EDUCATION - GENERAL

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JULY - DEC
NG Churches fight mixed sport at school

By John Allen, Religion Reporter

POTCHEFSTROOM — Representatives of the Afrikaans Reform "sister" churches have urged the Government not to support racially mixed sport in schools.

This is revealed in a report before the National Synod of the Gereformeerde Kerk in Suid-Afrika which began its synod in Potchefstroom yesterday.

The report disclosed that the Inter-Church Commission for Education of the Afrikaans churches had presented a memorandum on mixed sport to the Prime Minister and the Department of National Education.

It was also reported that there had been a number of meetings between the commission and the Government although the dates of these were not specified.

BRIDGE

The memorandum read: "Mixed competitive sport which takes place as part of a school’s activities can be used to build a bridge to integrated education.

"Such sport which takes place as part of the ordinary education system is educationally unwarranted, undesirable and unacceptable for every people (volk) national educational which holds Christian aims."

The commission appealed to the Government "not to support a action for conflict which can eventually prejudice our Christian national aims in education."

ERODE

It said mixed sport at school could erode the development of a child’s awareness of the identity and calling of his “volk.”

The commission drew a distinction between organised sport within schools — in which it said children had no real control over participation — and outside invitations to individual children to take part in mixed sport.

RACE RELATIONS

"We are not in principle against attempts to improve race relations in South Africa," said the commission.

"We are concerned about the sensitive school situation and do not want to see our children given for experiment to sports administrators who are not educationally qualified."

Gereformeerde Kerk representatives reported to the synod that they associated themselves with the commission’s educational arguments. But they felt the issue could not be fixed scripturally.
Pease of Equal Educational Opportunity Act

The Equal Educational Opportunity Act of 1972 was a federal law that aimed to end segregation in schools and ensure equal educational opportunities for all students, regardless of race. The act was a part of the broader civil rights movement and was designed to address discrimination in education that had persisted for decades.

The law required school districts to develop and implement plans to achieve racial balance in schools. This included desegregation measures such as busing students across school districts or assigning students based on race.

The Supreme Court of the United States has upheld the constitutionality of the Equal Educational Opportunity Act, stating that it is a necessary tool to achieve the goal of equal educational opportunity.
Parents will have to pay millions

Crunch for Natal schools

By LEON BECKER

THE days of free white education are over and parents of white Natal schoolchildren will have to pay the Province millions of rands this year to keep their children in school, Mr Ray Haslam, MEC in charge of education, warned yesterday.

The provincial executive committee will be finalising the issue within weeks, and the crunch is likely to come at the beginning of April.

From then on, white Natal parents will probably have to contribute millions of rand towards school transport, hostels and books, Mr Haslam said yesterday.

He also raised the possibility that teachers may be retrenched in order to cut down the Province’s financial commitments on white education.

‘White parents have had it good for a long time, but those days are over. Our challenge in future is going to be to maintain our high standards,’ Mr Haslam said.

In a wide-ranging interview yesterday, Mr Haslam said it had been made clear to the Province that its subsidy from the Government would be far lower in the future, largely because the Government realised that it needed to spend substantially more on black education, which is the central Government’s responsibility.

This subsidy was cut twice last year, the first time by R5 000 000, and the second by R4 500 000. The Province could not consequently maintain past levels of expenditure on education.

Realising this, the Government had passed legislation to enable the provinces to raise their own funds, and, in fact, the provincial Executive Committee simply had to pass regulations in this regard to raise the money from parents. It was not necessary for the matter to be debated in the Provincial Council, he said.

The first principle recognised by Exco was that educational services provided by the Province should be ‘self-balancing’. In other words, the present situation that while the provincial school busying service cost the Province R2 500 000, parents only contributed R500 000, had to change.

A similar situation existed with the Province’s hostels. Between R1 000 000 and R2 000 000 would also have to be raised from parents for school books. It stood to reason that parents would have to pay for these services.

Mr Haslam also said the Province ‘may have to cut back’ on the number of teachers in order to balance its books. This would, however, be the last thing we would do.

Experts said yesterday that other provinces would benefit from teachers being laid off in Natal.

The province should not suffer too much, because it had an excellent teacher/pupil ratio in the region of 20:1, whereas other provinces had about 28 or 30 pupils a teacher, and severe teacher shortages.
EDUCATION

Buthelezi's formula

KwaZulu Chief Minister Gatsha Buthelezi described SA's education system as "rotten" and attacked government's reaction to the De Lange Report during the African Teachers Association of SA (ATASA) conference in Durban recently. So the imminent publication of the Buthelezi Commission's report, which includes an investigation into educational development and teacher training, should prove interesting.

Buthelezi made some far-reaching recommendations for educational change, including the necessity for a single education department. Said Buthelezi: "This is a basic essential which no government with any real concern for the future of this society can ignore. Blacks will not trust the education system until there is clear evidence of good faith symbolised by a single education department."

He added: "The problems within black education are greater than the inequalities within the system of educational delivery itself" and unless more money is allocated for teachers' salaries, buildings and equipment, the appointment of the ESRC committee will have been nothing more than a "political ploy."

Greatest challenge

The challenge to the black teaching profession is greater this decade than ever before and fundamental changes in the system are needed. Buthelezi believes that the admission of black trainees to white teacher-training institutions, at present underutilised, is a priority. Blacks should also be permitted to use technical training facilities at secondary level which are presently used by whites or coloureds.

