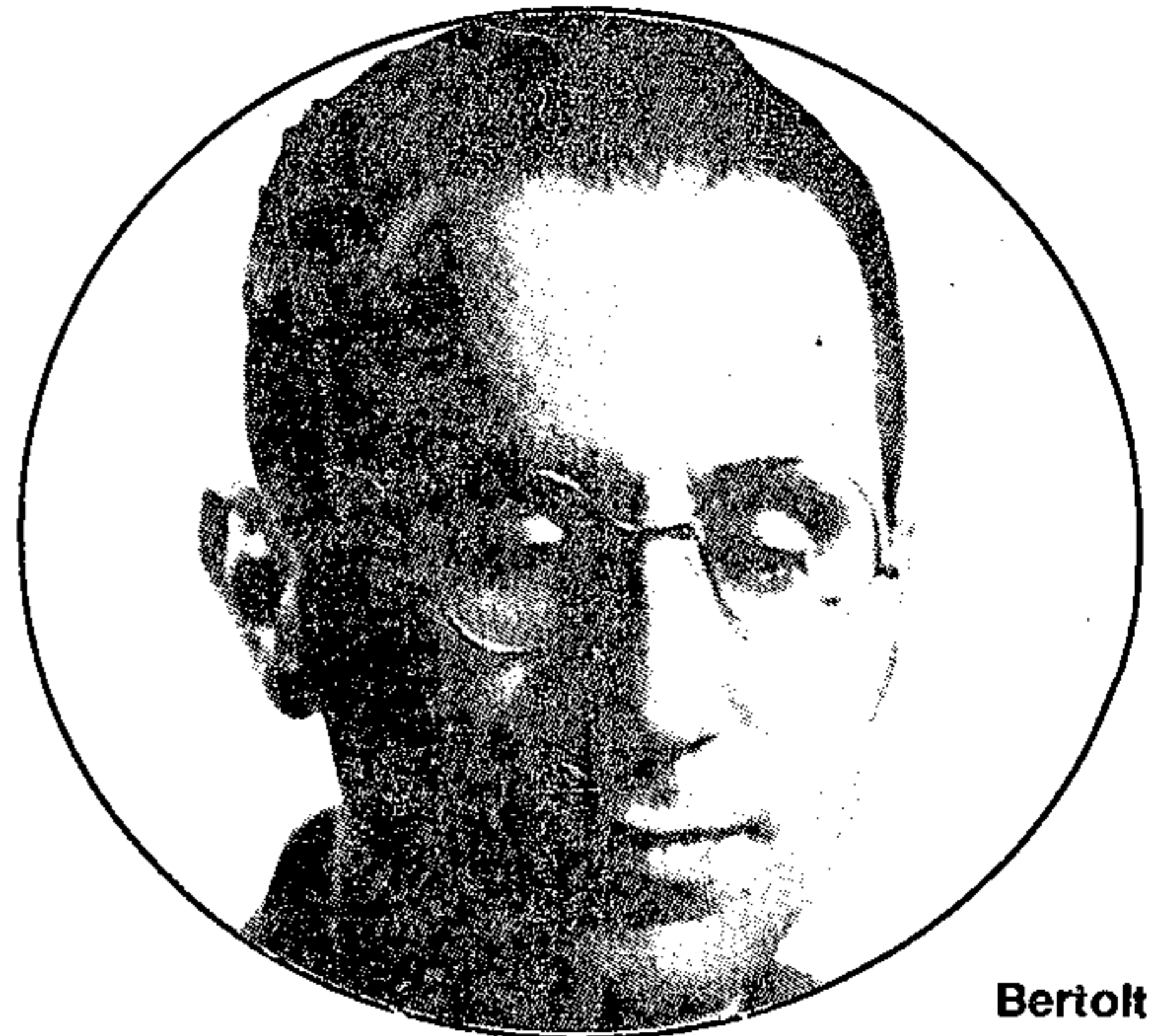
The second reason why we know that Malange's poem was the one written for performance, is that it is not a very personal poem. Malange is



Nise Malange

speaking not only for herself, but also for others. She says: **Your blood will be a moral lesson for us to punish/oppressors/ [...]/ Your blood will give power to your comrades, To the workers, to your family and to us all.**

Oral and performance poetry often draws the listeners in by uniting them. In this respect, the words we and us all are a common feature of popular oral poetry. Written poems often draw



Bertolt Brecht

the reader in by allowing him to imagine himself in the speaker's own situation. In Brecht's poem, we are not just told about the speaker's sadness. Rather, we are invited to share the sadness which the speaker of the poem is experiencing.

How does a poet encourage his or her reader to share his experiences? To achieve this effect, many poets tell us about their personal experiences. Brecht, for instance, uses the words **I walk around restlessly, roads and public gardens/ I now see at unaccustomed hours, I/ Hardly recognise them and I am ashamed [...]** and/ **In misery.**

The writer must bridge the distance between himself and his reader

In written poems, when writer and reader are far away from one another, the writer has to try to encourage the reader to come close to his poem. There are a variety of techniques in which the poet can achieve this.

Brecht has written his poem almost entirely in the present tense. In this way, the experiences described in the poem are made present to us as readers, and they can directly affect our emotions.

Notice that Malange's poem combines past, present, future and conditional tenses. (The conditional tense is indicated by the use of the words **if** and **would**.)

For instance, Malange is using the conditional tense when she says: **If I had strength enough I would go and avenge your blood.** She is using the future tense when she says: **Your blood, Andries will not be in vain.**

In oral or performance poetry, where the performer and the listener are in direct contact at the time of performance, these tenses carry force. They carry the listener together with the poet forwards into an imagined common future.

When we read words such as those quoted above from Malange's poem on the page, quietly and by ourselves, however, the future and conditional tenses separate us even more from the poet.

General rules for commentary

As a result of comparing an oral poem with a written one, our commentary was restricted to the different techniques typical of each type of poem. Generally speaking, three useful questions to bear in mind when commentating on a poem are:

- What is being said?
- Who is saying it?
- How is it being said?

EDUCATION and BURSARIES *cazzzy*

Preparing for the future

Sowetan 30/6/92

S2

YOU can do a number of things after passing matric although the ideal is to further your studies.

If you decide to further your studies you need to know:

- Courses available for the career you are interested in;
- Required subjects;
- The duration of the course;
- Whether you need an exemption pass; and
- Whether you can get a loan or bursary for the course.

An informed career choice can allow you financial security and job satisfaction. There are other tougher situations to confront you immediately after graduating from high school.

You may have to work. In this case, you must research the work market for jobs available to a person with your level of education. You must assess skills you can offer.

You may have better chances with technical subjects, typing or home economics.

You must also know what you want from a job - money, job satisfaction or to develop your community. Will the colour of your skin or sex limit your choices? You may have to work and study.

This means you will have an income as you pursue your studies. You must plan your time very well. You must ask yourself whether you can study effectively after a hard day's work, meet social and personal obligations satisfactorily and elevate your studies to your work. For this option, self discipline is important. You may be jobless.

This is in the light of a 1991 independent research which found that nine in 10 matriculants would not be able to find jobs.

This can result from socio-economic and political factors, lack of work experience and bad choice of subjects.

Unemployment is a reality and here's what you may have to consider when faced with it:

BY PHANGSILE MTSHALI

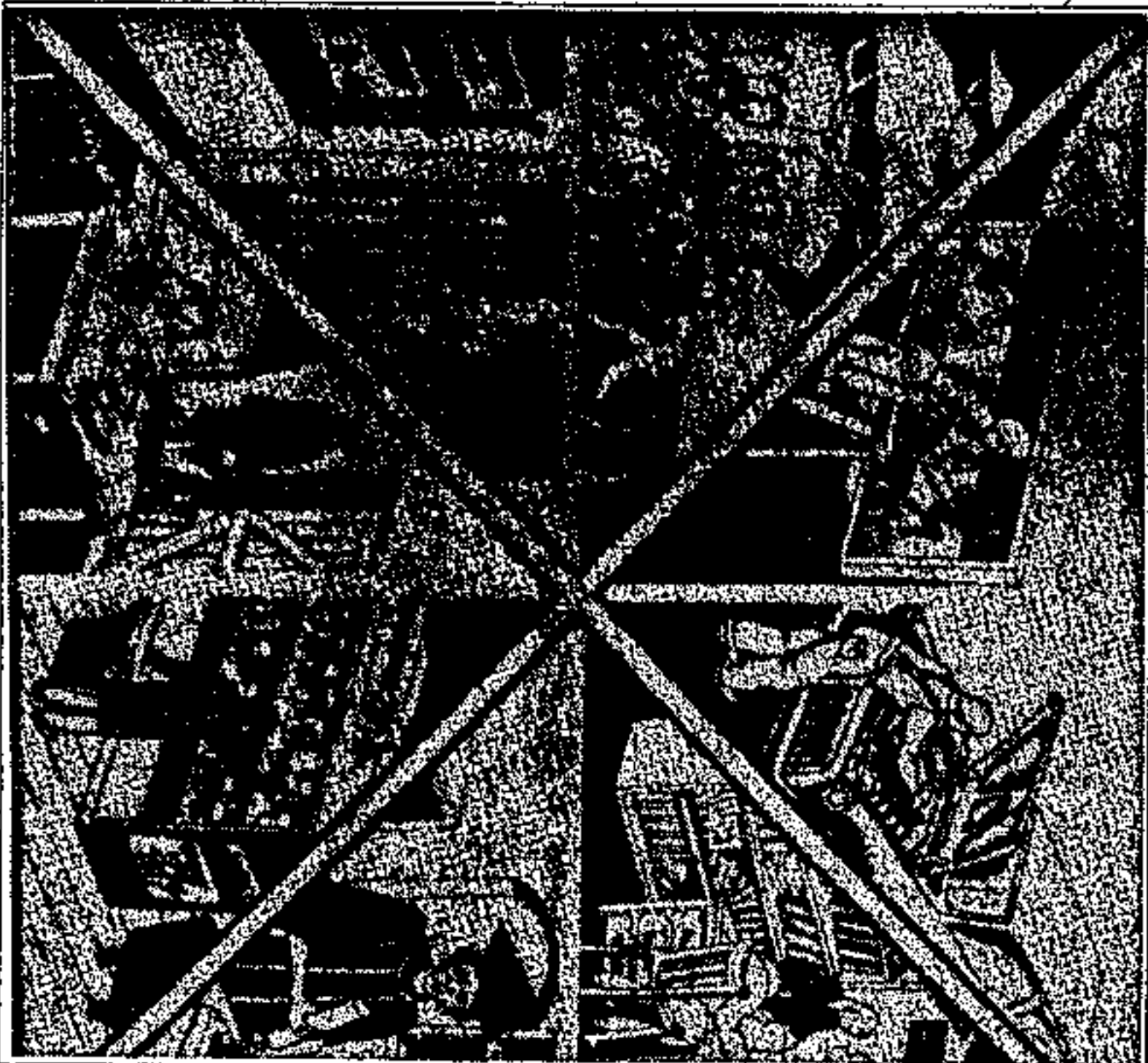
- How will you meet your financial obligations?
- Your chances of becoming self employed?
- Would you be forced to take any job that is available?
- How you can earn some money?

Today we carry:

- What you need to know about financing your studies.
- Careers in the health field.
- Watch out! Government inflation on bursaries and related careers on Thursday.



UNEMPLOYMENT - today's reality: Without proper career planning you may find yourself joining the ever swelling ranks of the jobless.



EASY STEPS HOW TO PLAY THE KEYBOARD! ONLY R21,00

Master the basics of **READING and PLAYING** music on a keyboard within a few days. Learn to read music in minutes.

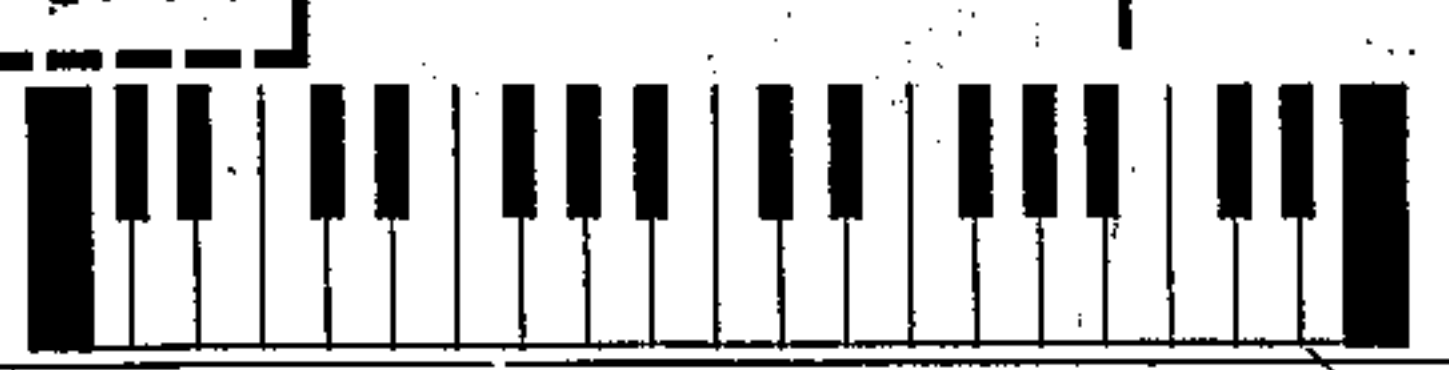
START NOW!
This is the easiest beginners' course ever!

Complete the coupon and forward with your R21,00 postal order to:
HARMONY MUSIC TUITION
PO BOX 3164, PIETERSBURG 0700
TEL (01521) 73573 A/H

(55 Van Zyl Sabbat Street, Pietersburg)

NAME _____ AGE _____
ADDRESS _____

Enclosed please find postal order/cheque for the amount of R21,00. Please forward the course as soon as possible.



Blom 117/92

New school for Nelspruit

PETER GALL 52

PENRYN College, an independent school catering for pupils up to matric, is to be built at Boschrand in Nelspruit.

The school will be twinned with St Stithians College in Sandton and aims to accommodate 540 pupils, with 120 boarders.

To date, school trustees have raised sufficient funds to build the first phase of the project, which will be completed by January 1983 and will probably cost R1m. The phase comprises four classrooms, an open hall, kitchen facilities, a small office and a room for pre-school children.

The total project will cost R10m.

A major component of the school's activities will be "outreach" so the buildings will be used by numerous different groups of people. Penryn will run a programme, including adult literacy, targeting the rural community.

12 CWA

Guides to a good career

52

Sowetan 2/7/92

EVERY pupil knows he must get a matric exemption and choose his subjects carefully to enter university. But how to go about it?

Scholars must group their subjects in a way which will make it easier for them to study for their chosen careers.

Group A is official languages - English, Afrikaans and African (home) language.

Group B is mathematics, C is natural sciences, D is third languages such as French and German, E is Humanities - Biblical Studies, Economics, Geography, History and F is all other subjects including Geography.

For an exemption, examiners consider the following, among other things:

- A Higher Grade pass in (Group A)
- A Higher Grade pass in one of the "official" languages which are marked out of 300.
- Pass three HG subjects from three different groups.
- Write examinations in six subjects.
- Pass five subjects.
- Passes in four subjects from different groups.
- Get at least 20 percent in the sixth subject.

● Get a total of at least 950 marks.

If you do an African language as first language, you must also do either English or Afrikaans HG as a second language, but you need only to pass one of them at HG.

If you pass both second languages at HG and obtain at least 40 percent for one, this subject can be counted as a HG subject from Group D.

● What is a university education?

A university is a tertiary institution whose emphasis is theoretical.

The minimum entrance for a bachelors degree is a matric exemption.

For some courses, there are additional requirements - certain symbols and grades on subjects.

Some universities offer diploma courses where an exemption is not needed.

In some cases, an additional post-graduate diploma is necessary after a degree before you enter a specific job market.

Minimum length of study is three years.

● What is a Technikon education?

It is a tertiary institution which focuses on practical

education.

The minimum entrance requirement is Standard 10 or an N3 qualification obtained from a technical college plus two languages at matric level.

Most technical, paramedical and science courses require mathematics and science subjects.

Co-operative training which combines academic study with practical training.

Certification is in the form of a diploma and the duration of studying varies.

● What is a Technical Training College?

It teaches trades that enable students to qualify as artisans.

Artisans do work which needs special skills or practical and theoretical training. An ability to work with tools and one's hands is important for trade related jobs.

There are different ways to qualify as an artisan, the most common one is apprenticeship through an employer.

To be an apprentice one must be at least 16 years old but not older than 21 and have proof of passing Standard 7 (some trades need a Standard 8 or 9 certificate).

Teachers deplore change in Model C

Teachers this week deplored the "hasty and undemocratic" manner in which the change to Model C had been effected in white schools.

This was during the 104th conference of the SA Teachers' Association (Sata) held at East London.

Delegates also urged the government to move forward and introduce a unitary education system in South Africa.

The government came under scathing attack for not supplying information on the Model C option before bringing it to schools. Delegates argued school management committees had problems in making informed decisions on the issue, as it was introduced in a hasty manner and with insufficient information.

"This haste has caught us off-guard," said one delegate. He said the government could have at least provided such information to principals in good time and issued press releases.

"Under the system the morale in the classroom is that of confusion. It has caused a lot of unhappiness and uncertainty in the teaching profession," he said. *New Nation Pupils Forum*

Conference 3/7-9/7/92

The motion was accepted by a large majority of more than 300 delegates to the conference.

On the issue of a unitary education system, delegates said they believed it was important, in view of current political and economic events, for

the central government to make a speedy move to one education for all. (S2) (S1)

They said the present education set-up was problematic and difficult to co-ordinate.

Teachers also unanimously accepted a motion reaffirming the principle of filling any teaching post by the most suitable candidate, irrespective of race, gender or ethnicity. (S2) (S1)

In another motion accepted by a large majority, the conference requested the government to commission research aimed at furnishing practical guidelines regarding the most effective ways of assessing, placing, and providing for pupils from widely divergent cultural and linguistic backgrounds within the same school.

automatically paid by Nedbank to The Gr

Of all things worth saving for, a clean, healthy

of terms of the pub- authorities and the



That's the road to take, girls

52 STAR 8/7/92

ROLE REVERSAL

Schools need to teach young girls to go out into a changed adult world, and young boys that women can be leaders and men can do household chores. MPINE QAKISA reports.

Women are to move up in the world, into positions of power, they need to be pointed in the right direction during their early days. Schools, through their teachers, play an important role in socialisation of children, occupational choice and eventual levels of achievement.

Teachers need to be aware of their classroom attitudes, says Unisa education lecturer, Dr Eleanor Lemmer, because "a child lives up to a teacher's expectations". Dr Lemmer spoke on gender in the classroom and how education affects girls and their future as wage earners, at a public lecture at Unisa recently.

Teachers are ideally placed to point young girls in the right direction, because they exercise one of the most important influences in a

young child's life, she says. "What the child learns is what the teacher teaches."

In all societies, at all times, says Dr Lemmer, the education of girls and women has been of less importance, in spite of the increasing numbers of women in the workplace and in the classroom.

International surveys have shown that women remain concentrated in the traditional female occupations; they are paid less than men and they are less likely to be promoted, and they remain under-represented in positions of management and leadership.

She attributes this problem to the "hidden or unintentional curriculum" to which young girls are subjected in the classroom.

When a teacher tells a girl in a class not to fight back because it is

not ladylike, she is merely "doing her job", training a girl to behave like a lady, says Dr Lemmer.

And when the same teacher tells a crying boy in a class that: "Boys don't cry, boys are brave, they should go out and shout back and fight back", she is also "doing her job".

A teacher may not even be aware that she is teaching a boy, or giving him permission, "to confront, to argue, to shout and to pound his fist" if that is what he has to do to get what he wants.

Because children are taught in co-education classrooms, it is often assumed that they are treated alike, she says.

Unintentional teaching and learning about sex roles is found in educational materials and media as

well. Masculine toys often are complex, active, social, and encourage spatial, mathematical and scientific experiments, whereas feminine toys are more passive and encourage solitary play.

In textbooks used in primary schools, a female is portrayed as a mother, a housewife, a nurse, a teacher or even a witch.

Such learning materials teach girls that "in any case, women are going to be married one day and they don't need a job", she says.

That is why girls are taught to be "calm, co-operative, sensitive but less independent".

A study in which teachers were asked to make recommendations about the children's careers, based on the identical information on the report cards found that, in all cases, report cards that had a boy's name

TOMORROW: A simple test in pregnancy can predict post-natal depression.

m ly ty scl ma wo] tha cie ch car cet sct to an ca ho

road to take girls

STAR 8/7/92

at the not ladylike, she is merely "doing her job", training a girl to behave like a lady, says Dr Lemmer.

And when the same teacher tells a crying boy in a class that: "Boys don't cry, boys are brave, they should go out and shout back and fight back", she is also "doing her job".

A teacher may not even be aware that she is teaching a boy, or giving him permission, "to confront, to argue, to shout and to pound his fist" if that is what he has to do to get what he wants.

Because children are taught in co-education classrooms, it is often assumed that they are treated alike, she says.

Unintentional teaching and learning about sex roles is found in educational materials and media as

well. Masculine toys often are complex, active, social, and encourage spatial, mathematical and scientific experiments, whereas feminine toys are more passive and encourage solitary play.

In textbooks used in primary schools, a female is portrayed as a mother, a housewife, a nurse, a teacher or even a witch.

Such learning materials teach girls that "in any case, women are going to be married one day and they don't need a job", she says.

That is why girls are taught to be "calm, co-operative, sensitive but less independent".

A study in which teachers were asked to make recommendations about the children's careers, based on the identical information on the report cards found that, in all cases, report cards that had a boy's name

on it were given challenging and prestigious career recommendations.

Teachers also tend unwittingly to treat children differently.

They spend about two-thirds more time talking to boys than girls because boys demand more attention in class.

"Girls are encouraged to seek attention by being patient and therefore become a faceless bunch about whom less personal detail is known.

"Boys are naughty but essentially intelligent, and are given more attention in the form of rewards and even punishments. Their failures are seen as lack of effort rather than lack of skill.

"Girls, on the other hand, are often rewarded for conforming behaviour rather than for ability," says Dr Lemmer.

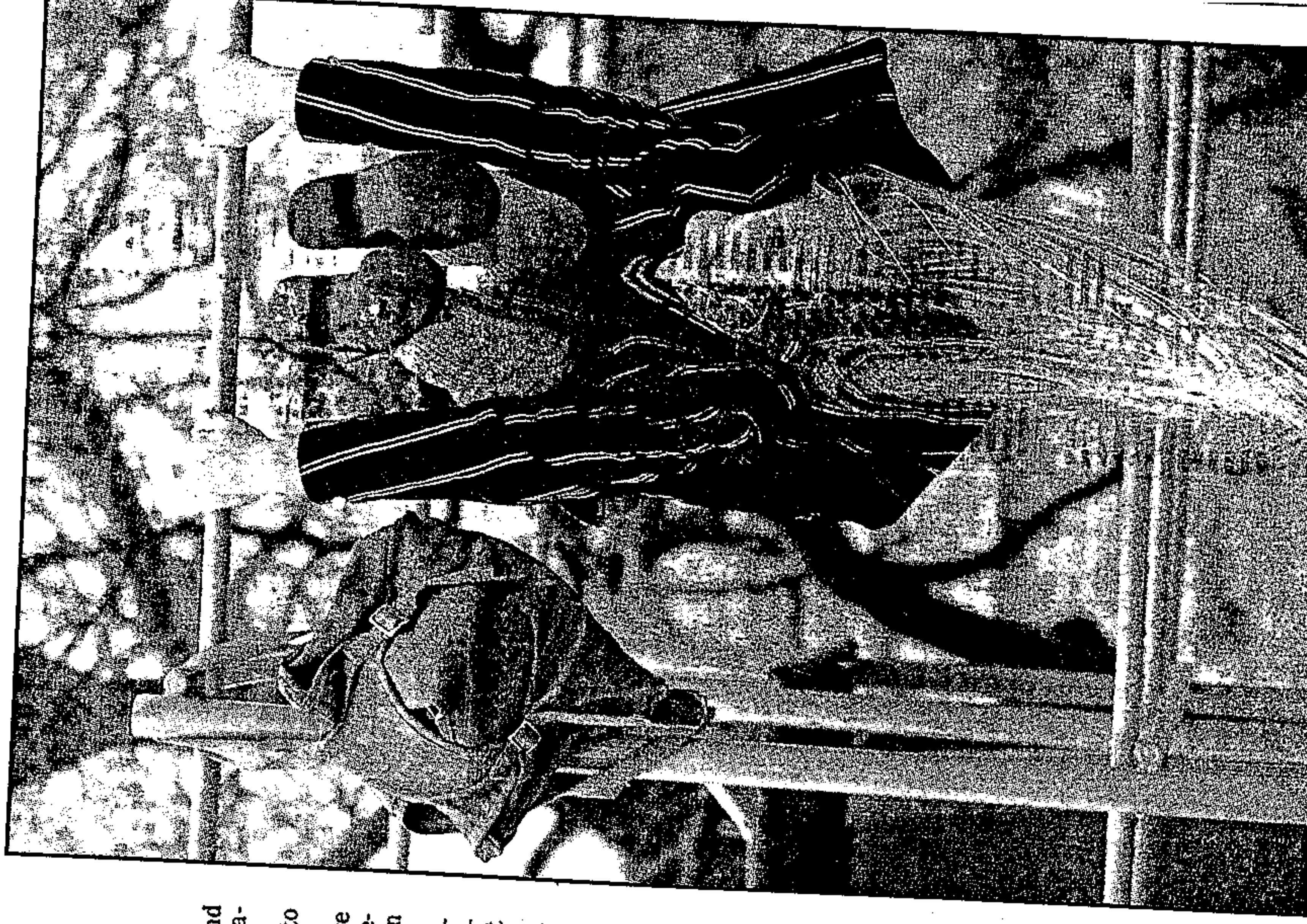
Agents

Teachers are important adult role models, says Dr Lemmer. In virtually all Western countries the majority of teachers are female, whereas school managers and principals are male. This teaches a child "that women teach, men control".

Dr Lemmer says she is aware that teachers reflect the general society, but they are also agents of change.

"Equality of opportunity for girls cannot be measured in terms of access to schooling but processes of schooling as well," she says.

Schools need to teach young girls to go out into a changed adult world and teach young boys that women can be leaders and men can do household chores.



Aiming for the skies . . . the process of schooling is vital to establish equality of opportunity for young girls going into adulthood.

EDUCATION IN CRISIS With Matric exams not all that far away, learning is again sliding

It's back to the chaosrooms

Sowetan 9/7/92

LIVING AND LEARNING The fear is (S2)

that the schools are once again ailing badly:

SIPHO MADLALA, (not his real name) is preparing for his final matric examination at the end of the year.

When the year started there was a lot of enthusiasm at his school and it seemed the culture of class boycotts was a thing of the past.

Community organisations also emptied students from political campaigns.

He is worried

It is now mid-year and he is worried. "Things have slid back into chaos. Our teachers are either out on strike or sitting in the staff room," he said.

"The climax came when the Congress of South African Students (Cosas) called a three-day class boycott to coincide with the South African Democratic Teachers Union's (Sadtu) mass action," Sipho said.

University

He continued: "As in years before, political organisations and education officials admit that their call for effective learning and teaching has not succeeded.

"All I want to do is go to university next year. I am worried about my future and that of my school mates."

Mr Zwane Mzimkulu (not his name either), a teacher on the East Rand, is disillusioned.

tongue or in English. We are no better than we were in 1976.

"Unilateral structuring of education must stop."

Mr Mogole Mphahlele, PAC secretary for education: "There has been no great improvement in the past years. Classroom activities are controlled by political developments. African people have overemphasised pupil involvement in politics instead of striving for education for liberation.

"The general apathy of parents, pupils and teachers has not helped.

"Community organisations must not relegate parents to the background. They must involve parents in the early stages of solving the problem and stop regarding themselves as the only people who can intervene effectively."

Mr Randall van den Heever, Sadtu's general secretary:

Political crisis

"The culture of learning has been severely disrupted by violence and the ongoing political crisis.