His comment seems timely. The Johannesburg College of Education (JCE) campus, for example, is half-empty and has recently been forced to retrench staff whilst black teacher facilities are overcrowded and inadequate. The JCE campus was designed to accommodate 3,000 students but next year will probably admit only 1,445.

Buthelezi said continuing education programmes in line with the De Lange Report's recommendations must be implemented to give those forced to leave school early a second chance. These programmes should be implemented in white areas and teachers of all racial groups should be employed.

Financial Mail January 1 1982
Fires at two adjoining schools in KwaZakele

Weekend Post Reporter

DAMAGE estimated at thousands of rands was caused when fire broke out at two adjoining schools in KwaZakele early yesterday morning.

The incidents happened at the Ithinyeni Higher Primary School and the Pakamiso Junior Secondary School.

Major Gerrie van Rooyen, police liaison officer for the Eastern Cape, said the caretaker at the Ithinyeni school, Mr. Sasebo Nhlanza, noticed flames coming from a classroom at about 1:15am and went to investigate.

He saw some benches burning. The flames spread and the whole classroom was damaged when he had extinguished the fire.

While Mr Nhlanza was putting the fire out, a similar incident occurred at the adjacent Pakamiso school.

The caretaker, Mr. Nelson Nkana, called the Fire Brigade and the fire was extinguished.

A classroom was damaged.

According to Major van Rooyen, the damage to both schools amounted to about R5 000.

He said arson was suspected. The police are investigating. No arrests have yet been made.
Funds depend on gold...

Mercury Reporter
THE Department of National Education, which administers black education, would be very happy to receive more money, but had received no indication that more funds were on the way, Mr G Rouxseu, the department's Director-General, said yesterday.

He was commenting on a statement by Mr Ray Haslam, Natal's MEC in charge of education, that the provinces would have less money available for white education because the Government would be spending far more on black education in the future, and consequently the provinces' subsidies would be cut.

Mr Rouxseu said it was too early to confirm or deny Mr Haslam's prognostication.

"Anything can happen in the future. We will know how much money we are getting only when Mr Horwood stands up to make his Budget speech. What he says will depend on many things, particularly the economic climate and the price of gold."

Another senior official in the department confirmed that, in terms of the last Budget, the department had received substantially more money than in previous years.

As far as he was aware, the increase in funds channelled to the department by the Treasury was greater than to any other Government department.

This money now was being spent, mostly on salaries and the construction of new schools.

The department this week had finalised its annual request for an allocation of funds, but the amount was a closely guarded secret, he said.

Mr Haslam pointed out yesterday that the total increase in expenditure on education in terms of last year's Budget was 'almost 100 percent', and most of this increase had gone to black education.

The cutback in provincial subsidies - Natal's subsidy was cut by R9500000 last year - was one of the results of this increase.
Mercury Reporter

SOME black parents are being asked to pay as much as R65 for text books and stationery for their children who go to school next week. And they will have to find more money to pay for school uniforms and school fees.

A check with Durban school bookstores yesterday showed that it would cost a Standard 2 pupil about R12 for text books and a Standard 9 pupil about R45. The minimum stationery required would cost about R15 a child.

Mrs Rose Hurwayo, who was buying stationery for her five children, said that she had to spend her entire salary on books for them.

"I only get R25,00 a week and after buying books I don't have much money left for anything else," she said.

Winnie Mduli, who was helping her niece, Nomusa, to buy books, said she was in a similar position.

"The children have to have brown paper and plastic covers on their books and already we have spent more than R5 without buying exercise books and text books," she said.

Mr Colin Mace, manager of the bookshop where the text books are sold, said second-hand books were not bought, although they were sold at the shop.

"The children usually ask their mothers for the new ones and they get them. By the time the school year is completed, the books are not worth using again by brothers or sisters, or of being sold second-hand," he said.
Hosking Speaks Out on School Uniforms

Security to pay basics

Province to pay in Natal

The outlook for education in Natal, Security to pay essentials in South Africa.
By CHARLES MOGALE

The Johannesburg inspectorate of Education has promoted the second black man to the position of circuit inspector.

He is Mr Solomon Kgokgopane Maseke, (above) former principal of Orlando West Secondary School. The first black man to hold a similar position in the district is Mr Michael Motuba.

Mr Maseke’s first teaching post was at Delmas, where he stayed from 1943 until 1947 when he was transferred by the Department to start a junior secondary school in Krugersdorp. From 1955 to 1957 he was principal of the St. Angus Institute in the West Rand. He then moved to Orlando West Secondary School in 1958 and headed the school until 1968. In 1970 he was promoted to the position of inspector of schools.

He passed his matriculation by private study. He then registered with the University of South Africa (Unisa) for a B.A degree course which he passed in four years.

At the beginning of 1978 he enrolled again for a B Ed and completed it at the end of the year. After two years he completed a degree course in M Ed and is now studying for a doctorate in education.
Congestion in white TVL schools eased

THE Transvaal white school population would exceed 500,000 this year and there would be almost 28,000 teachers in the classrooms, according to a Transvaal Education Department spokesman.

Because of a falling white birthrate the total number of Grade 1 pupils this year was expected to drop to 45,560, the spokesman said.

Yet the actual number of registrations was expected to be almost 47,600 because of families moving to the Transvaal's industrial growth points from other parts of the country and because of the high immigration rate.

Last year there were five secondary schools with more than 1,300 pupils each and four primary schools with more than 1,200 pupils.

The opening of 13 new schools this year would relieve congestion in the Transvaal's schools, he said.

The new schools included one high school, eight primary schools, two special schools and two provincial nursery schools.

The province's 240 secondary schools would have a total of 179,272 pupils — an average of almost 750 a school, the spokesman said.

In the 693 primary schools there would be 227,661 pupils — almost 560 a school.

Standard 8 pupils would increase from 43,374 to 44,806.

The number of matriculants would be the same as last year — 26,300.

The province's 26 special schools would have a total of 10,144 pupils and the 58 provincial nursery schools more than 7,000.

The immediate past president of the Transvaal Teachers' Association, Mr Peter Mundell, said the teaching profession had become more stable in the past nine months. There was, however, still a critical shortage of men teachers.

Since last April's pay increases some women teachers had returned to the profession but the shortage of specialist teachers was still very serious.

Some men teachers, too, had come back to the profession but not in sufficient numbers.

"The authorities must capitalise on these more stable situations in the profession and ensure that this year's increases represent realistic adjustments," Mr Mundell said the extent of the adjustments would be a key factor in education.
Buthelezi says FORMAL education system needs modifying

Mercury Reporter

FORMAL education as it had evolved in black schools, technical colleges and universities would be insufficient to meet the needs of the 1980s.

This was the message conveyed to the annual meeting of the School Inspectors’ Association at the University of Zululand yesterday by the Chief Minister of KwaZulu, Chief Gatsha Buthelezi.

Chief Buthelezi said blacks needed to break free from the restraints placed on education by affluent societies.

The educational system of the West needs perhaps to be modified to meet our own particular circumstances,' he pointed out.

‘In the West, education is the function of a number of specialists served by a specialisation department in government, provincial, or regional administrations.

‘In our circumstances, I believe that education should be a community response to community needs and our departments of education should evolve a stronger community orientation.”

Chief Buthelezi said there was every indication that black children would be continually provoked to act in anger against a system which they saw as excluding them from benefits.
Reformed churches' position on sport

Argus Correspondent

POTCHEFSTROOM.—Representatives of the Afrikaans Reformed sister churches have urged the Government not to support racially-mixed sport in schools.

This is revealed in a report before the national synod of one of the churches, the Gereformeerde Kerk, sitting in Potchefstroom this week.

The report disclosed that the inter-church commission for education of the Afrikaans churches had presented to the Prime Minister and to the Department of National Education a memorandum on mixed sport.

The commission appealed to the Government not to support contact actions which can eventually prejudice our Christian national aims in education.

It said sport at school level could erode the development of a child's awareness of the identity and calling of his 'volk.'

The commission drew a distinction between organised sport within schools — in which it said children had no real choice of whether to participate — and outside invitations to individuals' children to take part in mixed sport.

'We are not in principle against attempts to ease race relations in South Africa,' said the commission.

'We are concerned about the sensitive school situation and do not want to see our children given to sports administrators who are not professionally qualified ... for experiments.'

Gereformeerde Kerk representatives reported to the synod that they associated themselves with the commission's educational arguments. But they said the issue could not be judged one way or the other scripturally.
Warfare situations are inclined to toughen servicemen which invariably puts them streets ahead of their contemporaries when their start civilian jobs or enter university.

Tertiary education equips you for a career

A problem which often seems to confront young men after completing their initial years of national service is whether or not to study further at a university or technical college.

Every year about 20,000 young people of all races go to one or other of the 15 South African universities for the first time; they go to broaden their minds and get an education which will equip them for a career.

There are about 90,000 full-time students in the Republic and about 32,000 part-time. Some have jobs and study part-time through the University of South Africa.

In a survey among 1,300 first-year students at the University of Cape Town, about 60 or 72 percent said they had come to train for a specific career, and 22 percent, or 300, said they had come to broaden their minds but were not prepared to commit themselves to a particular career yet.

About six percent said they had come because they did not know what else to do or because their parents had sent them. Members of this last group are most likely to fail, for you must have a purpose or a goal in order to succeed.

When considering whether to go to a university, you must consider what tertiary education can do for you.

Will you be better off if you have university education, or is it better to get an early start in a job and have four or five years' experience in real life (what has been aptly described as the University of Hard Knocks) when your contemporaries come out with a degree or diploma and have to start work?

An investigation by the Human Sciences Research Council in Pretoria proved that it is most likely that all the money you spend on higher education will be earned if you have not studied will be earned back in your lifetime.

Students do not go to universities or technikons for study only, though this must be the main purpose. Students mix with people from all over the country and from different kinds of cultures and backgrounds. So you live and learn about people and constantly adjust to social situations.

This produces maturity and confidence, and skills in articulate communication. It produces a high measure of independence and self-reliance in a surprisingly short time and this is the mark of maturity — the ability to cope competently.

You might consider reasons why you should not get a higher education. To enter university a student requires a senior certificate with a full matriculation exemption, or have passed the Joint Matriculation Board examination. Entrance to a technikon requires a Standard 10 school-leaving certificate. Perhaps your matric was not good enough, so you will either have to rewrite it or give up the idea of obtaining a higher education.

Some people are bright enough but hate books, or maybe they just don't feel ready. There is also the problem of financing tertiary education.

What about all the school learning that you may have forgotten when you were in the army? Those who were called up for a July intake come back after two years' service and have been out of education for as much as three years. It is sometimes said that chaps come back from the army with dull and glazed looks on their faces.

Some who need their mathematics and chemistry or physics may have done better to have studied first, but most are able to catch up very quickly.