"The effects will show in the final examinations.

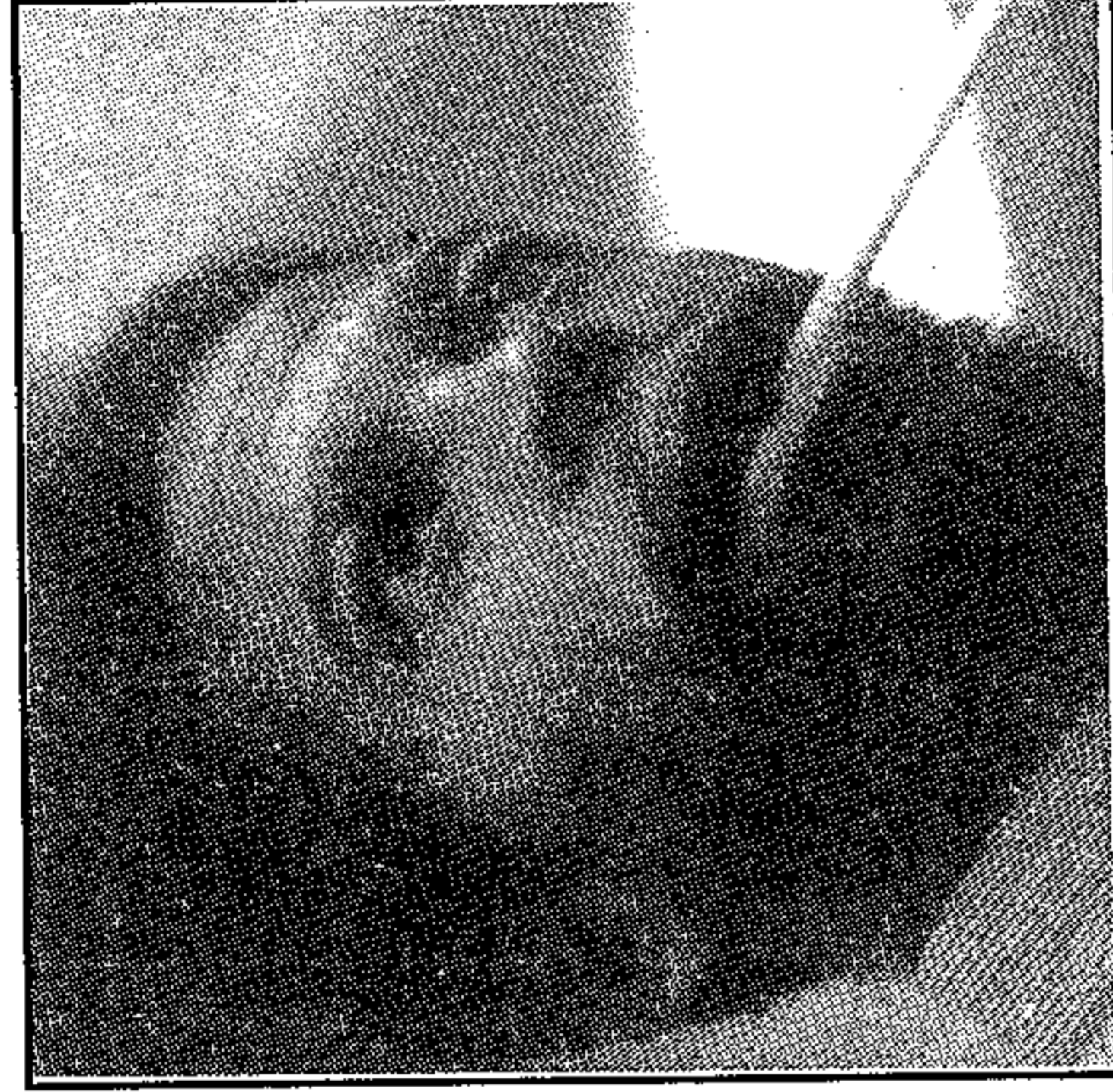
"Political uncertainty also affected schooling and created a revolutionary climate.

Jobs

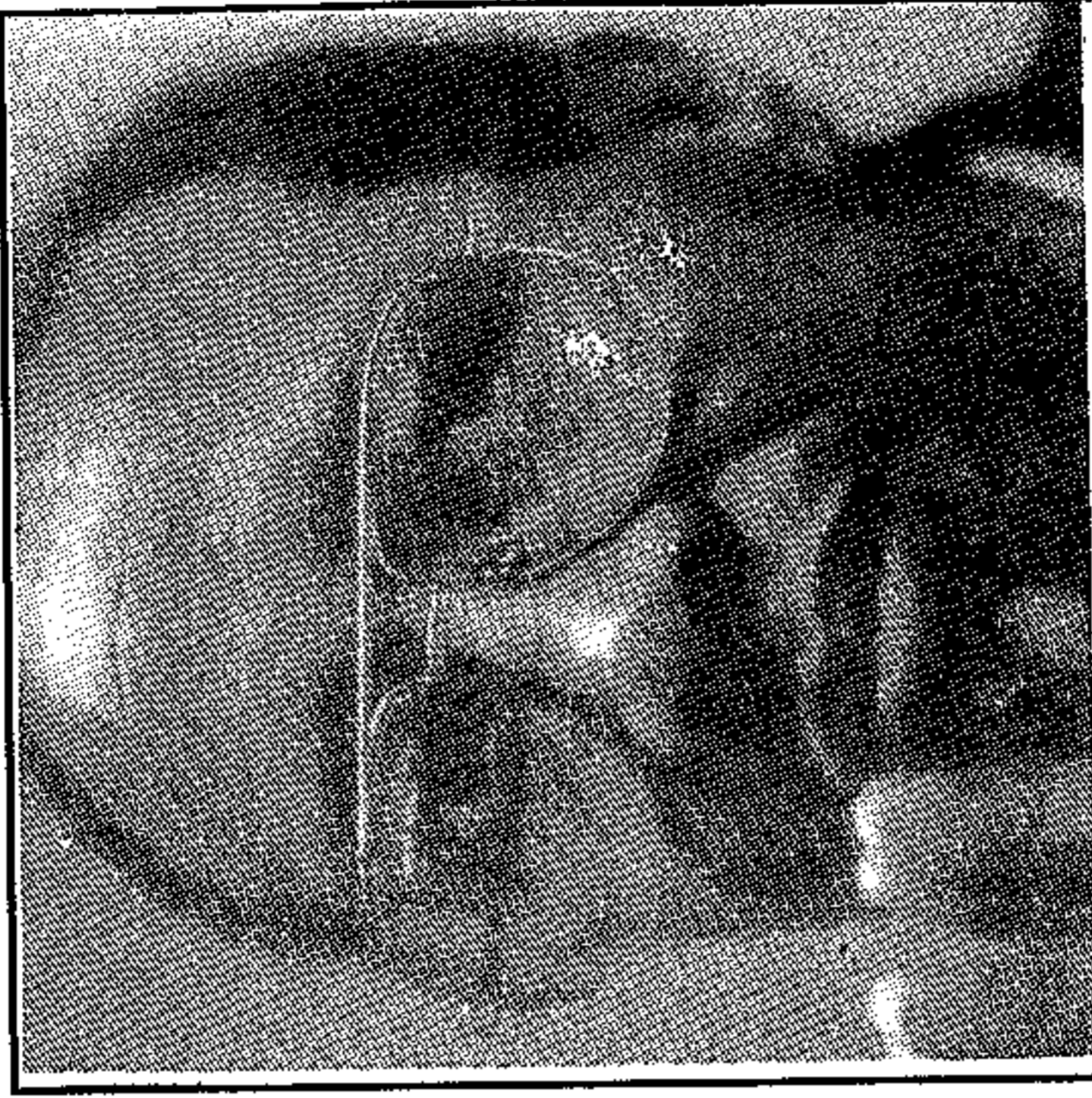
"What we need is an education system that ensures jobs for all and is geared towards making everyone a fully fledged citizen of a democratic South Africa."

Mr Leepile Taunyane, -president of the National Professional Teachers Organisation

The players in a seemingly losing game



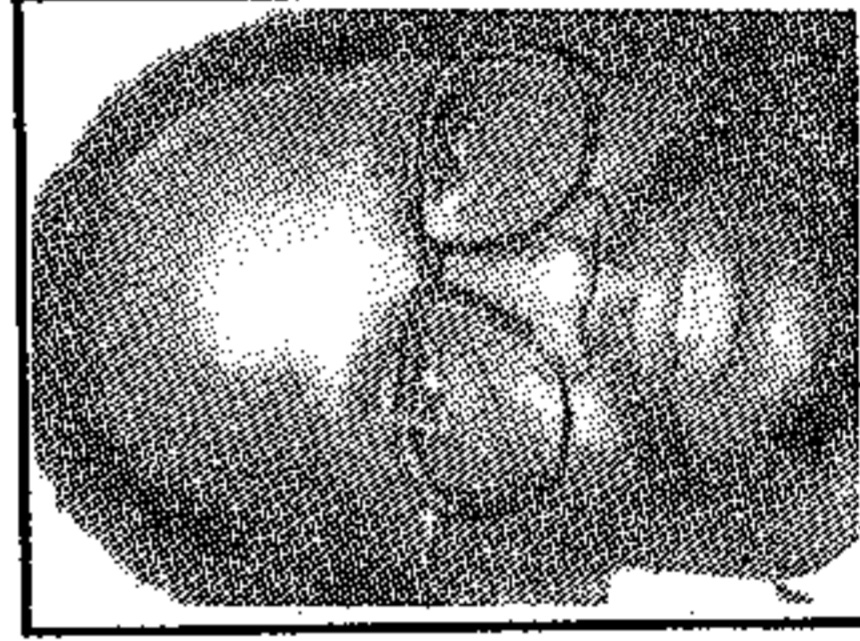
Lucky Monnakgotla



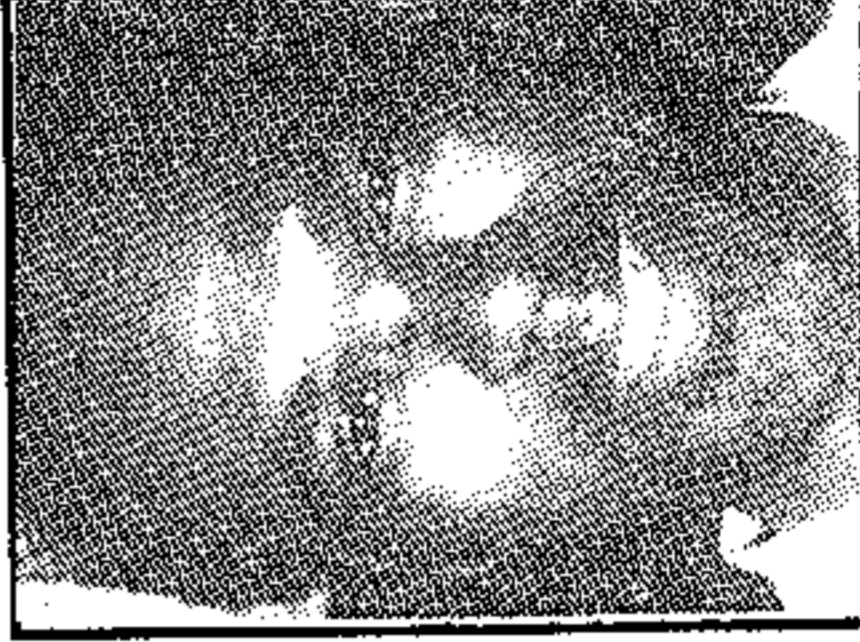
Barry Pule



Leepile Taunyane



Mogole Mphahlele



David Maepa



Bernhard Louw

work as a security guard. This (chaos at schools) is simply out of order," he said.

Conflict free

This is the state of black education today. Community leaders have not lived up to their promises to keep education conflict free.

They are once more passing the buck or pretend that everything is okay.

Dr Bernhard Louw, Department of Education and Training (DET) director-general:

"It is encouraging that organisations that have supported school disruptions in the past have now advised children to apply themselves to their work."

Culture

"It will, however, take some time for schools to return to a culture of learning and teaching. They must work diligently at maintaining a high level of constructive discipline and order."

Mr Barry Pule, information officer of the National Education Co-ordinating Committee (NECC):

"Government policies - exclusion policies at universities and high schools, unilateral decisions about examination fee increases, refusal to recognise a new teacher federation - continue to lead to sporadic disruptions."

"The Government's language policies have produced pupils who cannot write a presentable sentence either in their mother

tion of South Africa:

"What is still missing is the learning ethic which was easily destroyed by political activism of the past. We need to work a little harder and then we can normalise education. The partnership of teachers, pupils and parents needs to be strengthened."

Mr Lucky Mommakgotla, Azanian People's Organisation Education Secretariat:

"Nothing has changed. Even resolutions taken at the National Education Conference that could have had an impact have not been put into action."

I want another job. I can even work as a security guard!

"Teacher and pupil organisations have initiated class boycotts although there have been no glaring disruptions."

"The Government continues to default on its responsibilities."

"But as our student wing said, 'black pupils must continue attending school under protest'."

Mr David Maepa, Soweto Education Co-ordinating Committee chairman:

"The only way to judge progress is through the June examination results. Day to day monitoring cannot help. One day there was all seriousness in the classroom and the next all play."

"The violence affected children physically and psychologically. Teacher and parental empathy continued."

"I am sympathetic to the child because the uncaring attitude of teachers, DET, and parents urged him to take control."

Nothing has changed. Even resolutions taken at the National Education Conference that could have had an impact have not been put into action.

Mr Lucky Mommakgotla of Azapo

1771004952

U. C. T. LIBRARY SYSTEM

DATE: 23/ 7/92

PAGE: 158

TITLE	CLASSIFICATION	ED NO	IHR
GODDESSES, WHORES, WIVES, AND SLAVES WORKERS' PARTICIPATION IN INDUSTRY	937 POME	2	1
THE PROPER LADY AND THE WOMAN WRITER : IDEOLOGY AS AN ESSAY ON CRITICISM	331. 0112 POOL	1	1
COLLECTED POEMS	823. 709352 PODY	2	2
THE POEMS OF ALEXANDER POPE; A ONE VOLUME EDITION	PHOTOCOPY		
THE POEMS OF ALEXANDER POPE; V. 2.	821. 532 POEM	REV	1
THE POEMS OF ALEXANDER POPE, V. 2	821. 532 POEM	1	1
THE RAPE OF THE LOCK	821. 532 POEM	2REV	1
POPE; "THE RAPE OF THE LOCK"; A CASEBOOK	821. 532 POEM	1	1
POPULAR CULTURE. BLOCK 2. UNIT 7 THE HISTORICAL DEV	821. 532 POEM	1	1
POPULAR CULTURE AND CLASS CONFLICT, 1590-1914, EXP	821. 532 POEM	1	1
POPULAR STRUGGLES IN SOUTH AFRICA	821. 532 RAPE	1	1
POPULAR TELEVISION AND FILM; A READER	390. 0941 POPU	1	1
LOOK UNDER BRITISH IMPERIAL POLICY & DECOLON	305. 562 POPU	1	1
THE COMPETITIVE ADVANTAGE OF NATIONS	322. 420968 POPU	1	1
ENGLISH SOCIETY IN THE 18TH CENTURY (CHS. 2, 3, & 8)	791. 45 POPU	1	1
ENGLISH SOCIETY IN THE EIGHTEENTH CENTURY	325. 341 BRIT	1	1
ENGLISH SOCIETY IN THE EIGHTEENTH CENTURY	338. 6048 PORT	1	2
ENGLISH SOCIETY IN THE 18TH CENTURY; CH7-8	942. 07 PORT	1	2
INTERNATIONAL TRADE AND INVESTMENT SANCTIONS	942. 07 PORT	1	1
THE ORIGINS OF THE SOUTH AFRICAN WAR; JOSEPH CHAMB	PHOTOCOPY		
PHASE TRANSFORMATIONS IN METALS AND ALLOYS	PHOTOCOPY		
REVIEW ARTICLE: IMPERIALISM AND THE SCRAMBLE	968. 61 PORT	2	2
THE SOUTH AFRICAN WAR (1899-1902): CONTEXT AND NOT	DS 669. 95 PORT	1	1
THE SOUTH AFRICAN WAR (1899 - 1902)	PHOTOCOPY		
ABOR, CLASS, & THE INTERNATIONAL SYSTEM	PHOTOCOPY		
RETHINKING THE RACE-CLASS DEBATE IN SOUTH AFRICAN	PHOTOCOPY		
INAGICAL ELEMENT IN ORTHODOX MEDICINE	337 PORT	1	1
AN ECONOMIC HISTORY OF WESTERN EUROPE, 1945-1964	PHOTOCOPY		
SASIS FOR TENSE ANALYSIS IN AFRICAN LANGUAGES	PHOTOCOPY		
DIE TAALGEBRUIK VAN TWE PROEGROEPE	330. 94 POST	2	2
POSTWAR JAPAN, 1945 TO THE PRESENT	PHOTOCOPY		
POSTWAR POLISH POETRY; AN ANTHOLOGY	PHOTO COPY	1	2
THE AMERICAN ECONOMY BETWEEN THE WORLD WARS	952. 04 POST	1	1
DISCOURSE AND SOCIAL PSYCHOLOGY: BEYOND ATTITUDES	891. 851708 MILD	3RD	1
HOW TO ANALYSE DISCOURSE	330. 973091 POTT	1	1
PALEOCURRENTS AND BASIN ANALYSIS	PHOTOCOPY		
PALEOCURRENTS AND BASIN ANALYSIS	PHOTOCOPY		
HOME BASES AND EARLY HOMINIDS	DS 551. 303 POTT	2	5
THE WORLD LABOUR MARKET, A HISTORY OF MIGRATION	DS 551. 303 POTT	1	1
CLASSES IN CONTEMPORARY CAPITALISM	PHOTOCOPY		
CLASSES IN CONTEMPORARY CAPITALISM	PHOTOCOPY		
ISSUES IN ZULU RELATIVIZATION	305. 5 POU	1	1
THE RELATIVE CONSTRUCTION IN ZULU	PHOTOCOPY		
ZRA POUND NOTES	PHOTOCOPY		
RETROSPECT (PP 104-120)	331. 12791 POTT	1	7
COLOUR ATLAS OF THE DIGESTIVE SYSTEM	305. 5 POU	1	1
ECONOMIC GROWTH IN GERMANY	305. 5 POU	1	1
POVERTY: SOCIOLOGY 112F	M 616. 3 POU	1	2
	PHOTOCOPY		
	PHOTOCOPY		
	PHOTOCOPY		

It's pay up, pay up, pay up for parents

WHITE parents are resigning themselves to having to pay more for their children's schooling if they want to maintain standards and respect demands for redistribution of resources.

This is the view of Glen Stuart, chairman of the Transvaal English-Medium Parents' Association (Tempa) — one of a few regional bodies which advise the government on behalf of parents at traditionally white schools.

Stuart says although nobody is "terribly excited" about the unilateral way in which the government made its February announcement to semi-privatisise white schooling, Tempa was the first to accept that the status quo — of vastly unequal spending on black and white schooling — could not continue.

"We have to see Model C as a fact, not a disaster," he says. "There may be all sorts of changes in a few years' time, but we need to face the present and view the new system as the challenge it can be."

The hurried way in which the government steamrolled its decision —

Model C fees are high already — and parents may have to resign themselves to watching them soar, reports

PORTIA MAURICE

allowing schools little leeway to resist — caused much confusion. Information about the implications of the Model C option was scant. The white teaching profession is still plagued with a measure of uncertainty about its future, and parents were caught mid-stride with their annual budgeting.

Now, with an August 1 deadline for implementation, the nuts and bolts of the new model need attention. Parents, via governing bodies, are in the driving seat of their children's schooling much more than ever before. And it is they who will need to galvanise resources to make the system work.

In the next month or two each Model C school will have to:

- 1) Elect a governing body comprising eight responsible people. Their task will be an onerous one, warns Stuart, and they should not apply "just to have their names up in lights".

According to the Department of Education and Culture (House of

A selection of schools Before After

School	Before	After
Parktown Boys	R1 800	R2 400
Waverley Girls	R1 000	R1 700
Edenvale	R660	R900
Sandown	R1 400	R1 750
Die Kruin	R400	R850
Jeppe Girls	R450	R882
Malvern	R200	R800
Ferndale	R600	R1 000
Vorentoe	R250	R800

*Based on figures published in Business Day, 30 April 1992

How the costs of some typical Model C schools will rise

Assembly's) Manual for State-aided (Model C) Schools, governing bodies will, among other things:

- Act as the official mouthpiece of the parents.
- Liaise with provincial education authorities.
- Maintain the grounds, buildings and physical facilities.
- Formulate school policy "without infringing on the professional activities of the principal or teaching corps".
- Levy school fees and enforce payment.

● Determine the school uniform, timetable, code of conduct and extramural activities.

● Decide on admissions policies and age limits.

● Make all necessary financial arrangements for the functioning of the school.

● Report to parents at least once a year.

2) Devise a new school constitution.

3) Take over the school's assets. This will involve doing an inventory of all property and informing the department of badly damaged items. Stuart says R8,5-million has been set aside for "really critical repairs", after which schools will take over their own maintenance. There is a reversionary clause in the law, according to which buildings will once more become state

properly if they are no longer used for educational purposes.

4) Do careful budgeting and financial projections. Without professional handling of finances, day-to-day school management could be disastrous under the new arrangements. Most white schools are now essentially business concerns.

Compulsory school fees will now have to cover day-to-day running costs, present and future maintenance, stationery, new textbooks, lights and water, telephone accounts and insurance. On average, fees have increased between R300 and R700 a year (see table), but these are likely to escalate with inflation.

The toughest expenses are likely to emerge only in the long term. Older schools are at a disadvantage — a full-scale renovation programme could cost as much as R500 000.

Schools in sub-economic areas also face an uphill battle to survive. Although government has set aside a R70-million aid package for struggling parents, its conditions are strict and it is not yet clear whether it will be offered again next year.

To apply, parents have to fill in a lengthy form — a means test — in which they have to show that paying higher school fees is way beyond their means. The maximum bursary offered is R400 for primary and R500 for high school pupils. Aid will go first to pupils who live nearest the school, effectively excluding black children in townships from qualifying for funds to attend schools in town.

Schools which run below capacity are at risk of closure and high fees.

More schools are likely to go the Model D route — without racial quotas, such as Orange Grove, Malvern and Troyeville Primaries in Johannesburg. These disused schools have been filled almost completely with township pupils, and they are exciting laboratories for change.

Education crisis spreads to city schools

THE poor culture of learning at township schools is now spreading to inner-city institutions. (52) (808)

The current education crisis in the country does not only affect thousands of students but also those at the fly-by-night schools.

This was clearly pronounced when NEW NATION visited the New Dimension College in the Johannesburg city centre at Jeppe Street, where scores of students were lingering outside classes while another group of students "held" the headmaster, Francis M Ramahuma hostage.

Explaining the reasons for besieging Ramahuma's offices and rendering them "inaccessible", angry students alleged that Ramahuma was using "muti" to hook them to his college. *New Nation (Public Forum)*

And although students were up to date with their fees, Ramahuma is alleged to have closed colleges leaving pupils stranded. 1017-1617192.

The college, according to the students, has had to change premises several times after failing to pay rent. They also said they had already been warned that they had to leave the current premises before the end of this month.

Dissatisfaction

Skilled teachers are said to have deserted Ramahuma because of dissatisfaction with their salaries.

One of the teachers produced documentation showing that Ramahuma had promised salaries of R1 800 a month to them and claimed that he had not fulfilled his obligation to date.

"Ramahuma pays us less than R50 every month. We have no choice but to take legal steps against him and claim salaries from the beginning of this year when we started working for him," said one of the teachers.

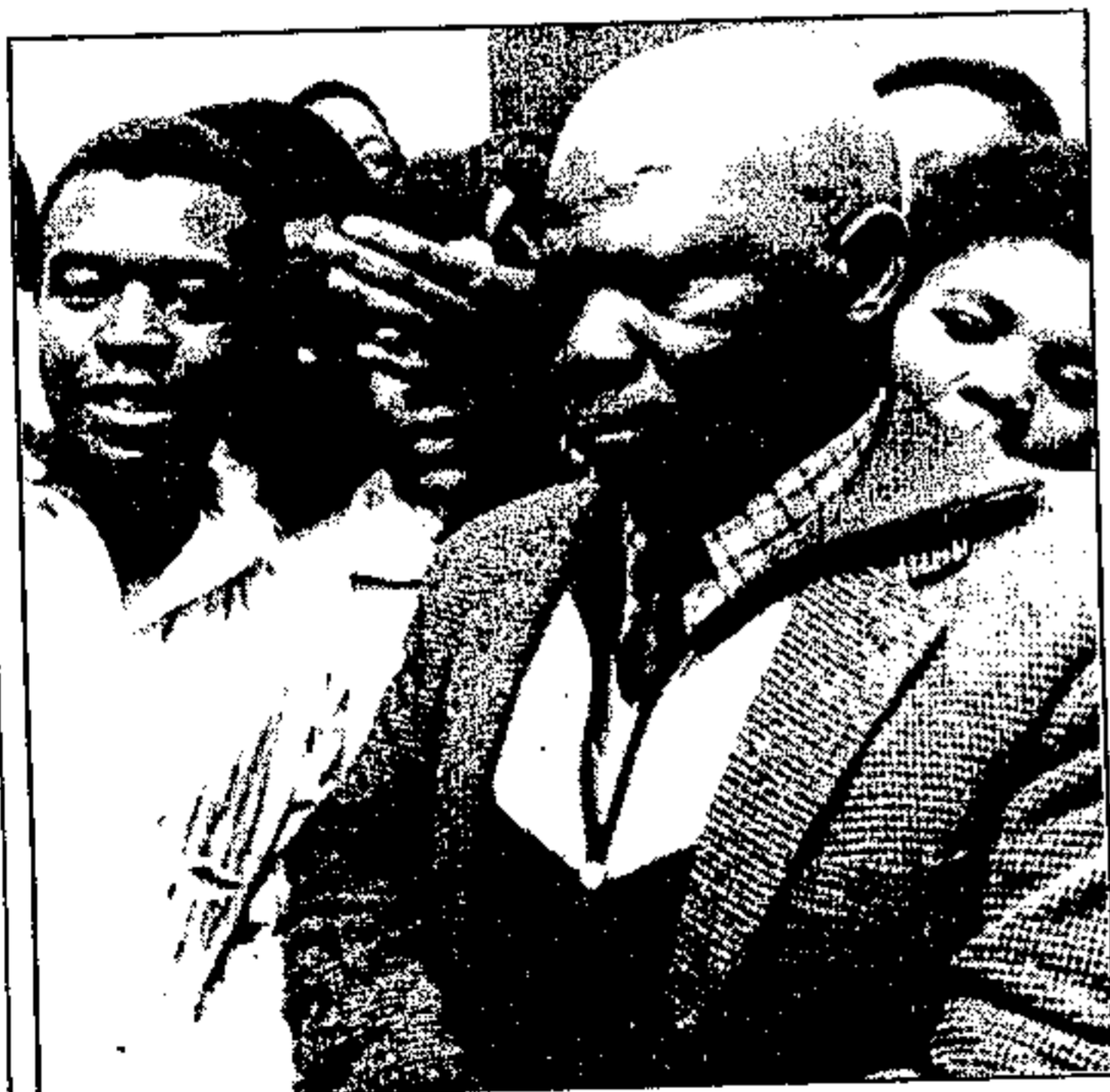
In the course of the confrontation, about 10 students were seen manhandling Ramahuma and one of the students threatened to strike him.

Asked to explain the situation at his school, Ramahuma warned the reporters not to photograph him, as he will definitely take legal action if his picture and the story about the school appeared in the newspaper.