A wide spectrum of courses are provided at most universities and technikons, while some more specialized courses are only offered at specific universities, often renowned for their particular discipline.

You will have to choose your university according to your direction of study. Details of courses and costs offered at each university or technikon are usually available from the institution's registrar or student adviser.

If you are not sure of your choice of direction of study, universities offer advice and aptitude tests to help you in your decision.

People interested in attending the University of Cape Town and finding out more about the courses that it offers can consult the ICT careers office, which supplied the above material.
Hidden, real costs in university education

If you wish to enter university after your military training, you are probably concerned about what it will cost you. There are hidden costs and real costs to consider when studying at a university.

The cost of your tuition fees at the University of Cape Town for a Bachelor of Science degree is approximately R163 per credit. University fees are determined by the University, and the fees are subject to annual adjustments. For a BSc in medicine, Residence fees for men at UCT range from R1,463 to R1,625.

When you add up the real and hidden costs of your university education, it may seem hardly worthwhile. But education is a sound investment. There are various ways a student can finance his education. He can ask his parents to pay; he can earn the money during a period of full-time employment or part-time work while studying; or he can apply for scholarships, bursaries or loans. There is also a combination of these approaches.

**Brochures**

Most universities have scholarship and bursary brochures listing the hundreds of them that are available. Because thousands of students apply, the results on the student’s school-leaving certificate mean a great deal. Although the average student is also considered. Bursaries and loans are easier to get after a successful first year at university.

Universities have special funds, made up of donated money, educational trusts and money from large business organizations and institutions. The university council, the highest administrative body of a university, also sets aside a certain amount to ensure that gifted and ambitious young people can attend university regardless of their parents' income.

Scholarships are awarded for high performance at school or university. Some are awarded without application and others must be applied for. According to a spokesman for UCT, bursaries of between R300 and R600 are awarded from trusts and university funds through the council, although large amounts are often given to specific facilities for specific study years.

Often larger bursaries are available through State departments, provincial and local government and private companies for specific courses in education, medicine, para-medical, building, and engineering. Some have strings attached while others usually those offered by the State or large employers, require you to work for them for as many years as you were supported by them.

When applying to study at a university, ask for brochures or handbooks and application forms for scholarships and bursaries which will give you details and conditions on which the money is granted. On the forms your parents must state the amounts they can afford to contribute to your education and how much they will apply for. University bursaries are awarded according to the need and merit. Loans in some cases as much as R1,500 and which must be repaid, are available from universities, banks and the State. These usually require one or two people to stand surety in case you are unable to repay the loan. The interest usually is low (interest on bank loans is about 13 percent) and the repayment starts when you have passed your degree or have left university.

Information about State loans and bursaries can be had from The Secretary, Commission for Administration, Private Bag X121, Pretoria 0001. Teachers' loans are given by the Department of Public Education at the various Provincial Administration offices.

The need for study funds is particularly great in some sectors of the economy and the need for graduates in these sectors is even greater. Information and funds are available from many sources, but two organizations specialize in answering this need. They are the Education Information Centre, PO Box 97. Johannesburg 2000, and the Careers Research and Information Centre, Rosecransoon Road, Claremont, Cape Town.
Equality of education ‘crucial’—Sonn

GRAHAMSTOWN.—The redressing of basic educational deficiencies should not be a goal in itself but must be a means towards a bigger goal, Mr. Franklin Sonn, director of the Peninsula Technikon, said here today.

He was speaking at a national conference on education.

Equality of educational opportunity is crucially important and must be the first step towards equality of opportunity and oneness of citizenship in a country torn asunder by racial fear, prejudice and oppression,” he said.

In this sense a discussion of this nature could never be a purely educational one.

CRITICAL

The critical shortage of skilled manpower had highlighted South Africa’s dilemma more than anything else.

Experts concerned primarily with economic growth emphasised the need for all of South Africa’s people to be trained to take up the jobs waiting to be filled in commerce and industry.

This must be done on an equal basis, each according to his ability and production.

The De Lange report clearly implies this fallacy of insisting on equal competition and participation in the workplace while at the same time insisting on separate and inferior education to prepare people for this equality of opportunity in industry and commerce.

CONTRADICTION

Separate but equal had been proven to be a contradiction in terms.

Equal educational opportunity appeared possible only within a political system where all people participated fully in a just sharing of power.

The process of redistributing educational resources and creating equal educational opportunity must take place either concurrently with political change in South Africa or must lead the way to a just society.

Members of the De Lange committee had argued that educational provision should be based on the cornerstone of free association, which, taken to its logical and practical conclusion, would lead to desegregation and equal opportunity.

“There comes a time in the life of every nation where its own experts and prophets will reveal to it the truth in a scientific and clear-cut manner. For the Government these facts are not always palatable,” Mr. Sonn said.

“This may explain why the Minister of National Education hastened to establish a task force of people in which the Government has confidence.”

See Page 4.
Relief in sight at crowded black schools

By Abel Mabelane, East Rand Bureau

A total of 400 new classrooms are under construction in East Rand townships and should be completed by the end of March, according to the regional director of black education for the area, Mr D A Scholtz.

Mr Scholtz was commenting on the critical shortage of classrooms in black schools at a meeting of the East Rand Community Council's liaison committee.

In Tembisa more than 1,000 secondary school pupils are without proper accommodation.

Mr Scholtz said pupils with good school records would be allowed to continue in East Rand schools even if they were above the prescribed age.

But he said there were good reasons why pupils above the age limits set down by the Department of Education and Training — 19 years for Standard 8 and 21 years for matric — should not be enrolled at schools indiscriminately.