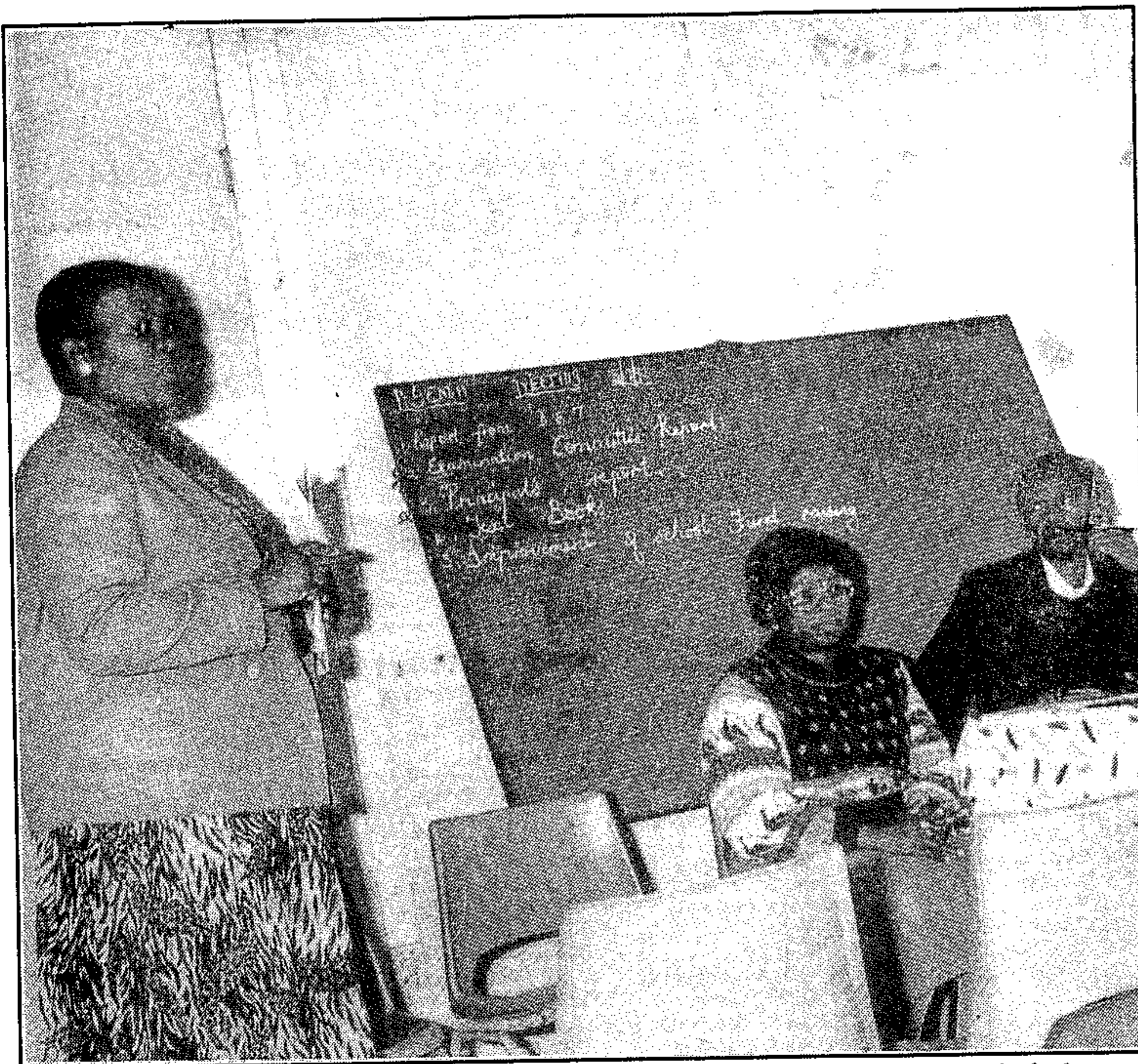
He was also reluctant to say anything to the reporters but after being threatened by one of the students, he immediately posed for a photograph and also explained that he was busy solving problems facing the school.

In the meantime, the college's Parents Teachers Students Association (PTSA) has announced that it was due to meet a legal representative to discuss its case as it was suspicious that the police would treat the matter lightly if reported to them.

The PTSA wants the college to be handed over to the community and other education structures to help run it.



The head-master F M Ramahuma who runs one of the fly-by-night colleges known as New Dimension in Jeppe Street Johannesburg, was found being held hostage by his students who are demanding their monies. Also, the teachers he had employed are demanding their monthly salaries of R1.800 he promised to pay them.



Miss Bareng Mooki, of the Tladi Examination Committee, reporting to parents as acting principal Mrs Margaret Mothapo, monitoring committee members Mr Mohapi Thapeli and Mr Ishmael Mkhabela look on.
PIC: SELLO MOTSEPE

Parents must also the initiative to visit the school and speak to teachers

Mr Veli Mnyandu of the South African Democratic Teachers' Union

Tladi pupils make great progress

Sowetan 16/7/92

By Phangisile Mtshali

TLADI TECH pupils proved in their half-yearly examinations last month that they could be pulled out of the education abyss.

To jerk up standards, teachers increased the passing mark from that set by the Department of Education and Training.

The results were not great but the pupils proved that they could do it. The matric pass rate increased by two percent on last year's.

But despite the progressive spirit of the teachers, pupils did not attend classes regularly.

This infuriated parents who all seemed keen to revive the culture of learning.

IMPROVED RESULTS The pass rate is two percent better than last year's disastrous results: **32**

"Write to us, tell us when our children are misbehaving or not at school," said an irate mother.

Several suggestions were thrown around: Some asked parents who visited the school to check their children's progress while others insisted that books be examined and signed by parents.

"Parents must also take the initiative to visit the school and speak to teachers," said Mr Veli Mnyandu of

the South African Democratic Teachers Union.

It was also resolved that parents decide on action against teachers who did not follow rules because the matter was taken up with education authorities.

Parents also set August 1 as the cleanup day for the school, once described as worse than a pigsty by the monitoring committee.

The cleanup starts at 10am.

Calls for a class boycott (S2)

SCHOOLING is expected to be severely disrupted after a student organisation announced it would throw its weight behind the ANC-initiated mass action campaign. *Sowetan 16/7/92*

The Congress of South African Students yesterday called on pupils to boycott classes for a week from August 3.

It has also urged students to engage in sit-ins and demonstrations against "undemocratic and repressive administrations".

Mass action looms to restart schools

New Nation [Pupils Forum] 17/7-23/7/92

HUNDREDS of students at three high schools in Whittlesea, Ciskei, will be stranded when schools re-open before the end of this month.

And several bodies including the Congress of South African Students (Cosas), Young Christian Students (YCS) and the South African Democratic Teachers Union (Sadtu) are threatening the Ciskei education department with mass action if schooling is not allowed to resume.

"We will use every weapon at our disposal to persuade this regime to take serious steps in curbing the crisis it has caused," said Cosas spokesperson M Sirunu.

Disappointed students from three high schools, Khanya, Mlotshana and Sijonge Phambili claim they were told by their headmasters not to return for the third term. Classes would be discontinued because of teachers' objection to panel inspection, headmasters explained to pupils.

"We believe that schools are assets of the community and therefore no one, even the biggest tyrann, can deny the community a right to control schools," Cosas said in a statement.

He said his organisation had been observing moves by the "notorious"

Ciskei Council of State to destabilise normal schooling in the border region.

According to Sirunu, the Ciskei department of education closed schools in the hope that it would remove the need to recognise students' representative councils.

Furthermore, the department allegedly suspended, demoted and transferred teachers for no apparent reason.

Sirunu stated that the Ciskei authorities aimed to reverse the gains made by students bodies since 1980's.

"They seek to regain control of schools. We are calling on those responsible for this crisis to resolve it immediately. This can be done peacefully through negotiations with Sadtu and other educational representative structures," Sirunu said.

Recognition

The students are demanding the unconditional recognition of Sadtu, Parents Teachers Students Association and the Students' Representative Councils. They are also demanding a single department of education in a unitary South Africa and the establishment of the National Education Negotiating Forum.

Ciskei's education minister Patrick Jacobs was unavailable for comment. Ciskei authorities were said to have

S2 ISS

fired all principals that are members of the union, as well as teachers who had been part of a delegation to meet Jacobs.

A commission of inquiry had been set up by inspectors to investigate the activities of union members. Sadtu spokesperson Ntobeko Matanda said that 235 teachers had already received letters summoning them to appear before the commission.

In Mdantsane alone, 29 teachers had been suspended recently.

Ciskei had also refused to accommodate a winter school organised by Sadtu and Cosas.

The union said its members were not responsible for poor results and blamed these on the lack of facilities.

Sadtu's criticism of the Ciskei has been backed by the ANC. The Border ANC's media officer, Mcebisi Bata, said in a statement: "Random transfer and dismissal of teachers demonstrate the insensitivity of the Brig Oupa Gqozo administration towards educational matters.

"We find it odd that teachers are suspended simply for political reasons at a time when there is such a big shortage of teachers," said Bata.

DR. LEONARD

T

NEWS Parenting workshops at Soshanguve tomorrow • News in brief

Workshop to look at communication

■ Better parenting: Parents, teachers and pupils will discuss and listen to one another and find solutions to the communications breakdown: **52**

By Pearl Majola

Sowetan 21/7/92
THE Sowetan/Pick 'n Pay Parenting Workshop takes place at the Soshanguve Community Hall from 10am on Saturday.

The workshop will focus on the relationship between parents, children and teachers.

During the workshop, which will be attended by people from Soshanguve and Lethabile, the primary and secondary roles fulfilled by parents and teach-

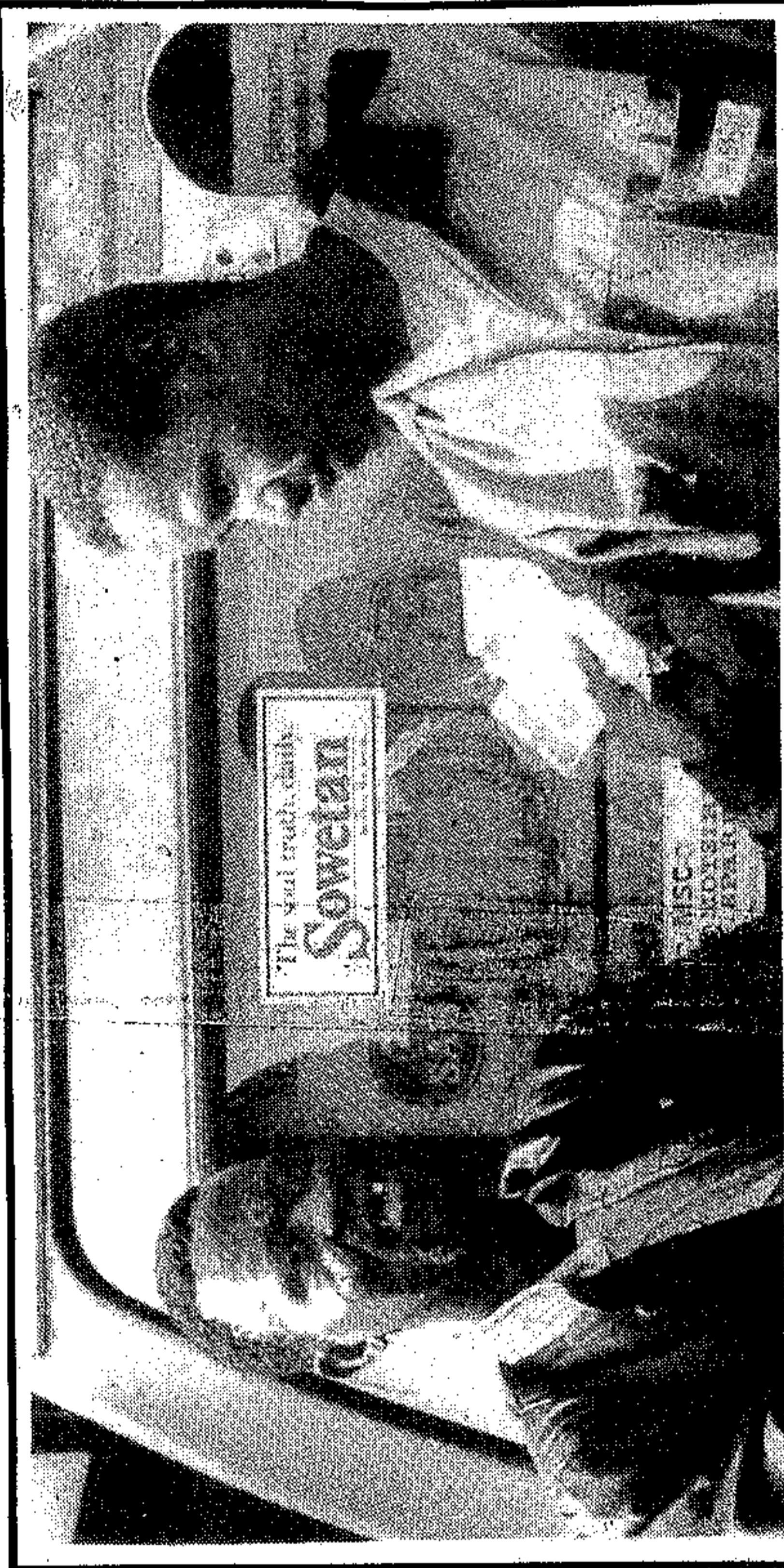
ers will be discussed.

The roles of political and church leaders, social workers and other groups will also be discussed.

"Communication structures have broken down both at school and at home," says co-ordinator Mrs Anne-Gloria Masetle.

Entrance to the workshop is free and a shuttle bus will be available from Lethabile Clinic to Soshanguve Community Hall at 8.45am.

The bus will leave the Hall at 4.30pm to return to the clinic.



Bumper stickers are here again. The first winner of the new series of bumper stickers is Mr Thembi Mabaso, a tavern-owner from Orlando West, Soweto. He was presented with R200 in cash by Mr Zola Soya of Cardine service station in Orlando East.

Over 50 000

children to

see the light

STAR 2/17/92
Education Reporter

Educational opportunities for more than 50 000 children will be a whole lot brighter by the end of the year following the announcement yesterday by Eskom to provide electricity to 84 schools across the country.

Eskom chief executive Dr Ian McRae said the electricity giant was committed to "making things happen" and the electrification of schools was seen as part of the organisation's contribution to educational development in disadvantaged communities.

Ten schools were electrified by Eskom last year.

"Eskom realises that the most significant contribution the organisation can make to the development of a child is the electrification of schools.

"This leads to the creation of an environment which is more conducive to learning," Dr McRae said.

Duma bids to save the lost generation at former school

■ Former pupil hopes to help school reclaim reputation in Soweto after it has been turned into a den on iniquity:

By Phangisile Mtshali

(52)

WHEN likeable journalist, playwright and producer Duma Ndlovu returned home after 15 years in exile, all he wanted was to see Sekano-Ntoane.

The school is in Senaoane, Soweto. It is where he cut his teeth in 'pupil politics'. The school made him the man he is.

Little did he suspect that his beloved alma mater was in ruins, a den of iniquity.

"What I found was shocking," he said.

"I wanted to cry. The physical structure of the school was repulsive. Pupils' morale was low. You could just tell that they did not know they were in a historical institution. "This school used to be the heartbeat of the community. It produced most of today's political leadership."

In disgust, Ndlovu wrote a play about the school, took a group of children from Phiri and Sekano-Ntoane and shut them in a rehearsal room.

The play is titled *The Lost Generation* and the message is loud and clear: "Yes the education system stinks but we come to Sekano-Ntoane because we want education."

"We need to revive the spirit of Sekano," Duma said.

"With this play we hope to instil in children the will to learn."

The play is about today's pupils and the scene at many other schools. Toyi-toyi, boycotts and the whole works.

In the past few years Sekano-Ntoane has not been regarded as the ideal school by the community.

A bunch of drunken school children in uniforms at a shebeen, children running away with beer cases looted from a bottlestore or angry, armed children burning houses and baying for blood, is the picture you conjure when the name Sekano-Ntoane crosses your mind.

Roll Call

Pupil enrolment: 805

Number of teachers: 38

Principal: Mr PSS Ntshingila

Officially opened: 1962

Former principal: Mr Michael M Morapeli, now DET chief director.

Former pupils: Cyril Ramaphosa - ANC general secretary.

Lybon Mabasa - former Azapo president.

Ishmael Mkhabela - Community worker.

George Wauchope - exiled Azapo leader.

Doreen Mbatha - NSL Public Relations Officer.

Blessing "Killer" Mgidi - former ace soccer player for Moroka Swallows.

Last year alone they were involved in three nasty revenge attacks.

That is what shocked Ndlovu and other former Sekano pupils who decided to take some action.

Their aim is to eventually ask successful former pupils to adopt children and see them through school.

"Sekano is in the middle of Soweto's poor areas," said Duma. "When I grew up most Phiri families were pensioners and widows. After 15 years in exile I come back to find a younger breed of widows and single parents. Social support systems are non-existent and without them Sekano pupils will remain uncared for and demotivated."

Ndlovu is currently organising a reunion of all former Sekano-Ntoane pupils with the aim of starting an Alumni Association. The reunion is set for August 9 at the school.

Schooling normal after PTSA took over

New Nation (Pupils Forum) 52

SCHOOLING has returned to normal at the New Dimension College, in central Johannesburg, after the Parents Teachers Association (PTSA) took over the running of the institution about a month ago.

The PTSA took over after the school's principal and owner, Francis Ramahuma, was forced to leave by angry students who were dissatisfied with the way he ran the school.

The New Dimension College, which will be known as Rise and Shine College, according to the regional organiser of the National Education Co-ordinating Committee (NECC) Victor Kgobe, is the second college to be run by the community in Johannesburg.

He said the first college was Isisekelo Academy in Booyesen, which the PTSA took over in May this year after discovering that the owner allegedly squandered more than R20 000.

Silence

PUPILS FORUM visited the Rise and Shine College in Jeppe Street, where there was silence as classes were running smoothly.

The PTSA spokesperson announced that their move had been accepted by the Department of Education (DET).

"The department's officials told us that our students can write their final examinations since the college was still registered. We were informed that they could write their examination anywhere as long as the department

was kept informed," he said. Regarding the running of the college, the speaker explained that the PTSA Steering Committee would administer the monthly fees of R160 from the students. Revenue from fees would be used to pay rent and salaries of the 10 teachers. 247-3017192.

One of the teachers explained that they had managed to confiscate the previous banking books of the college which were still to be handed-over to their legal representative. Lawyers have encouraged teachers to lay charges of alleged fraud against Ramahuma to recover the unknown amount still remaining.

Teacher

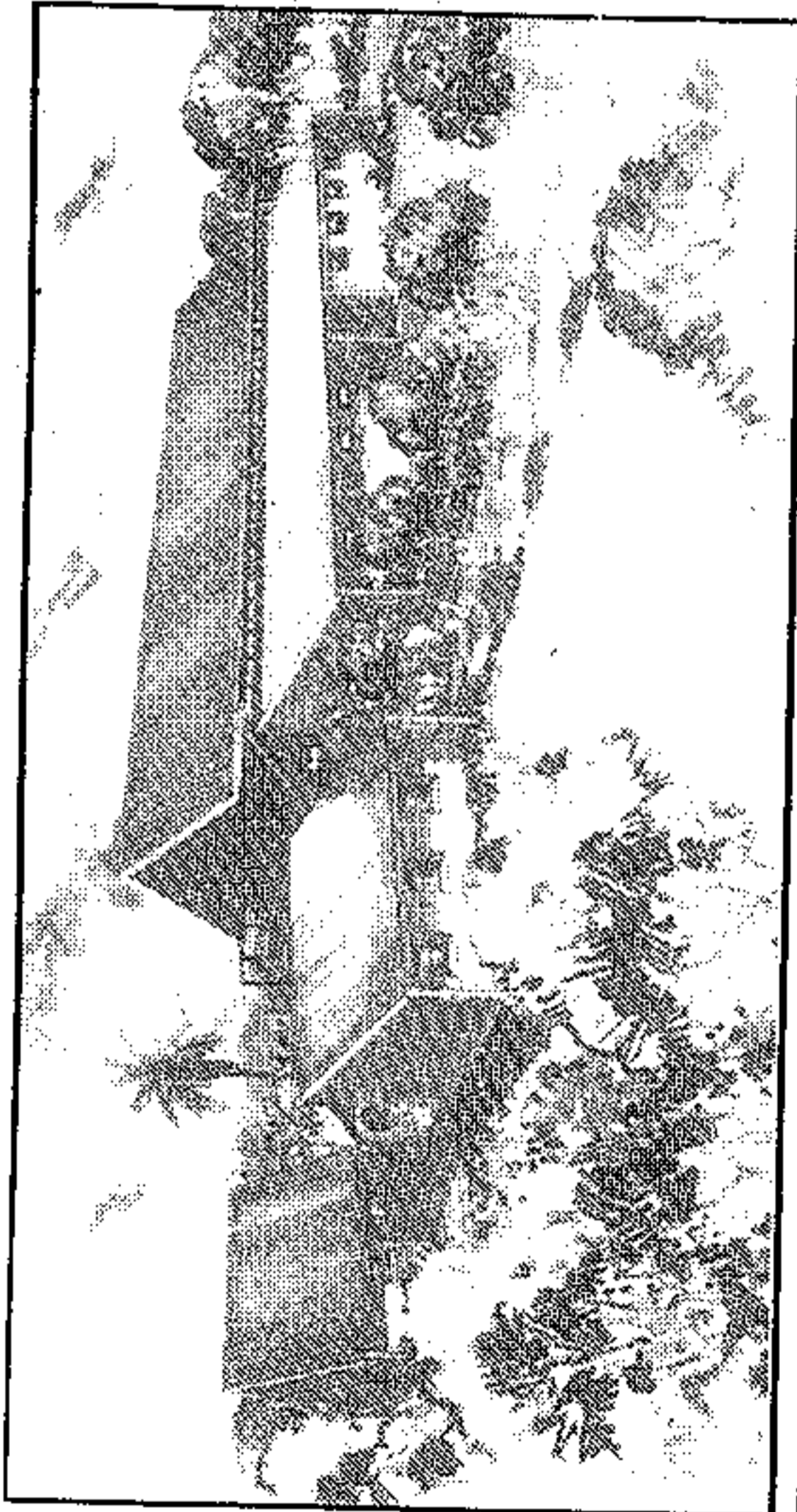
According to the teacher, the students have already paid R149 000 since the beginning of the year.

Should they succeed with the legal steps against Ramahuma, money that is recovered will be used to pay teachers salaries.

There are rumours that the dismissed headmaster, Ramahuma, is presently starting a similar project in Commissioner Street, Johannesburg.

During our repeated calls to his home, Ramahuma was reported to be at his business, the location of which his family would not disclose.

NEWS FEATURE Railroad built to punish SA finds its future threatened



The new Penryn College.

Schools are joined

■ A Sandton private school has found a country twin:

Sowetan 27/7/92 (52)
By Phangisile Mtshali

THE posh St Stithians College in affluent Sandton has twinned with the new Penryn College at Nelspruit, which is presently housed in an old church building.

Twinning is a new trend whose aim is to confront education inequalities on the ground - the haves sharing with the have nots.

The results of the link between St Stithians, a prestigious Methodist Church private school for boys, and Penryn College in the Lowveld, are already showing.

Next year Penryn will open in a brand new school building with a magnificent view of Nelspruit.

The twinning concept sprung from a basic need - to provide quality educa-

tion to a community that has been left out in the cold.

The KaNgwane Government wanted to set up a school that would be a beacon - offer quality education, upgrade teachers' qualifications and be an asset to the whole community.

St Stithians wanted to release its boys from the protective isolation of urban opulence and expose them to rural people and their way of life.

Penryn is due to open its doors next year and would start as a primary school. It was hoped that it would be a fully fledged non-racial secondary school for boarders by 1998.

"This is not some fancy Johannesburg school imposed on the Lowveld community or a Lowveld school that will begin with trumpets and then wither," said the headmaster of St Stithians, Mr DB Wylde.

NEWS Appeal to students to stay away from school during mass action next week

Join mass action, Cosas tells its members

Paso executive member Mr Xolani Mbuthe said Cosas was lately more concerned about the ANC's political goals than about the right of students to continue with their studies in a peaceful manner.

Meanwhile, Sapa reports that police arrested more than 30 African National Congress Youth League activists in Kaitshong yesterday, allegedly after they occupied the local council offices and ignored an order to vacate them. A police spokesman said 32 activists aged between 18 and 24 had occupied the offices of the town clerk and were to be charged with trespassing.

But ANC regional spokesman Ronnie Mamoepa said 41 ANC Youth League members had been arrested.



Call to stay away from school, to occupy Government buildings:

Sowetan 28/7/92

DET offices, Government buildings and to make blockades in the streets," Maseko said.

The actions of his organisation would be conducted in a responsible manner and with dignity, he said. Pupils who were opposed to the action would not be intimidated, he added.

But the PAC-aligned Pan Africanist Students Organisation (Paso) immediately warned Cosas against a possible confrontation between pupils taking part in the mass action and those opposed to it.

By Abbey Makoe

MEMBERS of the Congress of South African Students (Cosas) were yesterday told to actively take part in the ANC-SACP-Cosatu organised mass action.

Speaking at a Press conference in Johannesburg, Cosas president Mr Moses Maseko appealed to members to stay away from school on August 3 and 4.

"On August 5, 6 and 7, we call upon all students to occupy

News in brief

Azania says it burnt cars

ABOUT 10 vehicles - six belonging to the Lebowa government - were set alight at Seshego on Sunday in an apparent revenge attack by the Azanian Liberation Army, the armed wing of Black

28/7/92



Bringing the square eyes back

STAR 2817192



to books

BEST BOOKS
 TV can be educational but nothing can replace books to stimulate the imagination and broaden the intellect. A new book club is now able to bring the best books back into children's lives at a reasonable cost. **MARIKA SBOROS** reports.

F junior is more interested in the frantic antics of Ninja Turtles, Bart Simpson and Batman than cuddling up on your lap to listen to a bedtime tale, don't despair — a new children's book club is here to help.

It is getting harder and harder to drag those square eyes away from the dreaded box, and it's not only children who suffer deprivation from too much goggling at the television. Parents are deprived of the pleasure of physical contact and quality time with their offspring as books become relegated to dusty bookshelves, to be taken out only reluctantly if the TV breaks down.

But while television can be an educational and entertaining medium, nothing can take the pace of books and reading, to stimulate the imagination and broaden the intellect.

Balanced

A balanced combination of TV and reading is the ideal environment for children. Scientific research has shown that reading at home is essential to help a child perform well at school.

Increasingly though, books need to be of the highest standard and most colourful quality to lure young eyes back between the pages, where they belong.

Of course as the rand plunges to new lows, punitive exchange rates have helped to put new books beyond many parents' reach. Some concerned parents have opted for more library use, but this still deprives children of the joy of owning a beautiful book.

Book clubs have traditionally been one way of enticing youngsters to read, but the quality of the books available through clubs in this country has been generally of a low quality.

However, the new political dispensation has meant not only that more and more doors are opening up to us — but



Quality time . . . the family that reads together provides a solid future for children.

book covers are as well.

Publishing houses who were previously reluctant to do business with South Africa have changed their tunes.

A recently formed children's book club and publishing company in Sandton has acquired the South African rights for the distribution of the well-known BFC (Books for Children), a highly respected United-Kingdom based publishing and distribution company with

world-wide sales. For around R26 excluding postage, children all over the country can receive two high-quality, beautifully illustrated hard-cover books — one fiction, the other non-fiction — plus an activity book.

Knowledge Unlimited managing director Mike Jacklin says the potential is enormous, as his company now has access to books of an international stan-

dard, produced for the world market. He can now also capitalise on volume discounts.

"The standard of BFC publishing exceeds anything that can be produced locally, and because of economies of scale, the books which will be available to our readers are in their original bindings."

Mr Jacklin is also looking for local and indigenous material.

First day of new term – for some

By Phil Molefe
Education Reporter

STAR 28/7/92
(52)

Confusion reigned at Soweto schools yesterday over the official reopening date. Scores of pupils turned up for school on the first day of the third term but many stayed home.

Teachers and pupils alike were affected by the confusion, as some schools reopened yesterday while others resume classes today.