Children learned better when they were in a group of roughly the same age, he said.

Addressing himself to the shortage of classrooms on the East Rand, Mr Scholtz said his department expected to have 700 additional classrooms ready before the end of March.

Of these 300 had already been built and construction of the remaining 400 had begun. He said the department would put pressure on building contractors to complete the classrooms as soon as possible.

Mr Scholtz said accommodation problems at the Tembisa High School were caused by a building delay. The 14 new classrooms now being built should have been completed in November.

He told the committee that the impression of matric results on the East Rand had been formed on the basis of weak results at one or two schools in the area.

"Remove the two schools, then our results on the East Rand are good," Mr Scholtz said.

He added that results in black schools could be improved if parents became more involved in the education of their children instead of leaving everything in the hands of principals and teachers.
GRASSROOTS GET TOGETHER

Skills Crisis: Prof Backs

Amid a wave of school closures, the Department of Education and the National Education Act have been criticized for their handling of the crisis. Prof Backs, a former deputy director of the Department of Education, has called for a more direct involvement of grassroots communities in the education process.

A RETRIED teacher who attributes the education sector crisis to the lack of grassroots involvement, Prof Backs has proposed a model where community leaders take an active role in the education process. He argues that this would lead to more effective and relevant education outcomes.

"In the current model of education, the focus is on compliance and standardized testing," Prof Backs said. "But what we need is an education system that is more responsive to the needs of the communities it serves."

Another advocate of grassroots involvement in education is Ms. Jane, a parent of four children in a rural school. She has been involved in various community initiatives to improve the quality of education in her area. Ms. Jane has praised Prof Backs' proposals and believes they could be a game-changer for education in South Africa.

"The key is to empower communities," she said. "We need to give them the tools and resources to be able to shape their own education systems."

However, some educators have expressed concern about the feasibility of the grassroots model. They argue that it could lead to a lack of standardized education and a widening of the educational gap.

"While I understand the desire for community involvement," said Mr. Smith, a headmaster, "I'm concerned about the variability of education outcomes. It could lead to a situation where some children receive a high-quality education while others do not."

Prof Backs has responded to these concerns by arguing that a grassroots approach would lead to a more inclusive and equitable education system.

"We need to challenge the current model," he said. "We need to empower communities and give them the resources they need to make education work for them."

Despite the challenges, Prof Backs believes that a grassroots model could be a turning point for education in South Africa.

"We can't afford to wait any longer," he said. "We need to act now to ensure that every child in South Africa has access to quality education."
Black teachers stripped of credibility — lecturer

GRAHAMSTOWN — Black teachers had lost their credibility because of their involvement often against their will in the “apartheid system of education”, an educationist said here.

Mr Harold Herman, a senior lecturer at the University of the Western Cape, told the national education conference here that black teachers had never been willing participants in “the workings of the system”.

For this reason, said Mr Herman — himself a former teacher — their morale in the present educational crisis was justifiably low.

“The role and status of the teacher suffered badly after the disturbances of 1976 and 1980 and there will have to be considerable changes in the system of education before these are restored.

“Unfortunately the cancer of apartheid is destroying the spirit which is so necessary for constructive upliftment and progressive change.” he said.

Black teachers would only be able to play their full role as leaders of their pupils and their communities when their morale, dignity, self-respect and status were restored.

“Things will only change meaningfully when there is a substantial move towards democratisation, a more just system of education.

“In the South African situation this means one system for all people, which allows teachers, parents and pupils to participate in shaping their own future with a feeling of dignity and idealism.

Two basic steps which could put the black teacher on the level he belonged were the removal of barriers of separation in education, and the granting of citizenship rights. Mr Herman explained.

Relating his experiences during the Western Cape schools unrest in 1989, the former teacher said his colleagues had been caught up “somewhere between the radical views of the pupils, and the system”.

“During the unrest teachers found themselves in an untenable position. Most of them identified with the ideals of a non-racial society and rejected the ethnic label foisted upon them,” he said.

“They were, however, at times reticent to show overt support for the cause of the pupils for fear of reprisals.

“The confidence of teachers and the discipline in schools suffered badly.”

Today, Mr Herman said, pupils in black schools showed an acute awareness of the inequalities in the education system and in society, and repeatedly came into conflict with their parents.

Teachers too found it difficult to play a meaningful role and were hesitant of getting involved in “the system” for fear of being branded as part of it.

3 walk out of debate

GRAHAMSTOWN — Three delegates to the national conference on the future of education in South Africa walked out of proceedings while six voted against a decision to urge immediate implementation of the De Lange Report.

The development came during a lively end-of-conference debate.

The chairman of the conference planning committee, Dr G. R. Bozoli, agreed to accommodate the views of a dissident group of delegates by adding a statement to the end of his message to the Minister of National Education, Dr G. Viljoen.

The heavy emphasis in the De Lange report on the labour and manpower needs of the country, its consistent concern with the provision of skilled workers and the heavy emphasis based on career education and industrial training were cited as reasons for believing the government would use the report to streamline and reinforce apartheid.

Not until there were substantial political changes in South Africa would it be possible to make any fundamental changes in education, decision-making was not yet in the hands of a body representing South Africa as a whole, the dissidents’ statement said.

One delegate, Mr Peter Buckland of the University of Cape Town, asked to be dissociated from the final message to the minister if it did not contain the reservation and the dissonant group.

He then walked out of the conference, followed by at least two more delegates.