A snap survey by The Star found Orlando East High School pupils making their way to school while a school next door was deserted.

"This demonstrates the chaos in black education," a Soweto principal said.

A spokesman for the De-

partment of Education and Training (DET) said the department had noted the confusion over reopening dates and hoped the matter would be addressed.

DET spokesman Corrie Rademeyer said he could not understand why there was uncertainty as all schools had the correct school calendar.

He said that according to the DET calendar, schools reopened yesterday.

There have been problems with the DET calendar since 1990, when the South African Democratic Teachers' Union (then the National Education Union of SA) demanded the same closing and reopening dates as white schools.

over a sequined bodice and a
sequined belt as part of Emanuel Ungaro's 1992-93 season haute
couture fashion collection in Paris.

Soweto homes razed after pupils' rampage

Sowetan 29/7/92

■ 'Revenge attack' after
molesting incident:

By Abbey Makoe (52)

PUPILS from Soweto's Thomas Mofolo High School yesterday ran amok, setting alight at least two houses in Naledi township.

The incident occurred on the first day of the re-opening of schools. Damage caused to the houses was estimated at about R100 000. There was no-one at one of the houses when the youths struck.

The other house belonged to Mrs

Alinah Mosia, a mother of three, who was hastily called from work to find her house completely razed.

The motive for the incident was unclear, but the Mosia family believed the attack was targeted at their son, Floyd, a final-year Bachelor of Arts student at Vista University, who had rescued a girl from a group of boys trying to molest her last Sunday.

Floyd had rushed out armed with a knobkierrie after the family heard the girl screaming for help outside their home. The boys ran away.

Soweto police spokesman Captain Joseph Ngobeni said the motive for the attacks was not known.

'Another year of failure'

JOHANNESBURG. — The possibility of another year of failure for black matriculants in the country was raised yesterday by the Department of Education and Training (DET).

"Time is not on our side," said the DET, warning that the disastrous results of 1991 could be repeated if pupils did not get down to serious studying immediately.

The warning came a day after a call by the Congress of SA Students for pupils to boycott classes on August 3 and 4 in solidarity with the call for a national general strike.

● Dr Peter Mundell of the DET said that for every day a pupil missed school his performance level would drop by one percent.

"If a student missed 50 days his performance ceiling would be 50%, which would seriously affect the student's results at the end of the year." — Sapa

Pupils warned about stayaway

BLOAY 29/7/92

KATHRYN STRACHAN and RAY HARTLEY 52

LAST year's disastrous matric results could be repeated if pupils heeded the call to join the campaign for mass action, the Department of Education and Training (DET) said yesterday.

The warning followed a call by the ANC-aligned Congress of SA Students (Cosas) earlier this week for pupils to boycott classes in support of the general strike scheduled to begin next week.

At a news conference yesterday the DET's Johannesburg regional chief director Richard Motau said there were many teachers and officials in his department who looked towards the end of the year "with feelings of fear and trepidation".

ANC education department spokesman Lindelwa Mabandla said his organisation had concluded at its national conference earlier this year that education had suffered greatly as a result of pupil participation in mass action.

While the ANC would not actively go against the call made by Cosas, his department believed that it was the role of pupils to learn.

The Inkatha Youth Brigade condemned the boycott as unrealistic.

Other mass action plans aimed at reviving the flagging campaign in the PWV included a call on traders to close shops on Monday and numerous rallies across the Reef early next week, ANC regional spokesman Ronny Mamoepa said yesterday.

CHARLIE PRETZLIK reports that the National Education, Health and Allied Workers' Union (Nehawu) yesterday said it would start occupying private institutions this week.

Nehawu general secretary Phillip Dexter said last night that this would affect private hospitals as well as shops and factories. The action would form part of mass action as well as being in support of the hospital strike.

Trials may be held on camera

Political Staff

CAPE TOWN — Trial by television is poised to become a feature of the SA legal system early next year, following this week's approval of proposed legislation by the Parliamentary standing committee on justice.

The time-saving system will use video linkups between courts and prisons and will be used to facilitate petty cases where the accused plans to plead guilty, and remands.

It will be used for people in custody who plead guilty to charges carrying a fine of not more than R1 000 or imprisonment of not more than three months.

TV courtrooms will be installed in prisons around the country and linked to magistrates' courts.

The magistrate will be able to see the prisoner on his monitor while the prisoner will be confronted by the presiding officer on his screen.

... and ...

wealthiest nation,' says student Sibongile Khumalo

for help

Sowetan 29/7/92

■ NATION BUILDING *There is an urgent*

need for the introduction of social workers

in all South Africa's township schools:



52

another speaker at the workshop, explained the importance of school social workers.

"School social workers are concerned with the educational, the physical as well as the emotional development of the child," said Mabe.

"For example, ordinary teachers are not trained to recognise children with learning disabilities. This delays the identification of such children, their treatment and allocation to appropriate institutions," she explained.

"If a social worker, with relevant skills and experience, is available at the school, this process would be easier and the child would get immediate attention."

Social workers could help

School social workers could also help with counselling children who are being abused at home or suffering emotionally because of the violence in their communities.

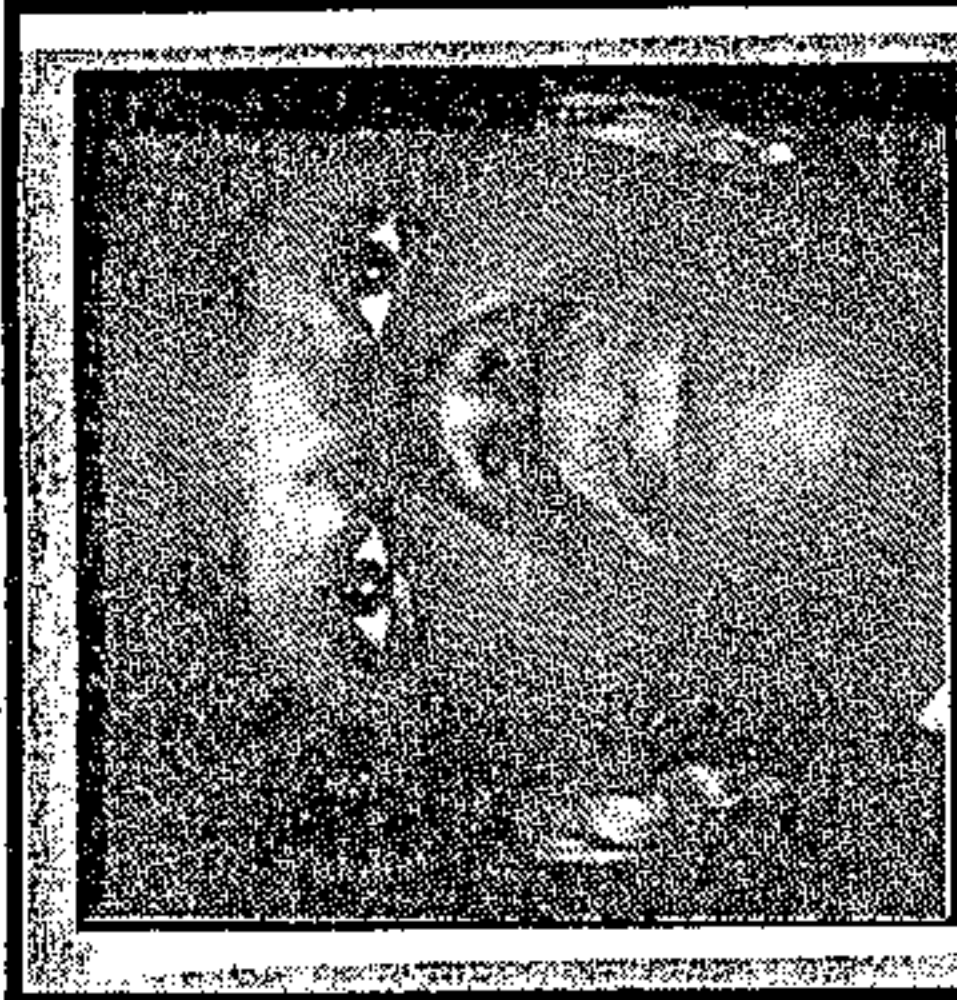
"Although the concept of school social workers has not yet been introduced in the townships, it is already working in other areas," said Mabe.

Other speakers at the workshop talked on the role of parents, politics, the

church and teachers in education.

The audience then broke into groups to discuss the roles these groups could play in solving the education crisis. They resolved, among others, that:

- The planning of the curriculum should involve teachers and parents of the particular students it is designed for;
- School social workers should be employed by all schools;
- The Government should take responsibility and provide free education. It should also create an environment and conditions conducive to learning;



Mothers and fathers, please stand up and encourage your children to go to school

Teenager, Sibongile Khumalo

- Parent-Teacher-Student Associations should be formed and made to work effectively and that;
- Sport and recreation facilities should be made available at all schools.

If a social worker, with relevant skills and experience is available at the school, the child would get immediate attention

Social worker, Tshidi Mabe



Nine-year-old Nation Builder Thabiseng Manyaka who joined with the Soshanguve Community Choir in song. PICS: JOE MOLEFE

Schools will grind to halt

Sowetan 29/7/72

CHALK DOWN Teachers will join mass action

next week against the advice of Paso and Azasco:

Sowetan Reporters and Sapa

MEMBERS of the South African Democratic Teachers' Union and National Education Crisis Committee will go on strike next Monday and Tuesday.

Education in the townships will virtually grind to a halt. Sadtu general-secretary Mr Randall van den Heever said yesterday the thousands-strong teacher union had called on its members to observe next week's strike action.

The strike has been called by the ANC/SA Communist Party/Congress of SA Trade Unions alliance as part of the mass action programme to force the installation of an interim government and a constituent assembly.

The Azanian Students' Convention and the Pan Africanist Students Organisation oppose the school stayaway and have called on pupils and teachers not to support the campaign.

Azasco's national publicity secretary Mr Mark Mfikoe said that while his organisation believed mass action was a legitimate weapon of

the struggle, they would not tolerate its abuse. And the Department of Education and Training said yesterday "time is not on our side" and warned that last year's disastrous results could be repeated if pupils did not get down to serious studying immediately.

Dr Peter Mundell of the DET said for every day a student missed school, his performance level would drop by one percentage point.

"If a student missed 50 days his performance ceiling would be 50 percent, which would seriously affect the student's results at the end of the year," he said.

Van den Heever said Sadtu had asked members to negotiate with parents and pupils to make up for any work lost during the stayaway.

"We are hoping that they can organise for any examinations which have been planned for those two days to be rescheduled," he said.

Regional secretary of the NECC Mr S'bu Sithole said they were due to meet in Durban to draft a formal response.

He said, however, that "from all indications" there was general acceptance among pupils and teachers that they would participate.

"We are fully supportive of the demands made

by the alliance. We just need to work out our approaches to those pupils who will be writing examinations," he said.

Some branches of the ANC said they would respect the rights of those pupils who would go to school to write examinations.

Meanwhile, church leaders yesterday met State President FW de Klerk in Pretoria and ANC president Mr Nelson Mandela later during the day in an effort to avert the planned two-day strike and to "save the country from disaster".

Emerging from the two-hour meeting with De Klerk, leader of the delegation Bishop Wilfred Napier, president of the SA Catholic Bishops' Conference, said the talks were "open and frank".

The delegation included SA Council of Churches general-secretary the Rev Frank Chikane, Professor Johan Heyns of the NG Kerk, the Rev Beyers Naude and Anglican Bishop of Johannesburg the Rev Duncan Buchanan.

In his official statement De Klerk said both parties agreed not to issue statements on the meeting "at this stage". A statement on the meeting with the ANC was also not forthcoming although Mandela had earlier said the strike would go on.

The church delegation met officials of the SA Consultative Conference on Labour Affairs and the Congress of SA Trade Unions on Monday in an 11th-hour bid to stop the strike.

DE

Township ^{STAR} schools 29/7/92 to close

By Phil Molefe
Education Reporter

Black schools country-wide are set to grind to a halt as major education bodies call for a two-day stayaway on August 3 and 4 in support of the ANC-led mass action campaign.

The South African Democratic Teachers' Union (Sadtu) yesterday became the latest organisation to throw its weight behind the strike following the announcement yesterday calling on teachers to stay away from school during the protest action.

Sadtu's decision comes after calls by the Congress of SA Students and the SA Students' Congress for a class boycott.

However, the Black Consciousness-aligned Azanian Students' Convention (Azasco) yesterday urged pupils and teachers not to support the campaign.

Azasco publicity secretary Mark Mfikoe said that while mass action was a legitimate weapon of struggle, a situation where this "weapon" was being abused could not be tolerated.

The IFP Youth Brigade also deplored the call for a boycott.

CI
M

300 construction firms face failure

B/DAY 29/7/92 (52)

PETER GALLI

INDICATIONS were that close to 300 building and construction firms would go to the wall by the end of this year, Credit Guarantee senior economist Luke Doig said yesterday.

"On the construction front, business failures rose 39,9% to a record 214 in 1991. For the first five months of 1992, some 112 firms have folded, which is 36,6% up on the 82 in the same period in 1991," he said.

Credit Guarantee — which insured firms against non-payment from buyers — had noticed an increasing trend in the number and value of claims over the past 18 months.

Estimated figures for claims paid mainly in the Transvaal region for the second quarter of the year to end-June totalled about R3,5m — 40% up on the first quarter, he said.

"We believe that the number and value of claims have reached a plateau, albeit at a very high level, but there is little indication that there will be a fall-off for at least the next year," Doig said.

The construction industry, which is feeling the effects of declining demand and high cost increases, formed a large part of Credit Guarantee's portfolio. The industry was also not expected to see any improvement for at least the next year, Doig said.

In all sectors, liquidations in the first five months of the year were

41,9% up at 1 037 compared with the same period in 1991, with March 1992's figure of 290 liquidations the highest since June 1986's 301, he said.

SA Building Industries Federation (Bifsa) executive director Neil Fraser said the building cycle was still in a decline and should hit the bottom during the first half of 1993.

"Smaller to medium building companies are beginning to fold," he said. Continued high interest rates saw smaller players unable to hold out. The industry and its activity and employment levels were inextricably linked to the interest rate scenario, he said.

Major players in the construction industry have said the next two years would be very difficult with little chance of renewed activity and an erosion of returns to shareholders of as much as 20%.


However, Fraser said that some of the major companies would still report fairly sound results for the past financial year due to good order books and money set aside "for a rainy day".

"The real effect of the protracted recession could well be seen in the financial results for the present financial year as retrenchments are ongoing and the work situation is very bad," he said.

By Phangisile Mtshali

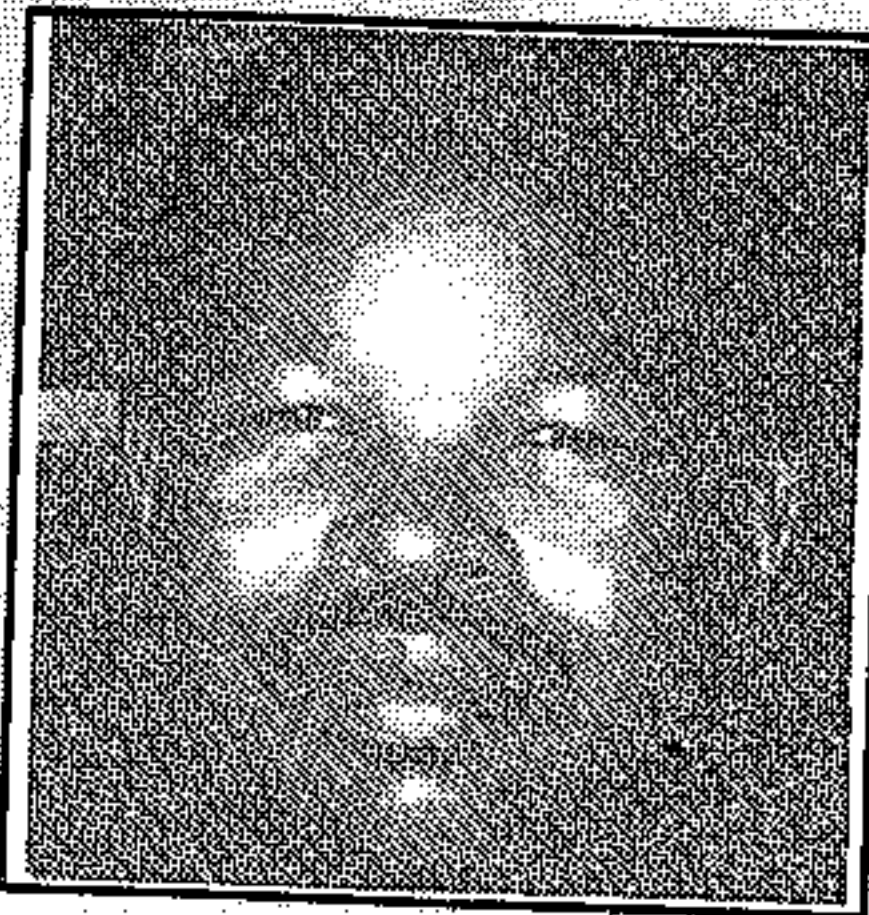
ARSON ATTEMPTS *Progress made*

to improve buildings and family spirit at

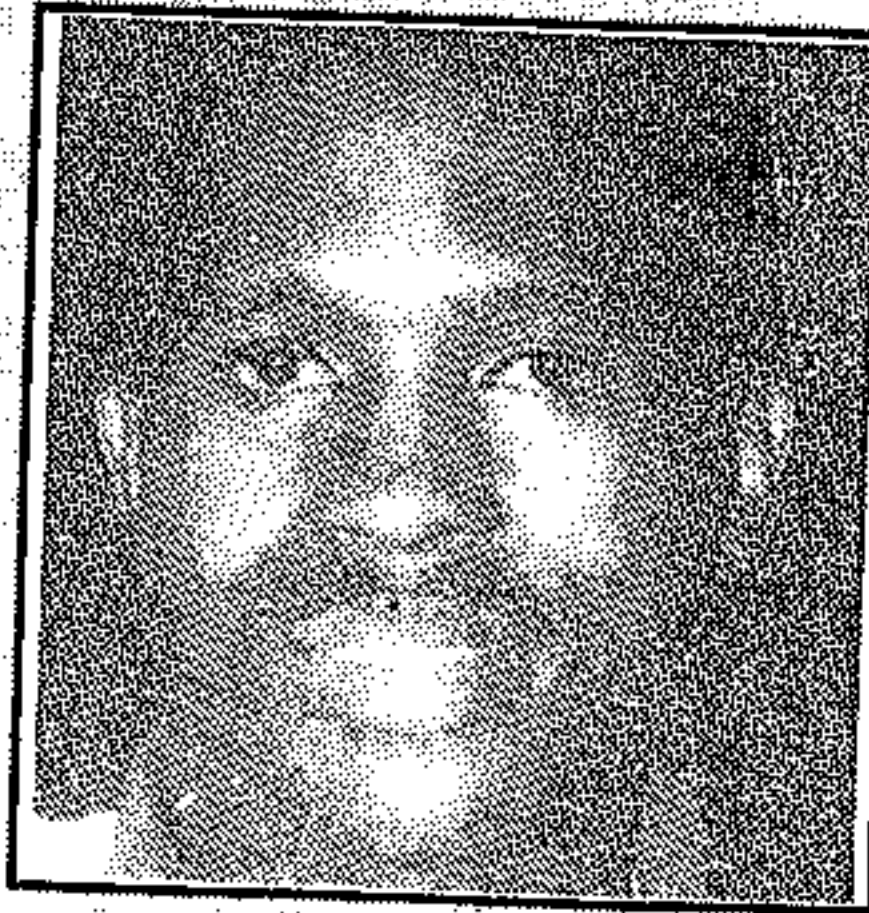
Tladi despite arson attempts: 

Seveta 30/07/92.

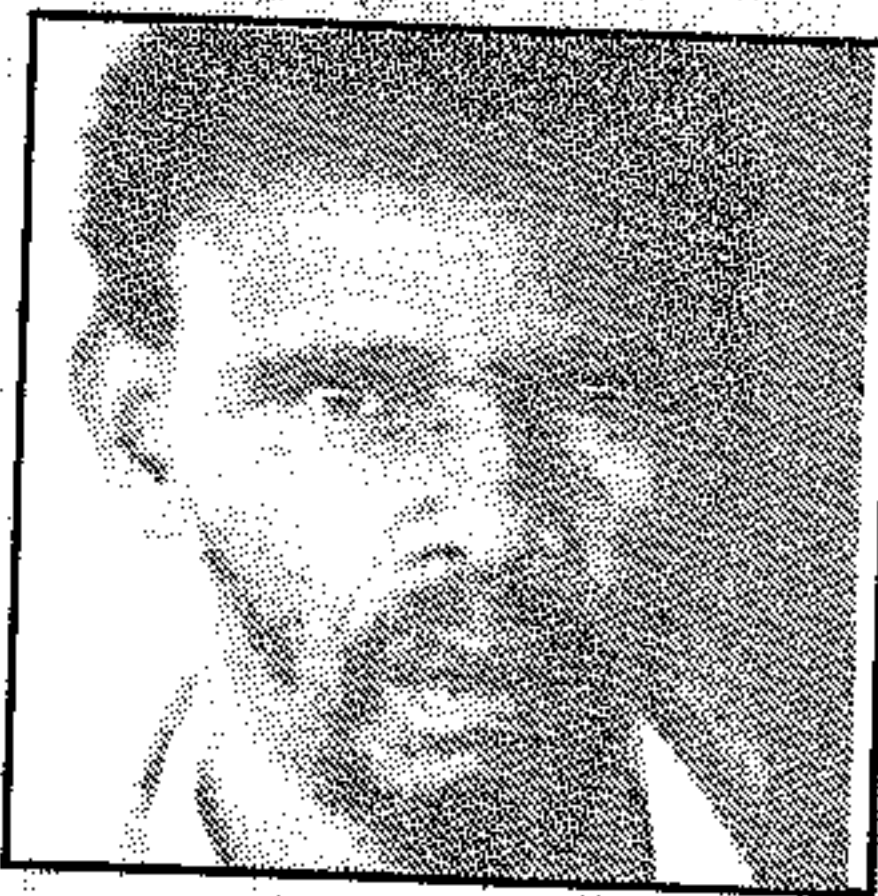
The Tladi Tech task force



Mr Ishmael Mkhabela



Mr Mxolisi Nkosi



Mr Mohapl Thapedi



Mr Moloko Bodibe

The committee also met with the IDT which has pledged to turn the shell called Tladi Tech into a building fit for human use.

The meeting agreed to generate community interest and to set up a trust to oversee the rebuilding of the school and the possibility of starting a community fund.

"Community involvement and interest is important to the revival of Tladi," Mkhabela said.

"If we get community support we would have won half the battle to ensure security at the school. The community must take full responsibility for their children's education and show that we would not just rest on our laurels and expect others to do things for us."

ABOVE RIGHT: Tladi Tech's acting principal, Mrs Margaret Mothapo.
BELOW: Tladi pupils join in a clean-up campaign.



IT IS BACK TO SCHOOL for the Tladi Tech family and this term things are looking up for the first time in years although arsonists have been at it again. Teachers and pupils were met by smoke spiralling from the principal's office on Tuesday when they opened. This was the third attempt this year to set the school on fire.

"Somebody had poured what looked like old oil through the window to set the principal's office on fire," the school's acting principal, Mrs Margaret Mothapo said.

"The office did not go up in flames but the table, a chair and some papers were burnt. During the holidays somebody had set 21 chairs on fire. We do not know who is responsible but we reported the matter to the police."

However, unlike the school opening in January, this time there are no battle lines drawn between the different groups. The only purpose is to revive a learning culture.

Efforts of reconciliation

Tuesday's opening came amid positive efforts of reconciliation and in rebuilding the school spirit.

As pupils and teachers took a month's breather, the Tladi monitoring committee did not have a moment's rest.

Throughout the holidays, they had a series of meetings with the Department of Education and Training, the Independent Development Trust, and other parties, who have pledged their commitment to get Tladi back on track.

A task force to straighten out the school's administration was formed jointly by the DET and the committee.

Its urgent task is to help with the appointment of the new principal. Tladi has been without a principal for the past three years.

"We hope we will be able to have the principal at the school within seven weeks," committee member Mr Ishmael Mkhabela said.

"It will also help to ensure speedy and proper provision of stationery, text books and equipment at the school.

"This week's meeting with the DET has been fruitful and constructive."



Spirits are up

Task Force

WE CAN DO IT 'Task Force' never had a moment's rest

Tladi Tech class acts

- JULY 1**
Operation Clean Up organised by parents.
- JULY 8**
First group of Tladi senior pupils go for supplementary lessons at St Luke's Senior College.
- JULY 15**
Tladi Monitoring Committee and IDT field workers hold a day-long workshop preparing to set up the Trust Fund.

DET predicts mass failure

KATHRYN STRACHAN

AS THE third school term began this week, the Department of Education and Training (DET) predicted a further year of high pupil failure rates. *BlDMy*

Johannesburg regional chief director Richard Motau said at a news conference this week black education was in deep crisis, with many black schools in the Johannesburg area having completed only 20% of the year's syllabus. *30/7/92*

Motau said threats made by the National Education Co-ordinating Committee and the SA Democratic Teachers Union to bring schooling to a halt in solidarity with the mass action campaign only contributed to poor results. *(S2)*

A recent department survey of schools with the lowest pass rates indicated that "lessons dodging" by teachers as well as pupils, and a total lack of supervision and control by principals, also played a part. Many teachers were indifferent to their responsibilities, and parents and the community in general were apathetic about encouraging children to learn.

Mayekiso defies Mandela Over call for bond boycott

BlDMy 30/7/92

PATRICK BULGER

THE proposed boycott of bond repayments may go ahead despite criticisms made by ANC president Nelson Mandela.

ANC-aligned SA National Civics Organisation (Sanco) president Moses Mayekiso said yesterday the boycott would begin at the end of next month if financial institutions failed to meet Sanco's political demands.

Mayekiso, while not wanting to be drawn on Mandela's implicit criticism, said Sanco was an independent organisation.

Mandela told reporters on his return to SA on Tuesday the civics were not in a position to call for a bond boycott without consulting the ANC.

"The civics don't take orders from anybody," Mayekiso said. "The policy of the civics is independent and accountable to its membership."

He said Sanco was prepared to discuss the proposed boycott with the ANC or any other organisation.

Sanco is calling on financial institutions to support demands for interim government and a constituent assembly by pressure on government.

RAY HARTLEY reports that the ANC alliance's plans for a two-day stayaway next week suffered a setback yesterday when the PAC reiterated it would not back the general

strike next week.

PAC general secretary Benny Alexander told reporters the ANC's mass protests could not be supported because they were not aimed at overthrowing government.

The Azanian Students' Convention lashed out at organisations calling on teachers and pupils to observe a two-day stayaway next week.

But the SA Students' Congress on Wednesday reaffirmed its call on students to boycott classes next week, and sharply criticised organisations which had expressed concern at the effect of the stayaway on studies.

Leading political commentator and ANC expert Tom Lodge said yesterday there were signs that the ANC's mass action campaign had less support than expected.

"It's early days yet, because the ANC hasn't had any major activities which have failed. You can argue the case both ways, but to say mass action has failed is premature," he said.

Lodge said it was clear the campaign would not be the largest civil disobedience campaign in terms of numbers of participants, as the ANC had promised, but mass action was widespread and constant.

All this suggests the ANC's local organisation is in better shape than its critics have suggested," he said.

In another development, eight East London Cosatu leaders arrested on Tuesday for occupying the Receiver of Revenue's office were released yesterday without paying bail after appearing in a special court, reports DIRK HARTFORD.

The eight, who include Numsa's acting president Mutuzeli Tom and regional secretary Enoch Godongwana, refused to accept bail in line with a recent Cosatu decision and were kept in jail.

Workers at Mercedes-Benz and other plants threatened to strike for their release and, after meetings between Cosatu, employers and the police yesterday, special arrangements were made to have the eight charged and released. The case has been remanded until September.