Dr Bozoli then read, for a second time, five statements which he said would be forwarded to the minister as reflecting the views of the conference.

They expressed support for: the main De Lange principles concerning equal education; a single ministry to control education for all South Africa’s peoples; the “permeating philosophy” of the De Lange report which reflected flexibility, freedom of choice, association and mobility as well as the principle of participation and involvement at all levels; a South African Council for Education with specialised advisory committees; and “the humanist premise” of proposals for education of equal quality for all.

A large majority of delegates voted in favour of the proposals and six of the dissidents, who had rented the conference hall, voted against. — DDC.
SA politics and education ‘closely linked’

By SHELAGH BLACKMAN
GRAHAMSTOWN — Equal education appeared possible only within a political system in which all participated fully in a just sharing of power, the president of the Cape Teachers Professional Association, Mr Franklin Sonn, said here today.

He was backed at the Future of Education conference, which began in Grahamstown today, by the Professor of Education at the University of Zululand, Professor A J Thembele, who said: “To us, education and politics are one and the same thing.”

The conference is being attended by top South African educationists and businessmen.

In his address, Mr Sonn emphasised that a “discussion on education in South Africa could never be a purely educational one”.

“The political aspect can never be separated,” he said.

Mr Sonn said the process of redistributing educational resources and creating equal opportunities had to take place either concurrently with political change in South Africa or had to lead the way to a just society.

Education could lead the way for the children of South Africa to a new, non-racial and open South Africa.

Equality of educational opportunity was crucial and had to be the first step towards equality of opportunity and oneness of citizenship.

Mr Sonn said delegates should use this “valuable experience” to find real answers for “our divisions”.

“We must confront bigots and hard-hearted people with the demands of change,” he said.

The critical shortage of skilled manpower in South Africa highlighted the South African dilemma more than anything else. Experts concerned primarily with economic growth emphasised the need for all South Africans to be trained.

Prof Thembele said that unless race discrimination was eliminated, a more equal distribution of land between black and white was introduced and blacks became totally involved in the political system, then equality in education for all remained an idle dream.

“Then the real issues were attended to then the dream would become reality,” he said.

Prof Thembele said the major constraints on equality in education opportunity were social, economic and political. Anyone who visited an urban black township such as Soweto, or a rural homeland like Lebowa, would recognise the theme.

Fundamentally, the situation was a consequence of trying to accommodate 89% of the population on 13.7% of the land and leaving 20% of the population with 68.3% of the land.

The social consequences were family disorganisation, illegitimacy, malnutrition and child neglect. These created conditions which made equality at the entry point of the educational system an idle dream.

The conference is being held to examine and make recommendations to Government on the De Lange report into education.
Shortage of schools still critical

There will still be a critical shortage of black education facilities on the Reef this year in spite of building programmes over the past two years. Educationists have ascribed this to the growing demand for black education.

When schools reopen next Wednesday, Soweto alone will have to accommodate an additional 23,000 pupils.

A spokesman for the Department of Education and Training, Mr E Engelbrecht, said that on the East Rand he expected problems "here and there" because progress in building new schools and additional classrooms at existing schools was slow.

The regional director for the DET, In Johannesburg, Mr Jaap Strydom, said four new schools in the Klipspruit-Pimville area had been built and many classrooms added to existing schools. But because there were more pupils entering school than leaving, there was tremendous pressure, aggravated by a shortage of teachers.

Mr Strydom said more technical workshops had been added to schools.
Are schools uniforms enough?

EAST LONDON — Back to school means roll on poverty for many parents — and never more so than this year.

But, it seems, they don't mind shelling out hundreds of rand each year as long as Johnny or Jamal looks good, a Daily Dispatch survey of school uniforms has shown.

Even though outfitters and parents agreed it would be cheaper and more practical to standardise South African school uniforms, they still prefer a different uniform for each school when it comes to THEIR offspring.

This year, parents can expect to pay up to R140 for a uniform for a senior school daughter — and that's excluding sports gear.

"It's ridiculous. It just goes up and up every year," said one parent, Mrs P. Vosloo. But when asked if she thought uniforms should be standardised, she replied: "No, it's nice to have different uniforms. Otherwise they all look the same."

Fitting out a 14-year-old girl could cost — depending on the school — about R58 for a blazer; R22.35 for a tunic; R12.25 for a jersey; R17.35 for shoes; R2.55 for panties; R3.15 for socks; R8.10 for a shirt; R9.25 for gym shorts and vest; and R14.50 for a haversack with a lining.

And, as shop assistant Mrs E Moyes pointed out: "That's only one uniform. What you really need is one for the wash, one to wear and one to lose."

Mrs Moyes advised parents to "Buy Big And Save", even if it did mean a bit of extra room for a couple of months.

But, as mother of four Mrs S. Mankenishe said: "You pay now and within a few months they've grown out of the clothes. And then we still have to pay for their schoolbooks too..."

But Mrs Mankenishe, too, was against the introduction of standardised uniforms.

The manager of an outfitting store in the city, Mr J Hunter, said: "While people remain individuals, they will go for an assortment of uniforms and clothes. But I do feel they should simplify the school clothes."

Mr Hunter believed tradition was the reason for elaborate uniforms and said the life and value one obtained from a quality uniform made it worthwhile spending a lot of money.

In the survey conducted it was clear that more and more parents are making use of school exchanges for their children's clothes, instead of buying new clothes every year.

The most expensive item of school clothing seems, undoubtedly, the blazer. But, as outfitters advise, they should be "Prices are reasonable for the quality you get," she said.

Although prices can differ drastically from school to school, uniforms for black and white children cost roughly the same.

A uniform for a little boy starting school can cost a total of R72.39: blazer R35.65; shorts R10.95; socks R8.55; jersey R8.25 and a shirt R4.40.
Cost of uniform for a boy of 10 years.

AND HERE'S THE BILL FOR ONE OUTFIT
EAST LONDON — An urgent appeal was made last night for improved schooling for coloured residents here.

The Coloured Management Committee decided to go against a suggestion that a new coloured secondary school be used as a primary school for a few years.

Reacting to a letter from the Department of Internal Affairs, the committee decided to ask that the school be used as a secondary school from the outset.

"Our children are suffering because of overcrowding," said Mr. J. F. Temmers. "There are countless high schools for blacks and whites, but we still only have one for our people."

Mr. D. W. Alexander added: "When we need things, we are told money is not available. But we are sick and tired of being given second class things — we want the real thing."

The committee decided to press for the new school to be used for Std. 5, 6 and 7 pupils from the word go. Two new primary schools are also due to be built in the area soon — one for Buffalo Flats Extensions 2 and 3, the other for Extensions 4 to 7. — DDR
Why the US wants to help in education of SA blacks

EDUCATION is central to peaceful evolutionary change in South Africa, and in that sense the classroom suggests itself as one very important key to United States policy towards South Africa.

This was said by the US Assistant Secretary of State for Africa, Dr Chester Crocker, at a conference arranged by Georgetown University's Centre for Strategic and International Studies in December.

The subject was "Furthering education of black South Africans — how can the United States best help?"

Dr Crocker believed there was "a clear indication that progress is being made", that "a continuing movement away from apartheid" was underway in South Africa.

While he admitted formal changes in the constitution were providing for power sharing had not yet taken place, he saw the creation of the President’s Council as significant, at the same time recognising its limited nature.

There were other developments which indicated South Africa was beginning to think in terms of one "unitary economy encompassing all its peoples", according to Dr Crocker.

These included the South African Government’s move to:

- "Co-opt the private sector through the forging of an informal political, military and business elite as an ally in the reform effort.

The United States Administration recently outlined why it felt an involvement in the education of black South Africans was both viable and necessary. Assistant Secretary for Africa, Dr Chester Crocker, said there were indications that the former one method of the formal African Government was involved in moving towards greater equality, particularly in education. One reason the US administration felt it should become involved in this area was that education was a central variable in the process that would influence attitudes and opportunities in the years ahead. SANDRA SMITH reports:

- "Establish a workable labour conciliation mechanism.

- "Accept in practice, if not in principle, the permanence of some urban blacks through the creation of a 69-year leasehold programme and demonstrate more responsiveness to their economic needs and aspirations.

- Other indicators of forward movement. Dr Crocker felt, were that, as a result of black wage gains in manufacturing and mining, the black share of national income had risen appreciably since 1970.

- Also, some petty apartheid had been eliminated, as well as certain restrictions on black business and housing. Dr Crocker admitted many of these changes had been made by creating special legal exemptions to apartheid laws, the basic structure of which remained intact.

- "Most significant with respect to the basic economic structure, black unions have won recognition and black apprentice training has been accelerated," Dr Crocker said.

- The Government had moved to dereacialise sports by eliminating all Government laws and regulations in this area, permitting sports bodies and athletes to compete on the basis of personal choice.

- And within the context of the structure of separate education the Government "appears to be taking a first step toward greater equality in education."

- To support this statement Dr Crocker mentioned the fact that free compulsory education through the seventh grade was being phased in for black Africans "in selected areas", and that spending on black education had increased.

- He admitted that the disparities between the amounts spent on educating black and white children remained enormous.

- In the context of the changes in the Government’s perception of its educational goals, an opportunity existed for the United States to play "a helpful role in meeting the educational needs of disadvantaged South Africans."

- In attempting to design a US response to the educational needs of black South Africans certain markers had to be observed, Dr Crocker said.

Any approach which was interventionist in nature would be opposed by the South African Government. The US approach would be formulated in consultation with South Africans of all groups.

It would have to reflect the needs and priorities of, particularly, the black community, and not be dictated to them.

The provision of scholarships for study abroad offered the top achievers within South Africa of addressing these needs and priorities. However, a purely scholarship programme could be said to benefit the top achievers within apartheid education while writing off its saddest victims.

The US Administration, in its review of the structure of US response to black South African educational needs, took into account education in the US, formal university education versus vocational training, curriculum development, teacher training, technical skills training and management training.

- "If change is underway in South Africa, albeit slowly, the choice confronting South Africa between radical violent revolution and peaceful evolutionary change is becoming even more starkly drawn," Dr Crocker said.

In a sense the choice which confronted South Africa and those who would influence it lay in part between the battlefield and the classroom. "Certainly, failure in the latter will hasten violent confrontation on the former," he said.

"Education is, therefore, central to peaceful evolutionary change — in that sense the classroom suggests itself as one very important key to our policy towards South Africa."

One reason the US administration believed education of black South Africans was a field appropriate of its attention was because education was a central variable in the process that would influence attitudes and opportunities in years ahead.

During the fiscal year 1982 the US Government was to undertake two programmes in its "long-standing commitment to helping meet the educational needs of South African and Namibian refugee students."