Meanwhile, Cosatu, responding to Sacob and JCCI guidelines to employers, said it would take action against any company which victimised or dismissed workers during next week's general strike.

These actions include declaring a national dispute with employers, consumer boycotts and an international blacklist of offending companies.

ager word

73

711

185

185

185

185

185

185

185

185

185

185

185

185

185

185



Police watch as members of the National Education, Health and Allied Workers' Union protest outside the Park Lane Clinic in Johannesburg yesterday. The clinic was one of six private institutions whose workers joined the hospital strike yesterday.

Picture: ROBERT BOTHA

Protests stop schooling

KATHRYN STRACHAN

SCHOOLING in Soweto and Alexandra came to a halt yesterday as teachers protested against the dismissal of a colleague. *BIDA 3117192*

Department of Education and Training (DET) spokesman Sol Mashokoa said almost all of the 68 high schools in the region were affected. *3117192*

An SA Democratic Teachers' Union (Sadtu) spokesman said more than 3 000 teachers and thousands of pupils protested.

The DET said it was not responsible for dismissals at state-aided schools.

Jo'burg clinic workers join hospital strike

KATHRYN STRACHAN

Nehawu assistant general secretary Neal Thobejane said the union had targeted private hospitals because the strike, until yesterday, had affected only the black community.

The private sector strike also showed the union had the resources to bring health services to a standstill.

Anderson said the six clinics were left with only skeleton staff, but services had been kept running with the help of volunteers. He said it was unacceptable for the union to bring its political frustrations into the sensitive arena of health.

TPA MEC for health services Fanie Ferreira said yesterday the workforce at state hospitals could be cut if a TPA investigation found there were more workers than necessary. Fewer numbers would allow hospitals to set higher wages.

Sapa reports at least three health workers have been admitted to hospital after assaults and intimidation, which were still taking place on hospital premises and in residential areas, the Transvaal Provincial Administration said yesterday.

Meanwhile, the TPA announced that a minimum salary of R708,50 a month for employees in rural areas and R783,50 in certain urban areas would come into effect on August 1.

WORKERS at six private hospitals in Johannesburg joined the two-month-long National Education, Health and Allied Workers' Union (Nehawu) strike yesterday.

The general assistants began their strike by marching on the Park Lane Clinic yesterday morning. A group of six union officials handed a list of grievances to the management of Clinic Holdings — which controls the six private hospitals.

However, our Cape Town correspondent reports that Nehawu's plan to disrupt private clinics in that city fizzled out yesterday with no institutions reporting buildings occupied, demonstrations or sit-ins, despite an announced campaign.

About 600 health workers' union members are still on strike at Groote Schuur, Mowbray Maternity, Valkenberg, Woodstock, Somerset, Conradie, Victoria, and Brooklyn Chest hospitals and the Central Laundry in Pinelands.

In Johannesburg, Nehawu officials occupied the Park Lane Clinic until Clinic Holdings director Graham Anderson agreed to fax the memorandum to the Department of Manpower, as a symbol of the private sector's support for the union's demand that 7 500 dismissed workers be reinstated. Anderson said later he had added a covering letter dissociating the company from the memorandum.

aging
ents Limited

Last night the commission called for an immediate public inquiry into

ra-
eir
on

Two students win the ⁽⁵²⁾
Junior Achiever Challenge

be
or
s-
ie
ie

New Nation (Pupils Forum)
TWO Pretoria-Witwater-
strand-Vereeniging area stu-
dents have won the first ever
Junior Achiever Challenge
(JAC) at a function held at
the Dainfern Country Club
on July 18 this year.

ie
t-
n
t,
t,

Fanny Masilela of Witkop-
pen High School and
Matthew Welz from Wood-
mead were each presented
with R10 000 study grants,
and R5 000 for their respec-
tive schools. Both of them
are aspiring teachers and
plan to use their study grants
to attend university.

ie
t-
n
t,
t,

The JAC is a life skills pro-
gramme which is designed to
bridge the gap between edu-
cation and the world of

work. 3117-618192
Commenting on the
awards, which are sponsored
by a soft drink company,
they said the programme
had taught them a great
deal about themselves and
the world. "Its wonderful
that more matric pupils will
have the opportunity to par-
ticipate in this worthwhile
programme next year," they
said.

Director of Schweppes
Southern African region,
David Nevill, said the 1992
Junior Achiever Challenge
had given a group of South
Africans the chance to prove
they were ready to build
world class leadership skills.

Schools likely to close during strike

By PORTIA MAURICE

EDUCATION organisations have gone into verbal battle over calls to heed next week's African National Congress-led strike but it appears likely that black schools will close down.

The Congress of South African Students (Cosas), National Education Co-ordinating Committee, South African Students Congress (Sasco) and South African Democratic Teachers' Union (Sadtu) have called on supporters to stay away; while the Pan Africanist Student Organisation and Azanian Students

w/mca 3117-6/8/92
Convention (Azasco) have sharply criticised the move, expressing concern about the loss of two days' study on August 3 and 4.

At a press conference this week Azasco national publicity secretary Mark Mfikoe accused the "congress block" of violating an agreement reached at the National Education Conference in March this year. This, he said, implied that teachers would not strike unless the issue at hand was a labour one.

The "destructive" action, he said, "would only involve the African component of the community", and

white children would not be kept out of school. "Mass action if it means no schooling is unwanted, and mass action if it means young children will be required to perform in the streets for the international gallery is reactionary," Azasco said.

Meanwhile, the 38 000-strong Sadtu this week called on teachers to down tools on Monday and Tuesday after having "consulted broadly" with its membership. "Our members are committed to catching up on whatever work time is lost," the union's national office said.

By Justin Pearce

WE ARE sitting in a hall at a school function, the speeches are finished, and the school's band is about to entertain the guests.

Surprise number one: The band comprises not bugles but marimbas, played with accomplishment by pupils who have been studying music for only two months.

Surprise number two: As soon as the proceedings are finished the musicians rush back to their instruments and strike up again without prompting, just for fun.

The pupils who are not making music mix freely with the adults, showing a dignity and a self-confidence that none of them ever try to abuse. They wear no uniforms, but

Nest schools: safe haven for pupils amid the chaos

SOUTH 1/8-5/8/92

(52)

no one tries to outdress anyone else. Refreshments are there for the taking, but nobody ploughs with both fists into the chocolate éclairs.

"The pupils are more responsible because they have a lot more freedom, and we try not to stifle their sense of enterprise," says Mr Geoffrey Jacobs, headmaster of Zonnebloem Secondary School.

"One result is that they mature faster," Jacobs says.

Zonnebloem, which had its official opening last Friday after operating for a year, is the latest project of the New Era Schools Trust (Nest). The trust was established in 1981 by a group of teachers looking for an alternative education system not structured along racial lines and not authoritarian in its approach.

Six years of planning and fundraising resulted in the opening of Uthongathi school in Natal, and Phuting in the Witwatersrand. The Nest schools encourage responsibility by teaching decision-making skills and they are run democratically as far as possible. Decisions regarding student affairs are made by the pupils, through class representatives and a student council.

Pupils decided, for example, that they wanted a distinctive school tracksuit (the Nest schools do not prescribe uniforms). They then took responsibility for the design and manufacture of the tracksuits.

The Nest schools try to educate pupils to become useful members of society. The schools teach technical and computer skills in addition to the required government syllabus.

"We put less emphasis on exams and rote learning, and on the demigod that sport has become. We give more emphasis to unlocking thinking skills," Jacobs says.

Non-racialism is central to the school's philosophy, and steps are taken to ensure that class and language differences do not prevent this ideal from becoming a reality.

Bursaries are granted and enrichment classes are offered to pupils who initially had difficulties with learning in English.

Jacobs hopes that with the redevelopment of District Six the school's facilities will become a community resource. The school also aims to meet the needs of its African context — though without abandoning the heritage of European learning.

"The Model C and private schools believe they are non-racial," Jacobs says. "All they are doing is integrating blacks into a white middle class culture."

Yet some progressive educationalists have accused the Nest schools of being equally tokenistic. Criticism centres on the small number of pupils who can be accommodated in the three Nest schools countrywide.

"These schools are taking students they feel are disadvantaged, and enabling them to compete in the existing system. They are not providing us with alternatives," says Dr Mzobz Mboya, senior lecturer in education at the University of Cape Town.

Mboya believes that it is not enough for the schools to claim to be founded on non-racial, non-sexist principles. Only a unitary, national education system based on democratic principles will be able to reverse the effects of apartheid education, he argues.

The ANC's Education Department has similar reservations. A spokesperson, Mr Lindliwe Mabandla, says: "I don't want to shoot down what they are doing, as a lot of good comes out of the process. But we look at the situation in a macro way, at the millions of pupils without adequate schooling."

Jacobs hopes other schools will develop according to the principles on which Nest was established.

If the Nest model is to survive and grow, it needs to spread beyond the existing schools that are funded by business and by foreign donors.

"I hope that in 10 years time there will be no need for Nest," Jacobs says.

Black pupils stay away

CT 3/8/72
Staff Reporter

BLACK high schools were deserted for the second day in a row yesterday, while most schools in the coloured areas were forced to close early when only a few pupils turned up.

At Alexander Sinton and Belgravia High Schools in Athlone only about 30% of pupils attended classes.

Less than half of the pupils at the Ned Doman Secondary School turned up. The Elsie's River High School was completely deserted.

The Avonwood and Norwood Central primary schools were both about half-full on both days of the stayaway.

ANC criticises police, media

Political Correspondent

THE ANC and South African Communist Party yesterday criticised the police and sections of the media for creating the impression that the mass action campaign was directly responsible for the violence sweeping the country.

The South African Council of Churches called for a "vigorous investigation" of violent incidents during the two days of mass action.

School attendance mixed

Sowetan

7/8/92

52

By Monk Nkomo
and Joe Mdhlela

TEACHERS' BOYCOTT Sadtu strike not

completely successful, PWV area most affected:

SCHOOLING CONTINUED to be at a standstill in urban areas, the Department of Education and Training said yesterday.

However, a check on schools in Lenasia, Bosmont, Newclare, and Riverlea showed attendances of almost 100 percent.

Also, although the SA Democratic Teachers' Union, whose members come from all races, said all its teachers would be on strike, members at white, Indian and coloured schools reported for duty.

We have in our possession a circular to teachers in Johannesburg coloured and Indian schools teachers from their Central Areas branch executive which says:

"While the executive supports the reasons for the mass action campaign, including the stayaway, it could not, with a clear conscience, demand that members stay away on Monday and Tuesday without having consulted them on the matter.

"Also, we are convinced that the purpose of education would be better served if teachers attend school on those two days".

Teachers at Coloured and Indian schools were therefore told by their Sadtu leadership to attend

school and not observe the stayaway, hence schooling was normal in these areas.

Assistant general secretary of Sadtu, Mr Thulas Nxesi, was not available for comment.

He was said to be in an important meeting with overseas visitors.

Yesterday and Wednesday there were very few pupils or teachers at DET schools in the PWV area.

This conflicts with the Sadtu statement last week that teachers would be away for only two days.

According to reports, Mr Oupa Mpetha, of the Soweto branch of Sadtu, has said teachers would continue to protest in support of their political and educational demands.

In the same report, he said they would take part in city demonstrations and travel to Delmas to demand the reinstatement of their fired colleague, Miss Thoko Sehurutse.

Sehurutse was dismissed by the DET earlier this year for misconduct and yesterday appeared in the Delmas Magistrate's Court in connection with the neglect of duties.

Hundreds of teachers were in Delmas yester-

day. The case was held in camera, and the Press and public were barred.

Mr Geoff Makwakwa, of the DET, said certain teachers' and students' organisations aligned to the ANC instructed pupils and teachers to report for classes next Monday.

"Some teachers did not report for classes. They instead participated in the march led by ANC leader Mr Nelson Mandela in Pretoria on Wednesday," Makwakwa said.

Northern Transvaal chief regional director Mr Job Schoeman said he was relieved that schooling was normal in the far northern areas of Messina and Warmbaths.

"We cannot afford to lose more time as exams are around the corner. We appeal to teachers and students to return to classes," he said.

He added activists in certain areas including Soshanguve, near Pretoria, and in the Vaal barred students and teachers from going to school.

Schoeman said the "no work, no pay" policy would apply to teachers who were absent. He said teachers who were intimidated or did not have transport to report for duty would be treated with consideration.

Jo'burg institution will offer
elitist education — at a price

Whiz kids get own school ⁽⁵²⁾

IMAGINE a school where the pupils compete for the front-row desks and where none of the 250 youngsters "creep like snails unwillingly" at the start of every day.

A school where 20 hand-picked teachers, considered the best in the country, educate the cream of high school students dedicated to academic achievement on their way to select courses at leading universities.

Educational pie in the sky?

Record

Not according to science teacher Graeme Crawford (31), who launches a new concept in education, Crawford College, in a high-tech glass-and-marble building just below Harry Oppenheimer's estate in Killarney, Johannesburg, in January next year.

The teaching record of the Maserati-driving former Boksburg High and Wits University student is on show as an initial recommendation for the institution: his matric science classes at a top Northern Suburbs school averaged 76, 78 and 80 percent in the past three years.

STAR 8/8/9 2.
A new school for bright pupils who will be taught by hand-picked teachers is to open in Johannesburg.
SHIRLEY WOODGATE reports.

His secret: "I have always strived to be the best at whatever I have done in my life. In the army I managed to become a two-pip lieutenant and as a teacher I put my mind to becoming the top guy, not just a good tutor."

Among the team he has gathered around him are a maths teacher whose 1991 matric class ended up with a 76 percent average, while the maths teacher's Std 10s romped home with an average 78 percent, boosted by nine of the 16 attaining distinctions. The teachers' names have not yet been made known.

Lecturers will place strong emphasis on pupil orientation.

"The truth is you get far better results treating pupils with dignity and respect. I personally cannot recall ever hav-

ing to yell and rant and kick pupils out of the classroom," he said.

Funded by a consortium of top businessmen, the college will be a "family" concern where all teachers are directors. It will be headed by Mr Crawford's father, Robert — a former headmaster for 20 years and Transvaal Education Department inspector for 17 years.

The emphasis will be unashamedly on excellence, focusing on academics.

But the school also offers extensive sporting activities at a nearby club, cultural education (including drama as a matric subject) and outdoor interests, such as scuba diving and mountaineering.

Response

The prefect system is out, replaced by a students' representative council and club committees aimed at developing each child's potential to the full.

With fees running at R10 000 a year, initial response had been phenomenal, said Crawford.

In this institution, the only limits to a pupil's achievement will be his own ambition.

affirmative action

SA must draw youth back into 'culture of learning'

ONE of the most devastating side-effects of the struggle against apartheid has been the widespread disruption of education in black schools as the youth took up the call to make the country ungovernable.

The result is thousands of poorly educated young people.

The question now large in the minds of many is how these young people are going to be drawn back into education, trained and given a fair chance to earn a decent living — and the answer will probably be the biggest affirmative action of all in South Africa in the 1990s.

The first prerequisite will be peace in the schools and communities. A culture of learning cannot be developed and nurtured in a climate of frustration and fear.

Politicians now dithering about Codesa and negotiations carry heavy responsibility here. The longer they fail to reach agreement, the longer violence and disruption will continue.

There will also have to be an equalisation of funds spent on education for all South Africans. More appropriate curricula must be developed and teacher training improved.

But the fruits of all this will take time to work through the system. There is also still the question of what to do with scores of illiterate workers or unemployed adults who missed out on education altogether,



SCHOOLS CRISIS: Special action is needed to counter the effect of disruptions in education

as well as Department of Education and Training (DET) pupils who want to study at universities or technikons.

At the University of Cape Town, the Academic Support Programme (ASP) started some 10 years ago has been radically revamped. Its aim is to cater specifically for students who have been educationally disadvantaged and need some form of affirmative action programme to give them a better start.

The ASP offers one or two semester courses on language skills development for Arts and Social

Science students. It also has special bridging programmes, which count as credits and cover language skills as well as curricula for students in the sciences, commerce, engineering, medicine and law.

But the ASP's acting director and the co-ordinator of UCT's alternative admissions research project, Ms Nan Yeld, is keen to stress this is just the start of what she sees as an overall educational development programme to examine what is taught — and how it is taught — at the university.

"It is becoming increasingly obvi-

ous that, even for privileged white students, there is no neat hop from school to university. Most students now take four years instead of three to complete their first degrees," she said.

This points to the need to restructure curricula at school and university. In the absence of tangible change at school level, UCT is taking it upon itself to restructure its curricula for students who are increasingly going to be black and educationally underprepared.

ASP courses can add an extra year to an ordinary three-year

degree. But Yeld says this seems to be becoming the norm and means UCT has better graduates.

Through the alternative admissions research project, UCT is also trying to identify more DET students who could cope with university but, because of their lack of confidence in the standard of their school education, don't apply.

This programme offers students the opportunity to be tested by ASP staff before they write their matric. These tests are conducted throughout the country and if they do well, ASP recommends that they be offered places at UCT regardless of what kind of matric pass they get.

Those who do not do well are not prevented from registering at UCT, but are then judged on their actual matric results.

Yeld believes that one of the major constraints on providing university education for black students is the lack of adequate bursary funding. Many who could attend — and would do well — simply do not because they cannot afford university fees.

She also believes more attention has to be paid to developing and promoting higher education as a whole, not just university education.

She sees scope for regional co-operation between universities, colleges and technikons with greater movement of students between them as needed to meet the real skills development potential of all students, regardless of race.

Classes now 'doubled-up' at crowded Khayelitsha schools

SI Times [CM] 9/18/92

By AYESHA ISMAIL

WHILE government schools in former whites-only areas are standing unused because there are not enough pupils to fill them, at least six primary schools in Khayelitsha are being forced to double up as high schools in the afternoons because of a lack of facilities in the sprawling Cape Flats township.

This system of schooling, referred to as the "platoon system" — or, more cynically, the "warm bench system" — was introduced in 1990 by the Department of Education and Training (DET).

According to teachers, about six schools in the area are "platooning" and more are expected to do so next year, because of a lack of school facilities in the area.

Search

The problems faced by Khayelitsha schools were highlighted this week when almost a thousand teachers and pupils from the township converged on the unused Tafelberg Primary School in Mowbray to highlight their plight.

After an agreement with police, 100 people were allowed to "symbolically take over" the school in Mowbray, which they renamed after first holding an assembly on the premises.

Later, the Cape Metro visited Khayelitsha in search of Thandokhulu Senior Secondary School, the school attended by some of the pupils who were involved in the Tafelberg takeover.

Instead, after following di-



RENAMED . . . teachers and pupils from Khayelitsha "rename" the unused Tafelberg Primary School in Mowbray to highlight their plight

rections from residents, we found a school named Emithini Primary School.

Teachers at the school explained that it was called Emithini in the morning, and Thandokhulu in the afternoon.

The school is used by a total of 2 100 pupils each day, 900 primary school pupils in the morning and 1 200 high school pupils in the afternoon.

Emithini principal, Mr C Z Malusi, said he was not happy to have Thandokhulu share his school.

"I was not consulted about this platoon system or even asked by the DET if Thandokhulu could share my school," Mr Malusi said.

At Emithini the school day starts at 7.30am and finishes at 12.20pm, while Thandokhulu starts at 12.30pm and closes at 5.30pm.

Teachers at Emithini complained that pupils had to get up very early to come to school, and said some were still "half asleep" when lessons began.

A teacher, Mr Crosby Tenganana, said children from surrounding squatter areas had to leave home at 6.45am to get to school on time.

"It is a long walk for small children and in winter it is dark and cold at that time."

An 11-year-old girl was raped on her way to the school last month, he said.

Mr Kosky Ntshoma said pupils were not getting the proper tuition at school as school hours were too short.

"Normal school periods are 35 minutes long. Because of the platoon system our periods are cut to 25 minutes.

"We cannot have extra-

mural activities at school because we would be disturbing Thandokhulu's pupils and pupils can't be given extra lessons after school," Mr Ntshoma said.

He added that because there was a shortage of desks and chairs, some of Thandokhulu's pupils had to make use of small desks and chairs belonging to Emthini schools.

Platoon

Mr Ntshoma said they had 24 teachers and 900 pupils at Emithini with an average of 52 pupils in a class. Because of the shortage of textbooks, outdated books were being used.

Mr Themba Mbathane said the government should build more schools in Khayelitsha and get rid of the platoon system.

He said a single education system would alleviate the shortage of schools.

● This week hundreds of teachers and pupils from Khayelitsha demonstrating against the platoon system marched to the Tafelberg Primary School in Mowbray, which has been standing empty for more than a year.

A symbolic occupation of the school was to take place, but it was occupied by several armed uniformed police.

After negotiations between the marchers and the police, a Colonel Dowd allowed a group of 100 pupils and teachers in.

An assembly was held and the school was renamed Thandokhulu Senior Secondary.

Pupils swap books for barricades

By PORTIA MAURICE

PUPILS put their books aside to rally to the African National Congress-led mass action campaign on Monday and Tuesday — but in many cases the entire school week was lost to distraction and apathy.

Most urban African schools reported total stayaways on the first two days of the week — as pupils heeded a decision by education bodies like the National Education Co-ordinating Committee that they boycott classes.

At coloured and Indian high schools, attendance hovered at 50 percent and below. There was much confusion as divided staff dilly-dallied with their consciences, in some cases teaching depleted classrooms with five or so pupils. At schools which were more organised, those pupils who pitched ran cultural “awareness” programmes.

However, many township schools failed the acid test of discipline on Wednesday and Thursday — politicised pupils were enticed by huge city occupations and drifted out of play-

grounds late morning. Such actions “create curiosity” among pupils, South African Democratic Teachers’ Union (Sadtu) Soweto general secretary Veli Mnyandu said.

A Department of Education and Culture official in Port Elizabeth described the first two days of the strike as “not so normal”. Local Sadtu spokesman Ampie Williams said schools in the largely coloured Northern Areas had experienced stayaways of up to 90 percent while about 50 percent of teachers heeded the call.

Although teachers at the Indian high school, Woolhope High in Malabar, reported for work, there was no teaching on Monday and Tuesday. Many Northern Areas pupils joined a mass march yesterday to commemorate the 1990 uprising in the area.

Universities like the University of the Witwatersrand, the University of Cape Town and the University of the Western Cape effectively closed shop for the two days.

“Universities have a primary res-

ponsibility to education and a decision to close even for a day or two cannot be taken lightly,” said UWC rector Jakes Gerwel.

“One of the major campaigns on the agenda of the democratic forces in the country this year is that of rebuilding and strengthening the culture of learning in our educational institutions.

“There has been a studied avoidance on the part of responsible education actors of measures which would disrupt the schooling or academic programme and undermine the culture of learning,” he said.

“It is therefore an indication of the gravity of the social and broad political concerns of the universities for them to have decided on closure for the two days.”

Adding its voice to the call for “peace and democracy now”, the South African Students’ Congress (Sasco) called for the restructuring of governing structures such as university councils. Thirteen campuses were targeted. — Ecna, Sasnews and Sapa

W/Mant 718-13/8/92 (52) (34)

PEOPLE'S LIVES Gloria Neo Mochawane pleads for more dedication from school teachers

It is shocking when teachers toyi-toyi instead of teach

WHEN schools re-opened in January politicians and the community told pupils that this was going to be a year of action. In other words they meant the year of learning.

We went back to class. We were in high spirits hoping to achieve our set goals and make sure we obeyed both teachers and parents.

We were all enthusiastic and even committed ourselves to study harder than before. But our dreams and ideals have been shattered.

What destroyed them came as a complete surprise and shock to us. Teachers stayed away from class, attending endless meetings, and, of all things, doing the toyi-toyi.

I am just wondering as a pupil if these teachers really love us or know exactly what they are doing to us, to our future.

We are quite aware that the Department of Education and Training is not prepared to listen to their grievances or



Gloria's YOUTH

Sowetan 13/8/92

supply schools with the necessary books and equipment. But for teachers to go on strike and stay away from school is the pits. They won't solve anything by doing that. In fact, they are just wasting our time.

Teachers should understand that we need them. They must guide and push us so that we can become better

citizens tomorrow.

I am not taking a nasty swipe at our teachers. Neither am I criticising or blaming them. I know they want only the best for us. But they should not neglect us as we are all going through a painful transition.

Some of us have come to the conclusion that most of them became teachers

because there was nothing left for them to do. It was the last profession.

I have also come to the same conclusion as I have never heard any child at school saying he or she is aspiring to become a teacher in the future.

We young people are eager to learn. But if those who know don't want to help us we will have to look somewhere else for help. Remember that too much of a thing is poisonous.

Right now I am in Standard 9 but all we are being taught is last year's syllabus. What impression of my teachers does this give me?

Next year will be the same old difficult story: Trying to cope with an unfinished Standard 9 syllabus when about to sit for Standard 10 examinations. What is going to happen to my poor brothers and sisters this year when they will be writing their finals at the end of the year?

We still have next year, at least, to cover all the undone sections but if things go the way they are, the damage

We were all

enthusiastic and even committed ourselves to study harder than before

to pupils will be a permanent one for years to come.

Teachers, please, we need to be motivated. No effective teaching has taken place this year. I appeal to you.

Pupils too should try and use their time profitably. Ninety-five percent of the schoolwork is ours. Let us not relax and put the entire blame on teachers. Let us ignore what is happening and do our school work properly.

'Legitimate grievances' behind hospital strike

SHARON SOROUR
Labour Reporter

HEALTH authorities have questioned the morality of the hospital strike but have failed to amend legislation to address legitimate grievances of workers, says Mr Cedric de Beer of the Centre for Health Policy at the University of the Witwatersrand.

Authorities who denied hospital staff the right to strike as a last resort should, in return, show particular sensitivity to their demands, Mr De Beer said in an article in People Dynamics.

The hospital strike had raised the question of the legitimacy of strikes by those providing essential services.

However, Mr De Beer said the consequences of denying rights in the health service were worse than dealing with the occasional strike.

Legitimate grievances were at issue: unskilled hospital workers earned "a pittance" and employees with many years' service were categorised as "temporary employees".

He added: "Two years ago, a similar strike ended with a commitment from the Transvaal Provincial Administration (TPA) to negotiate these issues. If this commitment had been enthusiastically implemented, the present impasse might have been avoided."

Instead, the union was now told that workers would be treated "as if" they were permanent, but a formal change in status required an Act of Parliament. The authorities therefore acknowledged the legitimacy of the grievance yet had not used the time between strikes to amend the legislation. (52) ARG 13/8/92

84 schools to get electricity

Sowetan 13/8/92

By Joshua Raboroko

ESKOM is to electrify 84 schools countrywide by the end of the year.

Eskom's chief executive, Dr Ian McRae, said his company was committed to "making things happen".

He said the project was part of Eskom's contribution to educational development in disadvantaged communities. The company electrified 10 school last year.

McRae said his company realised that the most significant contribution they could make to the development of a child was the electrification of schools.

"This leads to the creation of an environment which is more conducive to learning. Teachers will now have access to electronic teaching aids such as videos and overhead projectors to enhance their teaching.

"Educational TV programmes can also be screened. This will make learning easier, more fun and more effective," he said.

The company supported non-formal

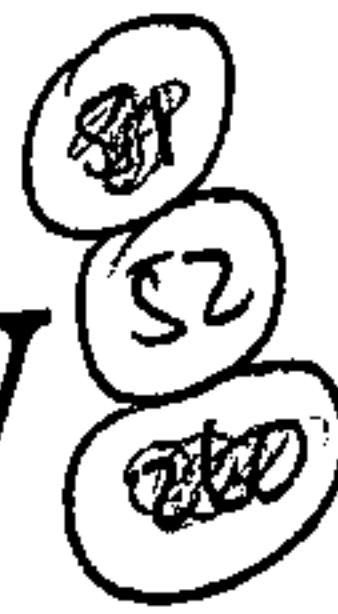
■ Learning will now be easier for schoolchildren:

education which benefitted more than 95 000 pupils each year, he said. The organisation also contributed to the in-service training of about 9 500 teachers at pre-primary, primary and secondary schools.

It had also supplied teaching equipment which benefitted 35 000 school children, built 237 classrooms in the past two years and presently paid for full scholarships for 185 pupils at 18 open, independent schools.

The deputy director-general of the Department of Education and Training, Mr Dirk Scholtz, said Eskom's contribution was making a substantial difference in the development of future human resources.

"Only if big business and other interested parties stand together and plan and act in a co-ordinated way can we succeed in our efforts to build an educated nation," he said.



Huge investment that became a fire hazard

Sowetan
 By Phangisile Mtshali

I AM NOT A science person and never stayed for more than 40 minutes of a biology period inside any school laboratory in all my years at school.

But even I know that any modestly equipped school lab catering for matric pupils is a potential fire hazard. I also know that a lab that has become a place for township children to play house, without a lock and cabinets and full of an assortment of chemicals, is definitely a time bomb.

Just imagine a bottle that is supposed to safely keep the highly combustible phosphorus or potassium element breaking up and the explosion of the bottle that holds these solid elements.

According to a chemistry master at St Luke's Senior College, Dr Zac Varkey, any chemistry teacher should know that the solid particles of either of these elements will turn the lab into an inferno as soon as they are exposed.

Into action

That image spurred me into action and saw me spending six hours inside the once well-equipped laboratory of Tladi Tech. That and the remembered fire that was put out by parents and monitoring committee members at the door of the lab.

I threw my notebook and pen aside, rolled up my sleeves and got down on my knees and scrubbed vigorously.

That was last Saturday - a day that was set aside by parents to clean up for the school. Sadly, less than 15 parents turned up for this significant event.

Poor turnout

But the poor turnout did not dampen the spirits of the four teachers and about three children who were there.

Men, armed with hammers, chisels

14/8/92
 (S2)
 ■ REBUILDING BLITZ Committee

decides to clean school after promise:

Building blocks

August 8 Operation clean-up continues.

- The first group of senior pupils attends a whole day science tuition at St Luke's College.

August 15 Monitoring Committees holds a workshop to start an education trust.

- Last group of senior pupils go for science experiments at St Luke's.

- Clean-up operation continues.

and wheelbarrows, chipped away broken window panes to make way for the new ones.

The women, some of whom do not even have children at Tladi, boiled water, swept and scrubbed the floors relentlessly without any complaint.

As I scrubbed away sticky substances from sinks with leaking pipes, I could not help but notice that Tladi Tech once had the potential of being the best brewing pot for future scientists and chemists.

The fully equipped laboratory was donated to the school by the Imperial Chemical Industries (South Africa)

Limited in 1974. It was complete with tubes, chemicals and all the gadgets that would make many chemists long to be in it.

But apparently, the money and the time that was put into the lab did not turn it into a prized possession, believed to be good enough to last at least 15 years without major destruction.

Teachers at the school said the lab lost its status as a serious learning facility in the years of school occupation by the South African Defence Force.

"Those youngsters used to spend the night in there 'experimenting' with chemicals and generally messing the place," said one teacher. "That was when the problem began."

On the tables sticky chemicals were bubbling next to bottles of sodium, phosphorus and others with long names lay on their sides empty.

As the mop swished over the by now muddy floors, pieces of glass tubes vital for most experiments emerged.

Those not broken would need half a day of thorough scrubbing before they return to anything resembling their original state.

In one of the dust-laden cabinets, old cigarette butts lay side by side with a bottle labelled K (a science symbol for highly combustible potassium).

Acceptable state

"The Independent Development Trusts want Tladi to raise about 10 percent of the money needed to reconstruct the school and by giving our labour we have already started working towards that 10 percent," the Monitoring Committee chairman told the parents during a tea break.

Parents agreed that the clean up should continue every Saturday until the school was in an acceptable state.

"It is no wonder that Tladi Tech pupils are not motivated about schooling," said one parent.

"You cannot learn effectively in such filthy surroundings. It is up to us parents to start cleaning up the place and address children about the importance of keeping the school clean. Eventually they will see the good effects and start working with us."

(S2) Sowetan 14/8/92
Classes again at Tladi

IT WAS BACK TO classes at Tladi Technical High this week with the rest of Soweto schools.

Pupils and most of the staff stayed away last week during the mass action campaign.

The whole school is now gearing itself for the final examinations.

The confusion last week led to last-minute cancellation of the supplementary chemistry lessons planned

■ Pupils geared for exams:

for matric science and electronics pupils but these were postponed.

Meanwhile, operation clean-up has been suspended for tomorrow as the Tladi Monitoring Committee will be having a whole day workshop with the Independent Development Trust which has pledged to help rebuild the school's crumbling buildings.

Educationist warns over school crisis

14/8 - 20/8/92

(S2)

The re-instatement of the culture of learning in schools will not be achieved unless the community, educators and non-governmental organisations take serious steps to remedy the existing crisis, a leading educationist warned this week.

According to Soweto Education Coordinating Committee (SECC) spokesperson, David Maepa, violence in the townships has aggravated conditions in schools and the atmosphere is no longer conducive to learning.

He said six schools have been forced to close down in Soweto because of the ongoing violence. "Even those schools which are still operating experience many disruptions because of constant rumours of impending attacks," he added. As a result of the crisis, Maepa said SECC would be

Centre in Chiawelo and the Soweto College of Education in Plumville.

A meeting with teacher organisations to call for volunteers to teach at the centres was being planned for August 22 at the Ipelegeng Centre, he said. Maepa said there were various structural problems which were contributing to the crisis in black schools.

He said schools were overcrowded and there were no plans by the Department of Education and Training (DET) to address the issue. "Other schools have fallen into disuse because of our own destructive actions and the lack of maintenance," he added.

"We're not vigilant enough. We witness schools being destroyed and instead of stop-

ing the destruction, we look the other way," continued Maepa.

He added that "many of our non-governmental organisations and parents are concerned about the state of education but differ on strategies".

Battle

"Teachers have been allowed to take the battle into the streets. Instead of us fighting those struggles and creating the space for them to remain in the classroom", he added.

Maepa said that the administration of schools in black township was also cause for concern. "We have many principals who are not trained in the field of education management and administration,"

he said.

Commenting on the level of cooperation between different sectors of the community in addressing the school crisis, Maepa said significant progress had been made in this area. Of the 410 schools in Soweto PTSA's have been established at 346.

But he said PTSA's were not getting the cooperation they needed from the DET.

A DET spokesperson Solomon Moshokoa denied allegations that there were six schools which had been closed. He said the affected schools, which were mostly located near other areas of the township.

The spokesperson said although DET was not satisfied with the quality and amount

of learning taking place, "it is wrong to suggest that education has come to a halt".

He also denied that the DET was not making efforts to provide principals with further training in the administration and management of the schools.

Seminars

"Principals are attending various training seminars and courses on the administration of schools," he emphasised.

He pointed to the lack of attendance and punctuality on the part of students as one of the problems affecting township schools.



Pupils re-occupy school

Staff Reporter

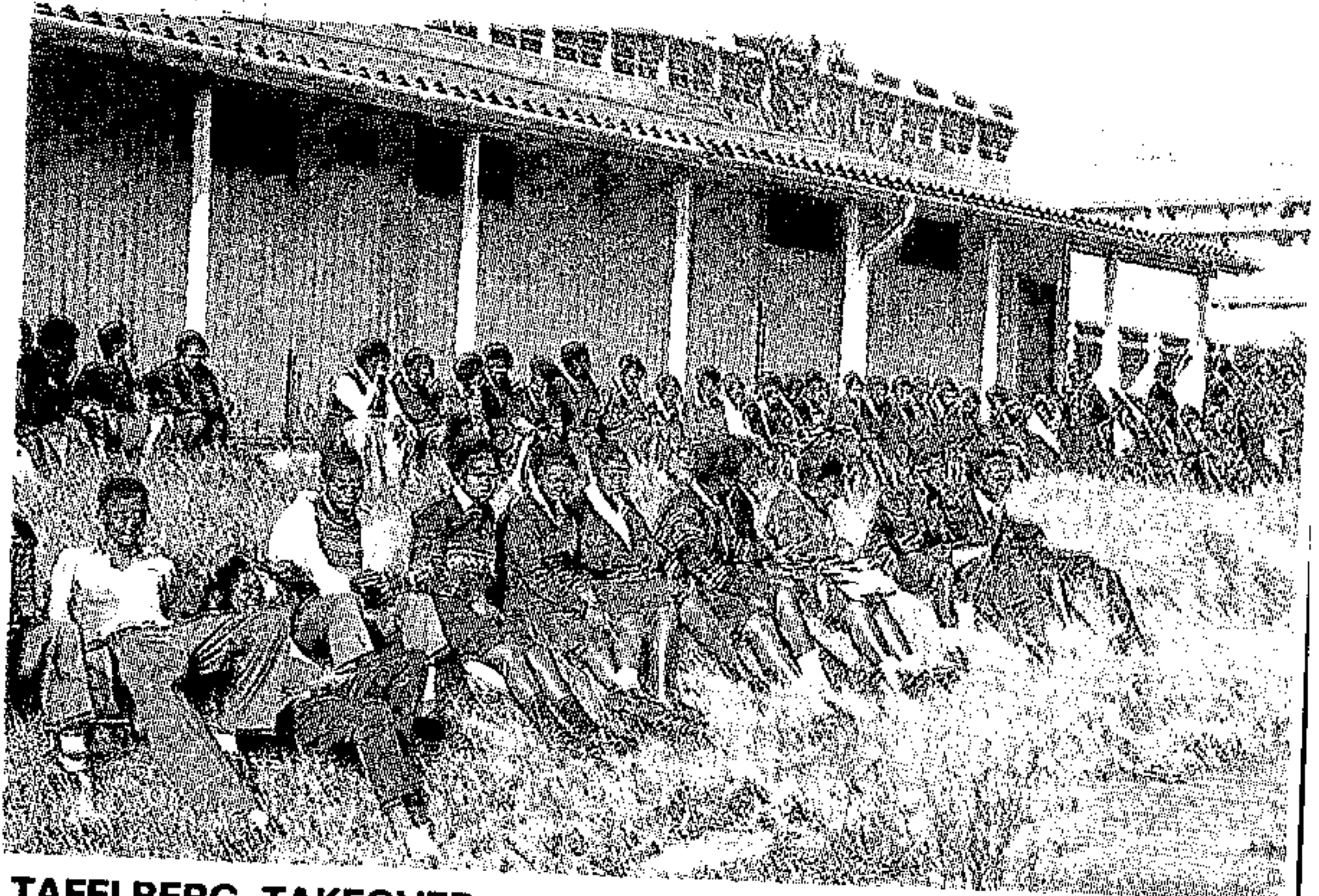
ABOUT 200 secondary pupils and 20 staff members from a Khayelitsha school marched on a disused white school in Mowbray for a second time yesterday, and occupied the building for three hours.

The pupils, from Thandokulu Secondary — a "platoon" school where pupils are forced to share facilities and classrooms with primary pupils — spent the morning in the grounds of Tafelberg Primary, which has been closed for five years.

Pupils marched on the school last week and renamed the school Thandokulu.

Thandokulu principal Mr Jack Mkhonto said the school and Khayelitsha civic leaders were negotiating with the department for the 1 200 secondary pupils to make use of the defunct building.

Dr F L Knoetze, chief director for the Cape Education Department, said there were ongoing negotiations regarding the matter.



TAFELBERG TAKEOVER ... Pupils of the Thandokulu school in Khayelitsha sit in the playground of Tafelberg Primary in Main Road, Mowbray, yesterday.

Picture: CLIVE SMITH

● More than a million pupil hours were lost during the week of mass action in Soweto, and salaries paid to idle teachers, together with the cost of running empty schools, exceeded R4m.

A spokesman for the Department of Education and Training

in Johannesburg said in a statement yesterday it would have been a major public scandal if this money had been squandered in any other way.

The Department was unable to supply statistics for the Cape yesterday.

(52) CT 15/8/92

Rector urged: Quit Broeders

S/Times [C/metro]

16/8/92

54

THE controversy over the rector of the University of Stellenbosch's alleged membership of the Afrikaner Broederbond has flared into the open again after a demand by the student newspaper, *Die Matie*, that he resign from the secret organisation.

The call, made in a hard-hitting editorial in the latest edition of *Die Matie*, is the strongest stand the newspaper has taken against the university administration.

Prof Andreas van Wyk's membership of the Broederbond was like a "salty finger pressing on the wound of apartheid," *Matie* editor, Mr Dirk van Eeden, said in the signed editorial.

The rector's resignation from the secret society would "symbolically help to heal the wounds caused by apartheid" and serve to establish the university as the democratic institution it ought to be, he said.

Prof Van Wyk, said to be a senior member of the Broederbond, was apparently in the running early this year, to succeed Prof Peter de Lange as head of the organisation.

Prof De Lange was re-elected to the post.

Prof Van Wyk has consistently refused to admit or deny that he is a member of the Broederbond.

"My door is open to members of staff and students who want to discuss matters relating to the university," is the only comment he has made.

Prof Van Wyk, who was unanimously elected as rector by the university's senate, took up his post early this year. He is popular with both students and staff.

He is seen as the "best man for the job", but has been tainted by his alleged membership of the secret organisation, says *Die Matie*.

"But a small stone can make even the most comfort-

able shoe, uncomfortable," it commented.

In his editorial, Mr Van Eeden said that, in an interview with *Die Matie* in October last year, ANC President Mr Nelson Mandela said he believed the Broederbond was the "think-tank" which initiated the reforms adopted by the National Party.

Impede

This, said Mr Van Eeden, was an awesome (bewonderenswaardige) turnabout in Broederbond thinking, especially as the organisation has traditionally promoted discrimination on the basis of race, sex and language.

White Afrikaners, he said, had for too long acted as "fathers" to all the people of South Africa by telling them



ANDREAS VAN WYK
'My door is open'

S/Times [C/metro]

By EVELYN HOLTZHAUSEN

what was good for them.

This had altered on February 2, 1990, when President FW de Klerk had called on all South Africans to take part in the political process.

"The Government, the Broederbond and the University should not act to impede this emancipation."

Mr Van Eeden said the Broederbond carried the symbolic weight (las) of the past.

No other member of the organisation carried this burden more heavily than the rector of the University of Stellenbosch, he added.

The university, he said, had taken the intellectual lead in the early justification of the apartheid ideology.

The wounds of apartheid

will not be fully healed, therefore, until the university rejects apartheid and the hierarchy responsible for the birth and early years of apartheid.

Student members of the Conservative Party at the university have also called on Prof Van Wyk to resign from the Broederbond.

They claim the organisation plays an instrumental role in the selection of professors for senior university posts.

These professors, they claim, then use their influence to impose the process of reform on students and influence university policy.

The hand of the Broederbond was seen to be behind a recent decision to have Afrikaans entrenched as the "official" language of the university.

In spite of being strongly opposed by staff and students the "language clause" was accepted and made law when the University of Stellenbosch (Private) Bill was passed during the last session of Parliament.

Academics join forces

EMINENT African scholars will join forces with exiled South African academics and local social scientists in Cape Town this week to examine this country's future political, social and economic options.

The four-day conference, starting on Wednesday at the Protea Ritz Hotel, is entitled "South Africa: Which Way Forward?"

The conference has been organised by the African Association of Political Science (AAPS) and the Southern African Political Economy Series (SAPES) Trust to launch the SAPES South African chapter.

SAPES, established in 1987, encourages research, teaching, debate and publication by black scholars and promotes co-operation and exchange among social scientists and research institutions in Southern Africa.

Mandela to attend memorial

ANC president Nelson Mandela and Mrs Graca Machel, widow of the late Mozambican president Samora Machel, will be among the guests at a two-day colloquium at the University of the Western Cape.

The event is to mark the 10th anniversary of the death of Ruth First, a prominent ANC member and the wife of SA Communist Party leader Joe Slovo. She was killed by a letter bomb in her office in Maputo on August 17 1982.

Mr Mandela will deliver the keynote address tomorrow night at a special ceremony where an award will be presented to a senior journalist for "reportage characterised by exceptional initiative and courage

in the spirit of Ruth First's work". Mrs Machel, a former Mozambican minister of education, will present a paper at the colloquium tomorrow morning.

Other speakers at the two-day seminar, which deals with "The possibilities of radical transformation in Southern Africa after negotiations", include the ANC's Albie Sachs, Thozamile Botha and Frene Ginwala, and the SACP's Jeremy Cronin.

Some of the issues to be discussed include education, local government, health, the media, trade unions and the role of women.

The colloquium will be opened by UWC rector, Professor Jakes Gerwel.

QUALITY FOODS

Pupils back in class at troubled school

Staff Reporters

(52) APR 17/8/92
CLASSES have resumed at troubled Langa High School following disruption last week over the principal's alleged refusal to have the school books audited by a committee of pupils and teachers.

Sources claimed principal Mr Joel Magwaca refused to give seven elected people — three teachers and four pupils — access to the books.

They also claimed Mr Magwaca left on Tuesday with the keys of the school.

On Wednesday the school's teams had to pull out of sports matches because there was no money to travel to Khayelitsha, they claimed.

Today a source at the school said children had returned to class, but Mr Magwaca was unavailable.

A Department of Education and Training spokesman said today he was "aware of problems" at the school but had "sketchy" details.

On Friday the school was al-

most deserted with several teachers and pupils sitting around. Most pupils went home about noon, with just the French class being taught by a part-time teacher from the French consulate.

Earlier this year pupils "sacked" Mr Magwaca for being autocratic. He returned to his post after pupils were persuaded by parents and ANC leader Nelson Mandela to go back to school "to obtain university degrees to prepare for the day freedom comes".

stasy
n
ternational
and the ec-
me here.
England the
h "the best
lead.
experienced
ver, Neville
all from the
and Henry
compete in
36 of which
s, South Af-
natch point
pair Eber-
n the many
y 24 hands
-point lead,
u's favour.
Italy next
ene at the
time since

Somalia
children has
mity aid to
people face

The school that apartheid couldn't get down turns 80

SHARKEY ISAACS
Staff Reporter

52
Aug 18/1992

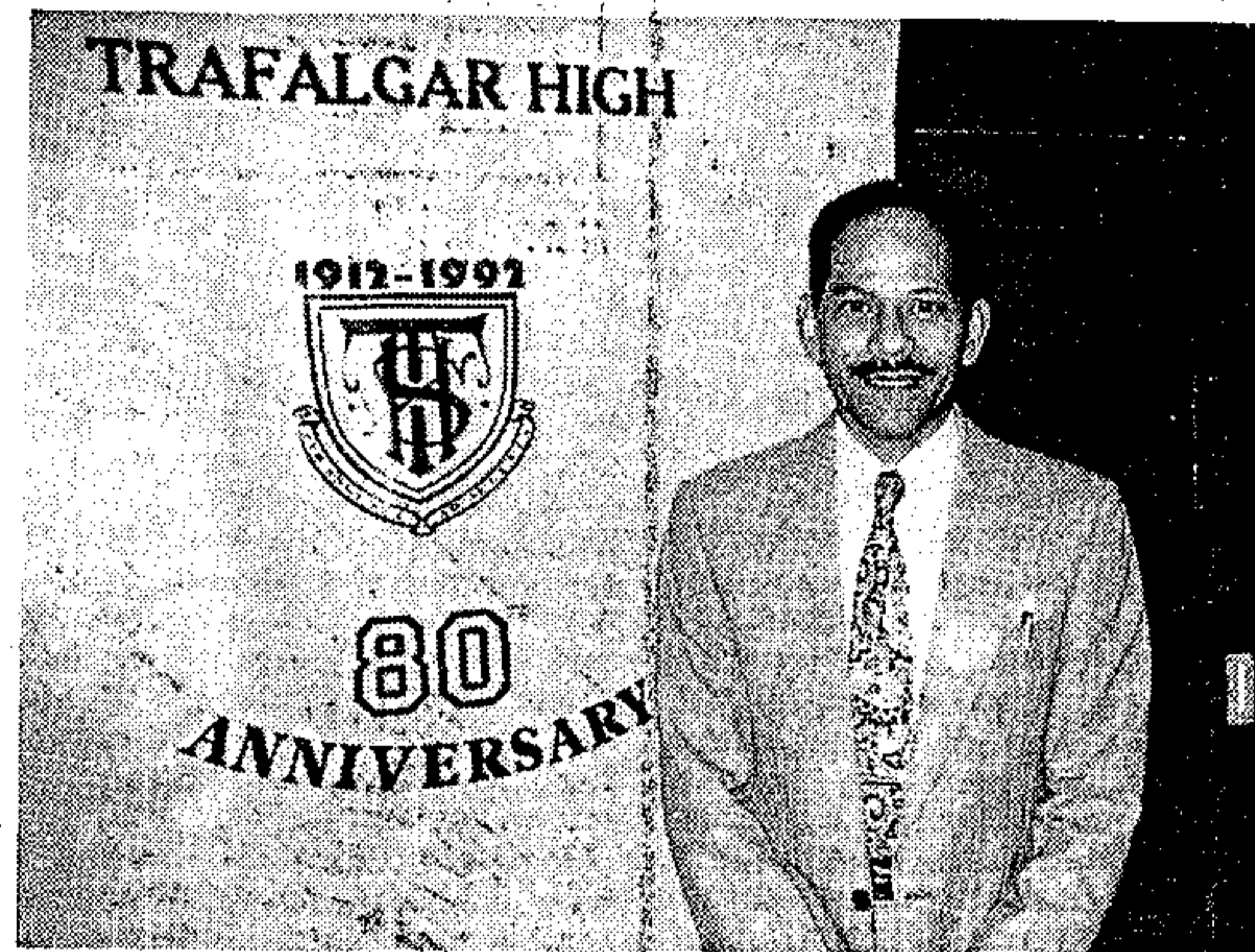
THE uprooting of the residents of District Six under apartheid policies failed to put a damper on the history of the first high school for "people of colour" in South Africa says educationist Mr Goosain Emeran.

Mr Emeran, principal of Trafalgar High School in Birchington Road, District Six, recalled the story of the school for more than 400 guests when Trafalgar celebrated its 80th anniversary at the weekend.

At a function at the Schotsche Kloof Civic Centre, he praised the community for ensuring the survival of the school in difficult times after most of the residents were uprooted from the area.

The school's motto *Per Augusta — Ad Augusta* (from difficulty to success) was a symbol of its survival and added further proof to the long felt belief that "apartheid was a total catastrophe", he said.

The school was not merely a bastion of education, but a symbol which stood up against racial discrimination and social injustice and for the rights of "down-



BIRTHDAY BASH: Mr Goosain Emeran, principal of Trafalgar High School, addressed guests at the anniversary celebrations.

trodden" people.

Its establishment in 1912 was brought about by the combined courage and determination of community leaders of the time such as the late Dr A Abdurahman, leader and founder of the African People's Organisation,

and the school's first principal, Mr Harold Cressy.

Referring to the emphasis on academic education in South Africa, he said the time had come to restructure the system to place a greater emphasis on vocational education.

Pupils to march SD

SOWETO schools may be disrupted again.

Barely two weeks after the ANC-led mass action campaign had brought schooling to a halt, Soweto pupils will march to Protea Police Station tomorrow to demand the reopening of schools which were closed earlier this year.

In another development, Soweto teachers will today hold a meeting in Diepkloof to discuss a "programme of action".

The meeting follows demands that they forwarded to the Department of Education and Training.

Sowetan 19/8/92

NEWS Rampaging pupils attack Soweto homes ● Sko

Houses damaged as pupils run amok

Sowetan 19/8/92.

(205) (52)

By Abbey Makoe

MEMBERS of the Congress of South African Students at Fidelitas High School in Diepkloof, Soweto, went on the rampage yesterday, damaging homes of fellow pupils who questioned their attack on teachers.

And at Altem High School in Orlando East, a Standard 7 pupil was shot in the leg while a fellow pupil was testing a gun in the toilets, sources said.

Soweto police said they had no record of the incident.

A spokesman for Baragwanath Hospital, however, confirmed that a youth had been admitted with a bullet wound in the leg.

■ PUPIL FURY Boy hurt in shooting incident:

At Fidelitas, trouble started on Monday when Cosas members sprayed teachers with fire extinguishers.

Pupils said the Cosas members went from class to class early yesterday informing pupils of a meeting.

Matric pupils allegedly objected and pandemonium then broke out. Three houses were damaged.

Soweto police spokesman Captain Joseph Ngobeni confirmed the attack on the three houses.

Bid to end schools crisis

■ Delegation to meet DET over teachers' demands:

By Mzimasi Ngudle

SOWETO teachers are to elect a joint delegation of principals and teachers to address the education crisis.

The decision was taken at a meeting convened by the South African Democratic Teachers Union in Soweto yesterday. *Soweto 20/8/92*

The meeting resolved that five principals and five Sadtu members be elected to meet the Department of Education and Training to discuss the ongoing education crisis in Soweto.

They would also demand the reinstatement of teachers dismissed by the DET and the reopening of JC Merkins, a school for the disabled children in Soweto.

The delegation will ask for a moratorium on dismissals and suspensions.

Pupils set to march over violence

By Phil Molefe
Education Reporter

52
STAR
20/8/92

Soweto schools are expected to be empty today as thousands of pupils under the banner of the Congress of South African Students (Cosas) take to the streets to protest against hostels and the violence sweeping black townships.

Scores of primary and high school pupils will converge on Soweto's Elkah Stadium before proceeding to Protea police station where a memorandum demanding the demolition of hostels and an end to the violence will be delivered.

Cosas has called for "student action for education, peace and democracy".

Meanwhile, the Soweto branch of the South African Democratic Teachers' Union (Sadtu) will adopt a "programme of action" tomorrow designed to force the Department of Education and Training (DET) to recognise the union and reinstate teachers who were dismissed over the past 18 months on allegations of misconduct.

A source within Sadtu told The Star yesterday that teachers might go on a "chalk-down" strike at the end of the month if the DET did not reinstate the dismissed educators and agree to recognise the union.

Rewarding day for pupils of Tladi Tech

Soweto 20/8/92
S2

They discover the wonder of learning with computers:

THINGS will never be the same again for 35 lucky pupils from Tladi Technical High School in Soweto.

For at the weekend, senior science pupils sacrificed their Saturday off to spend the day with Dr Zacharia Varkey, science master at St Luke's Senior College in Kyalami, Johannesburg.

The programme for the day was clear and simple. Half the pupils spent four hours locked in a well-equipped laboratory with Varkey.

The other half discovered the wonder of learning with computers from the patient guidance of Mrs Asha Varkey.

After lunch the pupils swapped places.

The Standard 9 pupils were so captivated by computers that they cut their 15 minute tea break by 10 minutes and returned to the computer room to wres-

tle with mathematics, English, biology and chemistry.

"Today I learnt that I can enjoy schooling," said one of the matric pupils. They took to computers as if they had worked on them since they could read and write.

"I have tried all maths and chemistry programmes," said one of the Standard 10 pupils. "If only I could get the calculus programme."

He got it and tackled it with unequalled vigour.

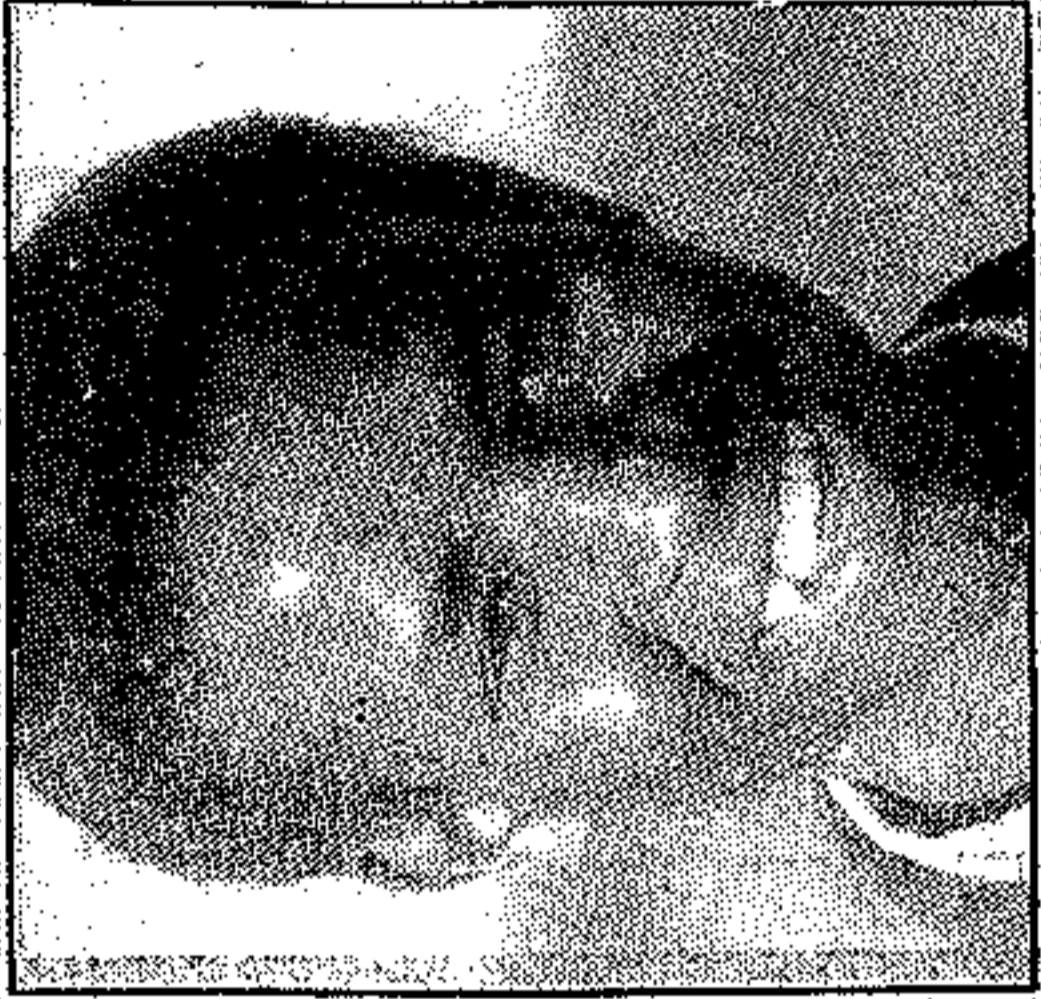
Others envisaged themselves as being small entrepreneurs churning out litres of beer. The chemistry experiments included a pep talk and notes on alcohol fermentation (which is part of the syllabus).

By the end of the day Tladi Tech pupils were singing a different tune about working hard at school for a better future.



I learnt a lot of things that I can do on my own

Zebulon Mokheche (16)



This visit has encouraged me to study hard. I feel great

Junior Moropa (21)



I'm considering a career in computers. I'd like to learn more

Patrick Tsotetsi

WE CAN DO IT *College shares its resources with pupils who are less privileged*

A different tune

■ HELPING HAND *College foundation bridges gap between well-equipped colleges and disadvantaged students:*

VERY FEW PEOPLE spend their free time with Soweto pupils who don't have proper facilities at their school. But that is what the dean of administration at St Luke Senior College, Kyalami, did last week.

Dr Zacharia Varkey, who also is the school's science master, not only gave his time to teach Tladi pupils chemistry and electronics, he brought along his wife, Asha, to introduce the children to learning with computers.

But what caused the administrator of the R15 000-a-year private school to be sympathetic to the Tladi Tech pupils' plight?

St Luke is part of the Leadership Education and Advancement Foundation (Leaf), an organisation formed to educate pupils from poor and deprived backgrounds.

Leaf opened its first college, All Saints, in 1986; St Luke followed in 1988; and the College of Commerce and Engineering opened in January.

Its colleges have outstanding academic performance with pass rates of more than 90 percent. Their students have competed in science and national Afrikaans Olympiads.

Leaf will never refuse entry to a student because of poverty

Sowetan 20/8/92 (52)

"Leaf came about as a result of caring people from varied backgrounds coming together to do and give all that they could to establish a fair, open and practically attainable education dispensation suited to the needs of the new South Africa," trustee Mr Richard Todd said.

"Leaf will never refuse entry to a student because of poverty. It seeks to enrol pupils from the very poorest homes and community."

It is in this spirit that St Luke opened its doors to students from several Alexandra schools who make a weekly pilgrimage to Kyalami to learn on computers.

It also led Varkey - who holds a PhD in science education and has taught in India, Nigeria, Cameroon and Lesotho - to share his time with Tladi children.

Trust to visit school

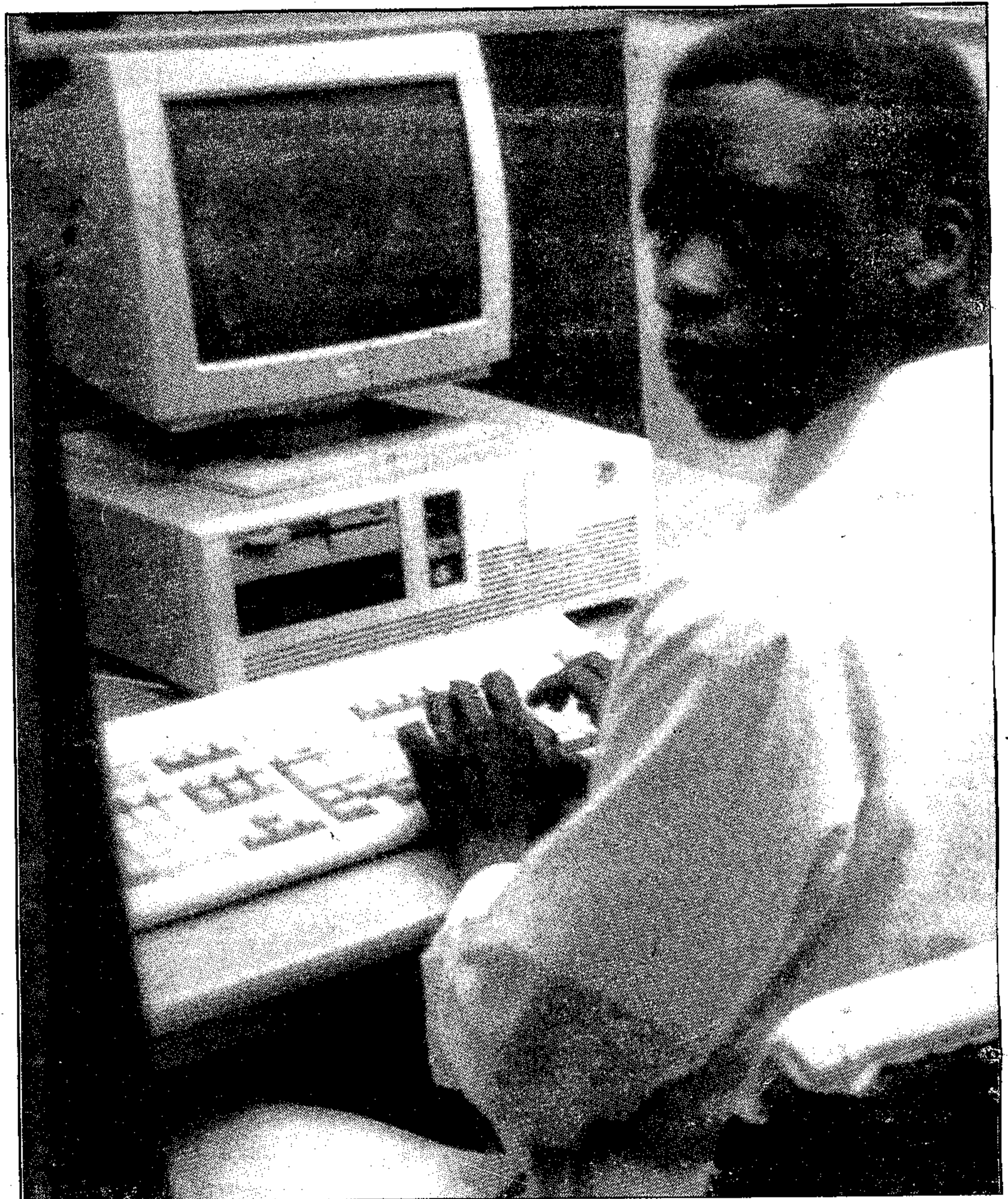
Sowetan 20/8/92 (52)
IDT to assess Tladi Tech as parents tackle problems:

AS Tladi Tech pupils battled with maths and science kilometres away, the school's monitoring committee tackled problems of a different kind.

Committee members met with Independent Development Trust field

workers to work out how they could rebuild Tladi.

They resolved to visit the school today to assess the damage before tabling the full details at a parents meetings set for August 31.



Jerry Malapane introduced to the world of computers.

jo 1
mu
-du
-ca
tes
ese
he
ry
m
1st
pu
pu
sa
m
e
jo
sa
e
e
e
suc
e
ee
oo
p
ta
m
te
jo
o
D
T
P

Two die as commuters thrown off Soweto train

BIDAY 21/8/92

RAY HARTLEY

FIVE more people were reported dead in violence in Natal and KwaZulu yesterday and two more Soweto commuters were killed, bringing the death toll in unrest yesterday to seven, police said.

Two men were killed when they were thrown off a moving train between New Canada and Longdale stations in Soweto yesterday morning.

The attack was apparently in retaliation for the shooting of a hostel dweller at Nancefield station on Wednesday.

A police spokesman said the attackers, who were mostly Zulu-speaking, smashed coach windows and threw eight commuters from the train.

KwaZulu Police said two people were shot dead at Ozwathini near Ndwedwe when they were attacked by unknown gunmen.

Two more were shot at Nongoma and an elderly man was killed at Ziphambani near Umbumbulu.

Two policemen escorting a delivery vehicle were killed in AK-47 fire at Katlehong near Germiston on Wednesday.

Police said the yard of Soweto Civic Association official Patrick Lephunya was petrol-bombed on Wednesday night.

Meanwhile, police claimed ANC members could be dressing up as policemen and opening fire on civilians as part of a campaign to discredit the police.

Police spokesman Col Ray Harrald was

commenting on a police report that SAP uniforms had been seized from an ANC house in Murchison in Natal on Wednesday.

"We question the motive for the men having the uniforms," he said. Police believed the uniforms were being used "to sow suspicion among the community about the SAP in order to implicate the police and drive a wedge between the residents and the police".

He said the police were investigating a link between three men arrested in the raid and an incident on Tuesday when 10 men dressed in SAP uniforms had shot seven people dead at Umbumbulu in Natal.

An ANC spokesman subsequently denied the people arrested were ANC members.

ANC spokesman Carl Niehaus yesterday accused the police of conducting trials by the media. He said similar allegations had been made in the past but evidence was yet to be produced in court to back them up.

"We really find this very irritating. We don't accuse the police of discrediting the ANC when their members are arrested for necklacing," he said.

He said a member of the SADF's recce unit was found with a crate of 14 AK-47s earlier this week, but the ANC had not used this as an opportunity to accuse the security forces of infiltrating AK-47s into SA.

Schoolchildren's march halts classes

SCHOOLING in Soweto came to a halt yesterday as pupils marched on the Protea Police Station in protest against the hostel system and violence.

Congress of SA Students (Cosas) southern Transvaal chairman Gift Mnguni said most high schools in the area were deserted as pupils gathered at the Elkah Stadium. Police fired teargas and five pupils were arrested, he said.

He said pupils were also expressing their anger at the state of black education, but denied that the

KATHRYN STRACHAN

Cosas-led demonstration would have a disruptive effect on learning. Pupils would be instructed to return to school today.

A Department of Education and Training (DET) spokesman said primary schools were still functioning normally.

With examinations less than two months away, DET regional chief director Richard Motau warned

that a further year of disastrous matric results was expected. Pupils had lost

about 40% of learning time through demonstrations and teachers' strikes.

Some Soweto schoolchildren told Sapa yesterday that they believed teachers were responsible for the high failure rate.

Teachers had engaged in too many "chalk-downs" and their involvement in political issues had been at pupils' expense, they said.

"Though we understand there are irregularities in our system of education... actions by teachers are making matters worse," one pupil said.

Schools stand empty

Schools in Soweto silent

■ Pupils march to police station

By Mzimasi Ngudle

Sowetan 21/8/92
SOWETO Schools were virtually empty yesterday when more than 2 000 pupils marched to the Protea police station.

Schooling will be disrupted again today as Soweto teachers meet at noon at Regina Mundi to decide whether to embark on a chalk-down strike. The teachers' meeting follows shortly after Sadtu demanded DET drop charges against teachers, the reinstatement of dismissed teachers and the reopening of JC Merkins School for the handicapped.

Sadtu will hold meetings throughout Soweto on Sunday to inform parents on resolutions taken at today's meeting. The student marchers demanded the demolition of the hostels and an end to State violence. Police fired teargas canisters and rubber bullets after pupils stoned vehicles.

March on principal

EDWARD MOLOINYANE
Staff Reporter

ABOUT 200 Langa High School pupils and four teachers marched to their principal's home to demand "our money" as the crisis at the school continues.

Principal Mr Joel Magwaca, who has not been to school since last Wednesday following a row over the auditing of the school books, said he was not at home when the marchers arrived.

He said the group arrived at his home about 11am yesterday and told his helper they had come "to demand our money".

Trouble at the school flared

ARG 21/8/92

200 Langa pupils take part in demo over audit

last week when a group of pupils and teachers demanded to be allowed audit the books.

Classes have since been disrupted and Mr Magwaca has not been to school.

He said four teachers who differed with him politically had vowed at the beginning of the year to "get me, because Langa High will never be headed by a person who does not belong to the organisation".

He said the teachers were

"very powerful" and were using some pupils for their "own sinister ends".

He said the same group orchestrated his controversial "sacking" by pupils earlier this year. He was subsequently reinstated after the intervention of parents.

He said the same clique, accompanied by some pupils from the Student Representative Council, demanded last week to see the financial report.

(52)

"I told them the report should, by procedure, only be made available to the Parents-Teachers-Students Association (PTSA), the supreme ruling body of the school."

Mr Magwaca said he gave the group the report.

"I said the report should be taken to the PTSA because it became clear the group did not understand accounting."

Mr Magwaca said the Department of Education and Training was responsible for auditing school books, but this had not been done since he arrived at Langa High in 1989 and the department had left this in the hands of the PTSA.

Get the results and get ahead

A GOOD result in school mathematics is essential in almost all careers and walks of life today.

Master Maths specialises in the learning of mathematics on an individual basis, from Standard Five to matric, as well as technical maths. (S2)

There is one Master Maths college in the southern suburbs — in Main Road, Claremont, one in Bellville and one in Mitchells Plain. SOUTH 22/8 - 26/8/92.

Master Maths' sight and sound individual teaching methods have successfully motivated more than 70 000 students to discover "how to think" for themselves. The strength of this tried and tested system is that the student is encouraged and guided by a tutor. an der Westerhuizen on 75-9621

Computer-based education system

Model C schools could be marketing a computer-based educational system to enable pupils to extend their learning in the home environment.

This is according to Malcolm Seymour, MD of Starlan Systems, who explains that at the same time, Model C schools will have the opportunity to increase revenues by marketing the Sony Laser Library CD-ROM system. *STAR 24/8/92*

The Sony system comprises a compact disk or CD-ROM drive, headphones and over 3.5

Gbytes of software. The total package is available at a special price to schools and significantly lower than the normal retail price. *(S)*

The CD-ROM system includes Compton's Encyclopedia, a division of Britannica; Microsoft's Bookshelf; Language of the World; National Geographic Mammals; World Atlas and an animated Mother Goose cartoon.

The CD-ROM player can also be used as a normal compact disk player connected to a hi-fi.

Generating extra revenue 'not so easy'

STAR 24/8/92 (52)
Model C schools acquire the ownership and use of their buildings, which may be rented out to others, increasing school revenues.

However, Parktown High School for Girls headmistress Pamela Quin says turning school buildings into revenue generating facilities is not as easy as it might first appear.

"The kitchens and hall are easy to offer as function venues. But the classrooms are a different proposition. The subject rooms are filled with equipment and displays which might be damaged or stolen. This means rooms would have to be emptied before they could be used.

"In addition, our school has a lot of activities outside normal school hours. The hall, for example, might be used to rehearse plays. Therefore, renting out facilities cannot be done on a regular basis but will have to fit in with the school's needs."

She believes renting out sports facilities is another possibility. However, staff would have to be paid extra to compensate them for the additional duties which hiring out the facilities would cause.

Bryanston High School governing body chairman Jacques Sellschop notes there are numerous ways which schools can raise additional funds.

At the time of the recent rugby test corporations were looking for transport to ferry people to the grounds. The two school minibuses could have



Pamela Quin . . . renting out facilities cannot be done on a regular basis — it will have to fit in with school's needs.

been hired out at commercial rates to bring in additional income into the school.

Says Mr Sellschop: "We have been approached to hire out some of our facilities and we are exploring the possibilities of generating income from the

school assets. Fully exploiting the opportunities requires setting up a competent committee to maximise utilisation of assets for gain."

"We are trying to give the best education for the least cash," he says.

Dire black matric results feared

MATRIC exams are less than eight weeks away, but township protests and teacher dissatisfaction mean black schools face another year of disastrous results.

Soweto schools were deserted for two days last week as pupils took to the streets protesting against township violence. Teachers, meanwhile, are deciding if they should call for an indefinite national strike.

DET regional chief director Richard Motau has warned that another year of disastrous matric results is expected following the disruptions and stayaways. School attendance had never been worse. His department estimated that students in Soweto had already lost 50% of class attendance, and many schools in the area had not covered 20% of the syllabus yet.

DET and student organisations reported that schools around the country had fluctuating attendance levels, with many schools reporting no attendance at all since the campaign of mass action earlier this month. Three Soweto schools were closed this month following protests by pupils and teachers.

With the level of acrimony between pupil and teacher organisations and the DET increasing, there is little hope schools can improve on last year's pass rate of 41%.

Sacob spokesman Gerrie Bezuidenhout said the crisis in black schools had far-reaching social and economic ramifications.

Black schools produced pupils who lacked the foundation necessary for work, or for

KATHRYN STRACHAN

further training. Sacob was very concerned about the upheavals in schools, which only contributed to the country's problems of high unemployment, violence, and deprived social conditions, he said.

Private sector initiatives have sprung up to fill the gap in black education and prepare youth for the world of work.

A range of major companies, including Anglo-American, Barlows, Genkor, FNB and AECI, in association with political organisations, helped set up the R500m Joint Education Trust earlier this year to fund programmes aimed at re-integrating the marginalised youth and to upgrade the quality of teaching.

At the centre of the latest dispute is the SA Democratic Teacher's Union (Sadtu) claim that its members have been victimised and harassed by the authorities for participating in mass action.

The union last week threatened to call an indefinite strike if the authorities did not reinstate dismissed union members and continued to refuse to recognise the union. Talks over recognition — which have lasted more than two years — have stumbled over the union demand that teachers be allowed to strike.

A meeting between Sadtu and DET director general Dr Bernhard Louw has been scheduled

(52)

for tomorrow to discuss the issue of recognition. But Louw said on Friday he hesitated to recommend to Education and Training Minister Sam de Beer that the union be recognised.

He had serious reservations about Sadtu's ability to keep an agreement and the benefits of recognising it for education. He said: "Bearing in mind the chaos which has been caused by Sadtu, I need to ask myself, what is in it for the child?"

Louw accused Sadtu teachers of unprofessionalism and of using moralistic slogans under the guise of politics to implement their own aims. In the process, pupils' lives were damaged and millions of rands wasted, he said.

"In effect Sadtu is using politics as a smoke-screen to disguise the unruly conduct, mediocre performance, and indolence of many of its members. On the other hand, many teachers who try to do their work well are marked and derided," he said.

He added that the DET's task of assisting teachers was complicated by the fact that its inspectors and subject advisors were denied access to many schools.

The National Education Co-ordinating Committee (NECC), which includes the Congress of SA Students and the ANC, blamed the disruptions on the DET. It was the lack of teachers, inadequate facilities, run-down and overcrowded schools, as well as corruption in the DET which led to the disruptions, an NECC spokesperson said.

copy to be handled by Mauser with case and clock

12 P.M. 11

shau roouu

Bth
Is il
wo

By Pearl Majola

S CORES OF ALEXANDRA TOWNSHIP residents attended the second *Sowetan*/Pick 'n Pay Parenting Workshop at Alexsan Kupano Centre on Sunday.

The aim of the workshop was for the recently-appointed schools' task group to give a report-back on its findings and recommendations on the education crisis in the township.

The task group was formed as part of the community's resolutions at the first workshop where education was identified

as one of the problems needing urgent attention.

Before the day's proceedings began, a moment's silence was observed in memory of Mrs Elizabeth Moagi.

Moagi, active in the Alexandra Nation Building programme, died in a car accident in July.

The following are some of the recommendations made by Mr Abraham

Mathega on behalf of the group, which investigated damage to property at 11 schools:

- Community members who live close to the schools should be asked to form neighbourhood watch type of security systems for the schools;

- The community should raise its own funds to repair damage and improve facilities at the schools. The group

suggested that if each of Alexandra's 360 000 families donated R1 a month towards a fund, they could raise about R4 million a year.

This would cover the cost of most of the repair work.

Reporting on parental involvement in their children's education, Mr Romeo Khumalo said many parents did not attend meetings.

Alex parents tackle education crisis

Task group Alex's Nation Building projects recommends measures to rescue black education:

Sowetan 25/8/92



According to the report, only four of the 15 schools had good parental attendance at meetings.

Pholoso, Zenzeleni, Cater and Ekukhanyisweni have between 50 and 98 percent attendance at parents' meetings.

The next follow-up parenting workshop is to be held in Soweto at Funda Centre this Saturday.

Soweto parents in bid to avert 'chalk-down'

STAR 25/8/92

By Phil Molefe
Education Reporter

(S2)

Soweto parents are expected to send a "formidable" delegation under the banner of the Soweto Education Co-ordinating Committee (SECC) to persuade the Department of Education and Training to meet teachers' demands and avert the pending "chalk-down" strike.

Sources within the SECC told The Star yesterday that community structures, including civic associations and parent/teacher/student associations, would participate in the delegation.

A delegation of teachers, principals and SECC members was due to meet DET chief regional director Richard Motau yesterday but it could not be established whether the meeting did take place.

Soweto parents decided on Sunday to intervene in the crisis.

The Soweto branch of

the South African Democratic Teachers Union (Sadtu) resolved on Friday to resort to a "chalk-down" if the DET did not meet the teachers' demands.

The teachers are demanding the reinstatement of dismissed colleagues and the withdrawal of suspension letters against 127 tutors.

Sadtu will hold pickets and demonstrations on Thursday and Friday as a build-up to the campaign.

Education and Training Minister Sam de Beer yesterday condemned the call for a strike.

Speaking after addressing members of the newly-formed Forum of Recognised Teachers Associations in Pretoria, Mr de Beer said "chalk-downs" would not solve teachers' problems, and warned that such actions would be catastrophic for education — particularly for year-end examination results.

Students lash

6/04/26/8/72
THE Azapo-aligned Azanian Students' Movement (Azasm) yesterday attacked the SA Democratic Teachers' Union (Sadtu) for bringing greater havoc to a weak education system.

In response to Sadtu's threat of a nationwide strike less than two months before exams, Azasm spokesman Kgomo Modiselle told journalists yesterday that black pupils had suffered greatly as a result of the disruptions organised by the Congress of SA Students and Sadtu since the beginning of the year.

Rather than hurting the Department of Education and Training the protests and chalk-downs had only played into its hands, he said.

Meanwhile, the Independent Development Trust's Prof Merlyn Mehl has blamed the educational authorities' lack of accountability for the chaos in education.

In his keynote address to Vista University's national conference on quality education, he said any system which, after 12 years, could pass only 40% of pupils needed re-examination.

teacher union

(52)
KATHRYN STRACHAN

A unified education system would not necessarily solve the problem, but schools should be community based, accountable and have equal access to shared resources, he said.

Modiselle, meanwhile, said pupils should use the "inferior facilities and second-rate education" to their own advantage — it was a more effective weapon in the pupils' struggle than taking to the streets in protest.

Azasm's campaign of organising extra lessons on Saturdays had been underscored by unwilling teachers and continuing disruptions.

Teachers had legitimate complaints, but Modiselle said they needed to recognise that teachers, pupils and parents needed to approach the DET as a united group.

Modiselle also accused the ANC of failing to provide direction during the recent upheavals.

A high-ranking Sadtu delegation will meet DET deputy director-general Bernard Louw in Pretoria today to discuss the issue of union recognition.

AWB agrees to SAP monitoring

26/8/72
JIM COHEN
PRETORIA — AWB leader Eugene Terre'Blanche agreed to throw AWB training camps open to SAP inspection at a meeting with Law and Order Minister Hennis Kriel yesterday.

Kriel said government had not objected to the training of people for individual self-defence. But the training of groups to perform tasks that were the duty of the SAP or SADF would contravene the Criminal Law Second Amendment Act.

The Act, which came into effect on July 31, prohibits organisations from organising, training, equipping or arming supporters with the aim of usurping police or defence force functions.

Terre'Blanche agreed to Kriel's suggestion that the SAP be kept informed of AWB activities and extended an invitation to the SAP to monitor the AWB training camps and activities. SAP commissioner Gen Johan van der Merwe accepted the invitation.

A further meeting will be held to coordinate the monitoring.

PAC says no to consumer boycott

Sowetan 26/8/92

TEACHERS SUSPENDED Bid to get South Africa to intervene in crisis at Mdantsane schools:



THE Pan-Africanist Congress (PAC) has come out against a consumer boycott of white-owned business in East London, saying it believes parents should be given a chance to resolve the Mdantsane education crisis.

The boycott, which started on Monday, was called in an attempt to get the South African Government to intervene in the crisis.

Schooling in Mdantsane schools has been disrupted since May when teachers and students began protesting against the indefinite suspension without pay of 35 teachers.

Twenty-eight of the teachers were suspended for staging a sit-in at the offices of Education Minister Mr Petros Jacobs. The others were suspended on the outcome of a

commission of inquiry set up earlier this year to investigate alleged lack of discipline in Ciskei schools.

The crisis has also affected the local Dr Rubusana College of Education which was closed at the end of last month after students refused to go to schools for teaching practicals.

PAC Border regional publicity secretary Sizwe Mfafa said they walked out of a meeting held to discuss the boycott on Sunday because the Mdantsane Education Crisis Ad-hoc Committee would not listen to their views.

Mfafa said the PAC delegation to the meeting was subjected to ridicule after proposing that parents should be given a chance to meet Jacobs without the ANC-aligned Congress of South African Students and South African Democratic Teachers Union being present.

W. J. 1 C. A. W. D. 1

WE CAN DO IT a Hodge-podge of potential stumbling blocks stand in the way of nurturing

False protest alarm delays the start of

S2

Sawelen 27/8/92

Education Reporter

THE pledge by the Independent Development Trust to rebuild the structures of Tladi Technical High School is the most positive thing that could have happened to the school this year.

But the first concrete steps by the Trust to fulfil this were thwarted last week - pushing further away chances of the school becoming a decent and normal learning

■ IDT PLEDGE Rebirth of school on the cards after a promise to rebuild it:

centre in good time to brighten next year's prospects.

Last Thursday was D-day for IDT technicians to visit the school and assess the damage. They were also to

estimate the cost of the project and the time needed to turn the crumbling buildings into a habitable school.

Sadly that day had to pass by after IDT workers were told about the "im-

pending march by Soweto pupils on the police station and that it was likely to endanger their lives".

Yet-to-be-named day

Tladi Tech will have to wait for another, yet-to-be-named, day to get on the road to recovery.

Last Thursday's false alarm was not the only "protest" event to have been a stumbling block to attempts to

salvage the culture of learning and teaching at the school.

August - The ANC inspired two-day mass action and the week-long stayaway call by South African Democratic Teachers Union and the Congress of South African Students led to the cancellation of an educational trip by senior Tladi pupils to St Luke Senior College in Kyalami because of a communication break-

233E '92 27/8/92
a healthy culture of learning and teaching

Tladi renovations

Sowetan 27/8/92

52

down.

May - The Tladi Tech Monitoring Committee and parents had to cut short their surveillance of the school after two days because Cosas called a three-day school boycott over the issue of the restructured matric examination fee. This co-incident with a two-day mass action called by Sadtu "to fight for recognition".

February - Tladi Cosas leaders expel Department of Education and Training officials who had visited the

school to assess damage so they could start working on the repairs.

A hodge-podge of other politically-related reasons have interfered with schooling, not only of Tladi but other Soweto schools.

For instance, rumoured attacks by marauding Inkatha members, class boycotts and marches over the whites only referendum held early this year and spontaneous "mass rallies" called by political and pupil organisations during school days.

A hodge-podge of other politically-related reasons have interfered with schooling



Tladi Tech premises which are unbearably squalid will enjoy refurbishment after a series of delays due to mass action and boycotts.

Injuries as pupils invade Mowbray school

CT 2/18/92

Staff Reporter

SEVERAL people were injured in Mowbray yesterday and traffic was disrupted for about six hours when protesting Khayelitsha pupils pulled down the fence of a disused school and were confronted by police.

The protest at Tafelberg Primary was to highlight the crisis in black

education and call for an end to the "platooning system" in township schools. Tafelberg has not been used for the past two years.

Police fired teargas in an attempt to stop the rush into the school grounds.

Among those injured was a member of the Internal Stability Unit who was hit on the head with a

brick. An SABC cameraman was slightly injured when he was hit on the chest with a metal pipe thrown by one of the pupils.

Three pupils were slightly hurt when hordes of children fled across Main Road to avoid arrest.

Traffic on Main Road was disrupted for six hours as the road was blockaded by about 20 buses,

which had ferried 800 pupils.

Tafelberg Primary was renamed Thandokulu Secondary School during the mass action campaign early this month.

Yesterday's protest was a continuation of the first action to highlight the shortage of space in black schools. It also highlighted teachers' opposition to the platooning

system which sees township schools doubling up for both primary and high school pupils.

However, there was a lighter side to the day when some schoolgirls "chatted up" policemen who had formed a line to stop pupils getting to the classrooms and a member of the Internal Stability Unit had kisses planted on his face.

Accord likely to avert teachers' strike

THOUSANDS of Soweto teachers look likely to set aside threatened strike action next week after two days of intense negotiations with education authorities worn down mutual intransigence over union recognition and alleged victimisation.

By the time of going to press, it was not clear whether the "chalks down" planned for next Wednesday had been averted as national office bearers of the South African Democratic Teachers' Union (Sadtu) were still locked in talks in Pretoria with Director-General of Education and Training Bernhard Louw.

However, union sources said both sides appeared to have "softened" their approaches, and that an amicable settlement was likely.

After a year-long battle, Sadtu and the Department of Education and Training (DET) are poised to sign a recognition agreement and similar grievance procedures are likely for member teachers serving in the coloured House of Representatives and the Indian House of Delegates. "If the DET signs, they (other education departments) will probably endorse an agreement too because they are surrogate structures," Sadtu regional organiser Nkoane Maloka told *The Weekly Mail*.

and political statements to gain the upper hand over each other."

Both union and department committed themselves to building a co-operative atmosphere in schools and improving teacher morale.

On Thursday, three Sadtu representatives returned to the talks table to try and resolve hundreds of pending disciplinary cases — the main bone of contention among Soweto's approximately 6 000 teachers who wanted to strike.

In a conciliatory statement released after Wednesday's meeting, Louw acknowledged that some grievances were the result of "deeply entrenched attitudes and longstanding distrust" between Sadtu members and "people in positions of authority."

"As a result of these tensions, people have, over time, tended to come to accept that their own points of view represent their interests best. This has resulted in a hardening of attitudes on both sides," he said. "Inevitably, the two parties entered into a game of tactical moves

W/Med 28/8-3/9/92.

The threat of a teacher strike just 30

days before matric exams start

appears to have faded with an

amicable settlement likely,

reports PORTIA MAURICE

The union claims about 500 teachers nationally face disciplinary action of one sort or another. In Soweto, 127 teachers have received letters asking

them to explain their absence during a stayaway on May 21 and 22.

Meanwhile, a tense and confused "big match" atmosphere in Soweto classrooms marked last week's build-up to the protest.

Parents, spearheaded by the Soweto Education Co-ordinating Committee (SECC), objected strongly to strike action at township meetings on Sunday — although sympathising with teacher demands.

The SECC's desperate attempts to plead with the DET to back down did not bear fruit. SECC spokesman David Maepa appealed to parents to attend an urgent meeting at the Regina Mundi church in Soweto on Sunday at 1pm to consult.

Sadtu is to meet Education and Training Minister Sam de Beer on September 10 with a view to signing a recognition agreement.

K'litsha pupils win classrooms

58 (52)
Staff Reporter CT 28/8/92

HUNDREDS of Khayelitsha school pupils are to report for classes in Cape Town from next week after securing the use of two vacant schools in District Six.

Access to the schools was granted by the Cape Technikon, the current lease-holders, yesterday morning. This follows their giving notice of their intention to vacate the premises to the Department for Local Government, Housing and Works three weeks ago.

About 1 000 Khayelitsha school pupils were bused to both the George Golding and Ashley Street schools yesterday morning to occupy the empty schools in protest against the platooning system at three township schools.

Cape Technikon agreed to use of the schools after negotiating with representatives of the Parents' Teachers' Students' Association and the National Education Crisis Committee (NECC).

'Not obliged to pay'

Cape Technikon registrar Mr Jacques van Zyl said the pupils would be allowed orderly access to the premises until December 6, at which time they would have to renegotiate with the Department of Local Government, Housing and Works.

"We further undertook to pay the monthly rental of R1 500 and the water and electricity bills until that time," Mr Van Zyl said.

NECC spokeswoman Mrs Mavis Makalele said there would be enough space at the two schools to accommodate about 700 pupils.

She also said the NECC did not feel obliged to pay for damages caused by hundreds of Khayelitsha school pupils who protested at the Tafelberg Primary School in Mowbray on Wednesday.

She said thousands of rands of damage caused to the school's perimeter fencing could have been avoided on Wednesday if the Cape Education Department had negotiated in good faith and allowed the students on to the school grounds.

Worst matric results feared

Pupils Forum (in New Nation) 28/8-3/9/92

(S2)

☆ Motivation needed to normalise the situation - Sadtu

The South African Democratic Teachers Union (Sadtu) warned this week that high schools in the Vaal area should expect the worst matric results this year unless educators in the region come up with a solution to the current crisis.

Ernest Letsela, Sadtu's deputy chairperson for the Vaal region said that unless teachers and students in the area put more time into their work during the remaining months, the worst can be expected.

Demotivated

But Letsela said the main problem faced by schools in the area was caused by poor pupil attendance which led to some teachers being demotivated.

He added that most students, particularly in Evaton, went to school at nine and were on the way home by 11 a.m. "Students are not eager to learn," he said.

"But pupils are not the one's to blame. Teachers contribute to the reluctance on the part of students to attend classes," said Letsela.

He said there was a need for all teachers to come together and work out a mechanism that would motivate other teachers.

He added that another problem which contributed to the crisis was the "platoon system," where schools work a double shift to cope with the large number of pupils that want to be accommodated.

Problems

He said such a system had led to lack of individual attention for students when they experienced problems in their school work. "Teachers do not have sufficient time to attend to them under this system," added Letsela.

But more help for

matric students in the area was being offered. Already, the Education Information Centre (EIC) and the Education Support Program (ESP) in the Vaal offer extra classes on Saturdays for students.

The EIC deputy director, Mpho Mophopeng, said despite the problems in the region this year "there are still a few students who are eager to learn".

She said some students were experiencing psychosocial problems as a result of violence in the area.

She agreed that the area might be faced with the worst results this year but added that "there is still cause to remain optimistic."

Pupils' anger over breach of contract

Students at the Boksburg-based Franciscan Matric Project claim that their mid-year examination results have been withheld by the principal because they had not paid outstanding school fees.

This, according to affected students, has made it impossible for them to apply for bursaries since donors require statements of mid-year examination results to be attached to the applications.

The crisis at the school dates back to early this year when students who are on a two-year matric course, complained that the increase in fees from R750 to R1 200 was contrary to the contract they signed when they joined the school at the begin-

ning of last year.

The contract stipulated that students should complete their matric in two years at a fee of R750 each year.

(in New Nation 28/8-3/9/92)
Pupils Forum
Concessions

In an interview with Pupils' Forum, the school's headmaster, Rose Webb, agreed that the students' complaint was legitimate. She said she was going to put the matter before the governing board with a view of introducing concessions for the students. This means that the students would pay only R750 instead of the R1 200 which was recently introduced.

However, according to the students, Webb has since denied that she had suggested concessions during the interview with Pupils' Forum. PUPILS FORUM stands by its report on Webb's remarks.

Concerned students, said Webb had threatened to withhold their final examination results, and that they were taking legal advice.

Webb said the board had discussed the matter but it was unable to introduce concessions due to financial constraints faced by the school.

But she added that she was prepared to listen to cases of students who were not able to pay their fees. These discussions should involve parents not students.

Girl shot in attempt to occupy school

SOUTH 2/18 - 2/19/92

By Mluleki Gantsho and Lucas Mati

(S2)

A STANDARD eight girl was shot by police when pupils from three severely overcrowded Khayelitsha schools attempted to occupy a vacant white school in Mowbray on Wednesday.

Victoria Hlengiwe sustained bird-shot wounds in the head and waist while five other people, including a policeman, were also injured. Most of the injured suffered bites from police dogs. The policeman was hit on the head by a thrown object.

The confrontation occurred after 22 busloads carrying pupils and teachers from Thandokhulu Secondary School, Intlanganiso Finishing School and Bulumko Secondary School arrived at the vacant Tafelberg Primary School in Mowbray on Wednesday morning.

Pupils claimed they had been

using a "platoon system" — attending classes in shifts twice a day — for two years at their schools and their standard of education had deteriorated badly.

This was their second attempt this month to occupy the school.

When the placard-waving and chanting pupils arrived at Tafelberg Primary, they found police already on the premises.

Lengthy negotiations took place between Dr Orlandi Firmani, director of Communication Services in the Cape Education Department, and a delegation of pupils.

The stalemate dragged on until the afternoon when restless, angry pupils eventually forced their way into the school, trampling the perimeter fence.

Police then baton-charged the pupils. Birdshot and teargas were fired and some people were bitten by police dogs.



SHOT: Victoria Hlengiwe was shot in the head and waist during the clash with the police

As they were forced off the school premises, the crowd began throwing stones and bottles.

A policeman was hit on the head with an object.

DET spokesperson Mr JHP Brand said the department's efforts to obtain alternative accommoda-

tion for Thandokhulu, Bulumko and Intlanganiso were unsuccessful.

The DET had negotiated to use schools in Woodstock, Maitland, Parow and the old Cape Technikon.

"Both the old Cape Technikon and Tafelberg Primary do not

belong to the DET and we are not in a position to give pupils the school."

Captain N. van der Westhuizen the police officer in charge, said they had come to protect the premises and "unfortunately" they had to take action against pupils.

School earmarked

KHAYELITSHA pupils again staged a sit-in at Mowbray's Tafelberg Primary School yesterday but officials said the school could not be made available as it was earmarked for use by the Centre for Educational Technology, currently housed in the Cape Town College of Education.

62 CT 29/8/92

School occupation halts takeover talks

24 53

APR 29/8/92

A battle has been won . . . but war goes on

A MEETING between the Cape Education Department and a delegation of Khayelitsha schools campaigning for takeovers of disused white schools did not take place yesterday because of a CED demand that township pupils leave Tafelberg Primary in Mowbray.

Mr Vuyani Ngcuka, a member of the Khayelitsha parent, teacher, student association (PTSA), said education officials including Dr F L Knoetze, the CED director of personnel and training, and CED administration director Dr A W Burgess, refused to discuss the delegation's request to use the Tafelberg school as long as pupils were occupying it illegally.

The meeting was called off as hundreds of township pupils milled around the Mowbray school, watched by police.

Earlier this week, two pupils were injured in clashes with the police in the school grounds.

Also this week, jubilant pupils changed the name of the old George Golding School in District Six to Lungelo Lwethu (Our

■ This week more than 1 500 Khayelitsha pupils secured premises for their schools and they are about to receive proper classes for first time.

VUYO BAVUMA, Weekend Argus Reporter

Rights), in protest against overcrowding and a lack of furniture at three Khayelitsha schools, Thandokhulu and Bulumko primaries and Inlanganisio High.

The Cape Technikon is to allow the pupils to use the school rent-free until the end of the year.

Getting a decent education has been a struggle for the Khayelitsha pupils. Because their schools used the "platoon" or double-shift system, their school days started in the afternoons, on the premises of other institutions. Extra-mural activities were impossible when classes began at 12.30pm and ended at 6.

Teachers complained that their schools lacked basic facilities such as sufficient desks, books and libraries.

Pupils at Thandokhulu Primary, which operated in the buildings of Emthini Primary, regularly quarrelled over seats. Parents' appeals for a building have fallen on deaf ears at the Department of Education and Training for two years.

Inlanganisio High started on the wrong foot as the DET failed to honour promises of finding premises for it. The school, originally meant to be a secondary unit catering for Standard Seven and Eight, has been squatting at Ikhuse Primary, where it had classes from 12.30pm until 4.30.

From the start, life for the 900 pupils was difficult, with teenagers crammed into furniture designed for six-year-olds. Many pupils chose to sit on the floor. Teachers dictated notes because of a lack of textbooks.

Pupils studying science have been unable to do experiments, as they have no laboratories, and there is no library.

Teachers complained that the four-hour school day was insufficient and that pupils were already tired when they arrived at school in the afternoons.

At Inlanganisio, toilet facilities were poor and sewerage systems were regularly blocked.

Vice-principal Mr Londoloza Lutya said progress was being made with the DET until new personnel took over earlier this year. In desperation, the school turned to Western Cape Civic Association for help.

After fruitless negotiations, pupils and teachers decided to occupy disused white schools, starting with Tafelberg and this week the school leased by the Technikon.

Their efforts culminated in the signing over of the District Six school this week when, under a scorching sun, Mr Ngcuka signed a hastily drawn up agreement to "allow the townships pupils to use the school for educational purposes only".

Death-threats claim in dispute at school

EDWARD MOLOINYANE and JOSEPH ARANES
Weekend Argus Reporters

(52)
ARG 29/8/92

FIVE Langa High School teachers embroiled in a controversy over the auditing of the school's books claim they have had death threats from the PAC.

Teachers Mr Mluleki Mafenya and Ms Nomisa Sihamba said about 50 PAC members visited Ms Tiny Bavuma this week and threatened her.

According to Mr Mafenya and Ms Sihamba, two student representative council members were also threatened at their homes by the same group.

The other teachers had phone calls at the school on Monday from a person who told them to leave the premises or they would be "eliminated by 9.30am".

All the incidents were reported to the Langa police commander, Lieutenant George Kotze, who confirmed that he had received a delegation of teachers with complaints on Monday.

Principal Mr Joel Magwaca alleges that Ms Bavuma and the two others are among the group of five teachers "using pupils to get rid" of him because they differ with him politically. He is PAC-leaning.

The teachers deny that the is-

sue is politically motivated. They claim they were mandated by the parents-teachers-student's association (PTSA) to audit the school's books and that they are unhappy with the auditing.

Mr Magwaca says the PTSA is the authentic authority to audit the books and, as far as he knows, the PTSA has not given the mandate to the teachers.

However, it is understood that the two parties are squabbling over the political issue as to who should run the school.

Mr Magwaca has dismissed an allegation that he was behind the threats.

"There may obviously be some people sympathetic to me who may make such threatening telephone calls without my knowledge," he said.

Trouble at the school started about a fortnight ago when the teachers and pupils demanded to see the audited books.

Mr Magwaca, who insisted that only the PTSA was authorised to scrutinise the books, ultimately handed them over to the group.

But the crisis dragged on, resulting in the disruption of classes and Mr Magwaca not going to school for the past fortnight. The

teachers and pupils were unhappy with alleged discrepancies in the auditing.

Mr Magwaca claimed the five vowed at the beginning of the year to "get" him because "Langa High will not be headed by a person who does not belong to the people's organisation (ANC)".

About 200 pupils, accompanied by the five teachers, last week marched on his house to "demand our money".

Yesterday Mr Mafenya and Ms Sihamba said the teachers had joined the march only because they feared pupils would be "violent" at Mr Magwaca's house.

This, they said, would "defeat the aim of the march" which was to get the books from the house.

"We did not lead the march but followed from behind. Teachers should be where their pupils are to prevent unbecoming behaviour."

The allegation that there were personal or political differences were untrue, the two said.

They said that the principal used Pan Africanist Students Organisation (PASO) members to guard his house. Neither PAC nor PASO agreed to comment.

'Negotiator' is the hero in Technikon case

ROGER FRIEDMAN
Weekend Argus Reporter

HE has been dubbed The Negotiator.

Mild-mannered Cape Technikon registrar Mr Jacques van Zyl, a deeply religious man who says he takes his orders "from above", emerged a hero this week when he sat down with protesters in the veld in District Six and hammered out an agreement on the vexed question of disused schools.

However, he was quick to praise the Khayelitsha negotiators, who conducted the entire protest action in "a most disciplined manner".

Mr Van Zyl showed a deft negotiating touch when he arrived on the scene on Thursday and defused a potentially inflammatory situation.

About 1 500 Khayelitsha pupils, teachers and

parents representing three "platoon" (or double-shift) schools had besieged the under-used Ashley Street and George Golding schools in District Six, demanding entry.

The Cape Technikon holds the lease for the two buildings which are owned by the Department of Local Authorities, Housing and Works.

On Wednesday two pupils and a policeman were hurt as the pupils, staff and parents tried to occupy the long-disused Tafelberg school in Mowbray.

But a day later, by taking the Khayelitsha negotiating team aside and thrashing out a peaceful agreement in full view of a militant crowd, Mr Van Zyl hit the jackpot where others had failed.

After 30 minutes an agreement was signed and sealed and the three Khayelitsha schools will take occupation of their new premises today.

In terms of the agreement the Khayelitsha schools will use the District Six premises until

December 6 when the situation will be reviewed.

The Technikon will continue to pay the R1 500 a month rent as well as the water and electricity bills.

Mr Van Zyl hopes that by the end of the year a more permanent solution will be possible.

He trusts the handover of the two schools to needy Khayelitsha pupils will help motivate the State to recognise the need to act urgently to rectify imbalances in educational facilities.

The buildings were being used by the Technikon as an additional examination venue, for horticulture classes and for storage. However, with new facilities under construction, the Technikon no longer needs the space.

The only qualm about handing over the building was the R500 000 worth of horticultural equipment, including hothouses, on the George Golding premises.

But Mr Van Zyl, who praised the discipline of

ARC 29/8/92

the Khayelitsha pupils and their 1 the agreement to safeguard their property.

"The Technikon tried to get State hand the under-utilised school building this was not forthcoming," Mr Van

They even approached the Institute of Alternative for South Africa help in reaching senior government this failed.

Negotiations over the occupanc schools began in June when the Education and Training received from, the chairman of the Khayelitsha teachers' association to take over

At that stage the DET approached nikon, which was happy to oblige, lease specified the requirement of However, schools were needed

BOOK	AUTHOR	TITLE	CLASSIFICATION	ED NO	IHR
1984065215	ECREMENT, M	ECONOMICS AND WORLD POWER; AN ASSESSMENT OF AMERIC	327. 73 ECON	1	
1985072847	EDDY, P	INDEPENDANCE POLITIQUE ET LIBERATION ECONOMIQUE	PRIVATE COPY	1	
1982070950	EDDY, J & D, SHREUDER (EDS)	THE FALKLANDS WAR	BDW 997. 11 EDDY	1	
2100023901	EDEL, L (ED)	LOOK UNDER...RISE OF COLONAL NATIONALISM	320. 54 RISE	1	
2100016462	EDELMAN, M	LOOK UNDER...HENRY JAMES; A COLLECTION OF CRITICAL	PHOTOCOPY	1	
1991000646	EDELSTEIN, J C	AGRICULTURAL MODERNIZATION IN SMALLHOLDING AREAS O		2	
2100000471	EDER, W	LOOK UNDER...LATIN AMERICA; THE STRUGGLE...	PHOTOCOPY	1	
1990043952	EDGAR, R	AUGUSTUS AND THE POWER OF TRADITION	PHOTOCOPY	1	
1989002632	EDGEcombe, R	BECAUSE THEY CHOSE THE PLAN OF GOD PP 1-41	PHOTOCOPY	1	
1980025577	EDGEcombe, R S	'SWEETNESSE READIE PENN'D'; IMAGERY, SYNTAX AND ME	821. 384 EDGE	3	
1989014961	EDGEcombe, F	VISION AND STYLE IN PATRICK WHITE; A STUDY OF FIVE	828. 9985 WHIT(EDGE)	1	
2100022908	EDITORIAL	LOOK UNDER... THE BHAGAVAD GITA		2	
1992007585	EDITORIAL	NO MORE VIOLENCE		1	
1986069764	EDMONDS, R	WOMEN AND ALCOHOL PROBLEMS:	PHOTOCOPY	2	
1975027225	EDMONDS, L H	SOVIET FOREIGN POLICY 1962-1973; THE PARADOX OF SU	327. 47 EDMD	1	
1990004186	EDWARDS, R C	ATLAS OF CARDIOTHORACIC SURGERY	M 617. 41200222 EDM	1	
1978000860	EDWARDS, R C	THE CAPITALIST SYSTEM; A RADICAL ANALYSIS OF AMERI	330. 122 EDWA	1	
1986036876	EDWARDS, R C	CAPITALIST SYSTEM; A RADICAL ANALYSIS OF AMERIC	330. 122 EDWA	2	2ND
1967042858	EDWARDS, M M	THE GROWTH OF THE BRITISH COTTON TRADE 1780-1815	338. 17351 EDWA	1	3RD
1992000755	EDWARDS, J R	LANGUAGE AND DISADVANTAGE (P126-142)	PHOTOCOPY	1	
1979006853	EDWARDS, J R	LANGUAGE AND DISADVANTAGE (CH2)	PHOTOCOPY	2	
1972002473	EDWARDS, M	LA TRAGEDIE RACINIENNE	842. 454 EDWA	3	
2100025269	EDWARDS, G (ED)	LOOK UNDER...UNIONS IN CRISIS AND BEYOND	331. 88 UNIO	1	
1979041945	EDWARDS, V K	THE WEST INDIAN LANGUAGE ISSUE IN BRITISH SCHOOLS	PHOTOCOPY	1	
1979024899	EDWARDS, V K	THE WEST INDIAN LANGUAGE ISSUE IN BRITISH SCHOOLS	PHOTOCOPY	1	
1989052609	EGAN, R	EFFECTIVE CARE IN PREGNANCY AND CHILDBIRTH, V1	M 618. 2 EFF	1	
1989052610	EGAN, R	EFFECTIVE CARE IN PREGNANCY AND CHILDBIRTH, V2	M 618. 2 EFF	1	
1972061203	EGAN, R	THIS ROUGH MAGIC	PHOTOCOPY	4	
1972061225	EGAN, R	THIS ROUGH MAGIC	PHOTOCOPY	1	
1991006439	EGNAL, M	THIS ROUGH MAGIC	PHOTOCOPY	1	
1992004371	EHLERS, W H	" THIS ROUGH MAGIC: PERSPECTIVES OF ART AND MORALITY	361. 3068 EHL	1	
1976003061	EHLERS, E	ADMINISTRATION FOR THE HUMAN SERVICES; AN INTRODUC	DS 552. 0042	1	
1972014655	EHRENBURG, R	THE INTERPRETATION OF GEOLOGICAL PHASE DIAGRAMS	PHOTOCOPY	1	
1991007705	EHRENBURG, V	INVESTMENTS IN HUMAN CAPITAL: EDUCATION AND TRAINI	PHOTOCOPY	1	
1943001011	EHRLEICH, P	THE PEOPLE OF ARISTOPHANES; A SOCIOLOGY OF OLD ATT	882. 44 EHRE	1	
1988042803	EISELEY, L	ISLANDS IN THE DESERT	PHOTOCOPY	1	
1959010377	EISENBERG, L (ED)	DARWIN'S CENTURY; EVOLUTION AND THE MEN WHO DISCOV	DS 575. 009 E	1	
2100021370	EISENBERG, S M	LOOK UNDER...RELEVANCE OF SOCIAL SCIENCE FOR MEDIN	PHOTOCOPY	1	
1968016605	EISENSTEIN, S	THE BATTLESHIP POTEMKIN	791. 4372 BA1	1	
1968046663	EISENSTEIN, S	FILM ESSAYS, WITH A LECTURE	791. 43 EISE	1	
1942001388	EISENSTEIN, S M	THE FILM SENSE	791. 43 EISE	1	
1967013655	EISENSTADT, S N	ISRAELI SOCIETY	309. 15694 E	1	
1972006124	EISENSTADT, S N	POST-TRADITIONAL SOCIETIES	303. 4 EISE	1	
1974041047	EISNER, G	JAMAICA, 1830-1930; A STUDY IN ECONOMIC GROWTH	330. 6729204	1	
1979016233	EITEMAN, D K	MULTINATIONAL BUSINESS FINANCE	658. 1599 EI1	1	
1989057239	EITEMAN, D K	MULTINATIONAL BUSINESS FINANCE	658. 1599 EI1	1	
1955017998	EITNER, L	THE OPEN WINDOW AND THE STORM-TOSSED BOAT	PHOTOCOPY	1	
1978004577	EKSTEEN, L C	DIE AFRIKAANSE WOORD; KORT STUKKE OOR DIE WOORDESK	439. 3681 EKS	1	
1973006891	EKUNDARE, R O	AN ECONOMIC HISTORY OF NIGERIA 1860-1890	330. 966903 E	1	
1978066680	ELDRIDGE, C	VICTORIAN IMPERIALISM (PART 4)	PHOTOCOPY	1	

cause of the platooning system and looming ex-
aminations, Mr Van Zyl said.
"Then it struck me we were not merely giving
the buildings away by allowing orderly access.
Rather, we would be filling an urgent need.
"We vacated the buildings three weeks ago and
thought that the State would have been able to
sign on the dotted line by now."
The Technikon recognised the need for facili-
ties and responded to it immediately.
The Technikon's rectorate was unanimous in
its decision to make the two school buildings
available.
"We have shown our commitment to help all
the people of Cape Town who have educational
needs," Mr Van Zyl said.
However, he felt that making the schools avail-
able was a short-term measure.
"Ultimately schools should be established with-
in the communities to cut down on costs."

Confrontation

of the two
partment of
application
sha parent-
e schools.
Cape Tech-
through their
a year's no-
rgerently be-

aders, trusts
Technikon

mission to
gs over, but
yyl said.

for a Dem-
(Idasa) for
officials, but

Move to vacant schools postponed

JOHN YELD
Staff Reporter

PLANS by three Khayelitsha "platoon" schools to move to two vacant school buildings in District Six have been delayed until tomorrow at the earliest.

The move to the former George Golding Primary School and Ashley Street Primary, off Constitution Street, was scheduled for today.

This followed an agreement with the Cape Technikon, which leases the buildings from the Department of Local Government, Housing and Works.

On Thursday, about 1 500 pupils, teachers and staff from Thandokhulu Secondary, Bulumko Senior Secondary and Intlanganiso High in Khayelitsha besieged the vacant District Six properties.

The three "platoon" schools share facilities on a morning/afternoon shift basis with other schools in the township.

After negotiations between school representatives and Cape Technikon registrar Mr Jacques van Zyl a deal was struck under which the three schools would start moving into the buildings on Saturday

and lessons would start today.

The technikon has agreed to pay rent, electricity and water bills until December 6.

Mr Van Zyl said he met two principals of the Khayelitsha schools on Saturday and handed over keys after inspecting the buildings. "There were teams arriving to clean up," he said.

One of the principals, Ms Cynthia Mazwi, said they would be discussing the move today and arranging desks and furnishings. "Maybe they are going to start classes tomorrow," she said.