First the US would initiate a new intake of 50 Namibian and South African refugee students. (Through this programme nearly 800 Southern African students had been placed in university and other post-secondary training programmes since 1976)

Second, the US had contributed one million dollars to the United Nations education and training programme for Southern Africa in fiscal year 1982.
Blacks concerned at school shortage

By HARRY MASHABELA

MORE than 1.5-million black pupils in South Africa go to school today to begin the 1983 year fearing they may be turned away because of inadequate accommodation.

Mr. Gerhard Engelbrecht, chief liaison officer for the Department of Education and Training, said yesterday that 1.4-lilion primary school pupils and 255,000 secondary school children were expected to report to schools today.

Principals have been given quotas of children they can admit for the year and some will be carolling fewer than in previous years.

Mr. V. A. Mathabathe, chairman of the Tembisa Joint School Committee, said Spionkop Higher Primary, which in previous years had 1,300 pupils, can enrol only 1,000.

But Mr. Engelbrecht said there were 169 more primary schools than last year bringing the total to 8,750 and there were 11 more secondary schools bringing the total number to 199.
Mercury Reporter

A CONTROVERSY has arisen over the involvement of black pupils under the control of the KwaZulu Department of Education and Culture in a holiday study course conducted by Education Alive, an organisation which has affiliations with Scientology.

This week 60 pupils from KwaMashu received diplomas for having completed the course in study technology and diplomas were presented by Mr R Gross, a Durban-based consultant employed by Education Alive.

Mr Gross said yesterday that the consultancy for Education Alive was held by Scientology and that the study methods involved in the course had been evolved by Mr Ron Hubbard, the founder of Scientology. However, he said that Scientology as such is not involved. There is no attempt to put over Scientology's ideas.

The Minister of Education and Culture for KwaZulu, Dr Oscar Dhlomo, said yesterday that he had not been aware of any links with Scientology when representatives of Education Alive came to see him at Utundi to discuss the study course.

"I thought it was purely an educational endeavour to master the subject matter more efficiently," he said.

"The department did not detect in any of their handouts any links with Scientology," Dr Dhlomo said that if he had known at the time of the orientation of the courses, he would not have given his permission.

Involved

"We don't want any connection with that philosophy," he said.

The Natal Mercury was not able yesterday to make contact with any of the pupils involved in the latest course to establish whether any Scientology ideas were incorporated in the study technique.

The Church of Scientology, which has been a subject of controversy in many countries, came under fire in the September issue of the Reader's Digest following an earlier report which provoked an international outcry by the cult's membership.
Shortage of teachers and space at PE black schools

By JIMMY MATYU

THE Regional Director of the Department of Education and Training in Port Elizabeth, Mr Phillip Engelbrecht, claimed today no children had yet been turned away from black schools in the area because of overcrowding.

But one primary school principal in KwaZakele said yesterday that she had to turn away about 44 pupils because principals had been given quotas by the department for the number of pupils they could admit for the year.

She said she was told that the ratio was 40 pupils per teacher.

Mr Engelbrecht said that the figure was “just a guideline or a working figure” and that the admission of pupils would depend on the availability of classrooms at a school.

“More than R8 million will be spent in the Cape region for new schools and an addition of classrooms at schools where there is an acute shortage of accommodation,” he said.

Since Monday, hundreds of primary and post-primary school pupils have been enrolled.

Teachers claimed today that the number of pupils turning up at their schools was higher than last year, and they had already expressed fears of an acute accommodation problem or overcrowding in classrooms, especially in lower primary schools.

One principal in KwaZakele said yesterday she was first faced with a problem in the Sub A class. Last year more than 170 pupils passed in her Sub A classes and these now have to proceed to Sub B. Her three Sub B teachers each now had more than 50 pupils to teach.

High and junior secondary schools have also reported a high number of enrolments but principals said today that they had not been given orders by the department about the limit in the number of children they could admit for the year.
DET will build 571 classes

THE Department of Education and Training (DET) will build four new schools and 571 additional classrooms at existing schools in the East Rand this year in a bid to improve the shortage of schools in the area.

This was announced yesterday by Mr D A Scholtz, regional director of the highveld region, who also said that during the 1981/2 financial year the department had already completed 191 additional classrooms at existing schools.

He said: "At the moment we are busy building 571 additional classrooms and we hope to complete them within the next few weeks."

Mr Scholtz said after the department had completed building the 571 classrooms it would mean that the department would have provided 762 additional classrooms during the 1981/2 financial year to accommodate about 34,000 pupils.

He also said that plans for the building of a primary school in Vosloosrus, a secondary school in KwaThema, a primary and a secondary school in Tembisa were in advanced stages.

By MZIKAYISE EDOM

"We hope to start the actual building in May or June if all goes according to plan. It will take sometime before we can overcome the problem of overcrowding in East Rand schools but we hope to solve this problem in the next few years."

CHILDREN

Meanwhile, thousands of children enrolled at different schools in the East Rand yesterday, but there are fears secondary and high schools in Daveyton, Tembisa and Katlehong, may be faced with overcrowding.

In Tembisa alone, three junior secondary schools have to accommodate children from about 15 higher primary schools and in Daveyton, two junior secondary schools have to accommodate children from more than five higher primary schools.
DE LANGE DEADLINE

4/6/82

Education Reporter

MARCH 31 is the deadline for those wishing to make comment and recommendations to the Government on one of the most important documents in South African educational history — the De Lange Committee report on education.

The investigation was motivated by unrest at black schools last year, a shortage of skilled labour and dissatisfaction in the teaching profession.

The principles drawn up by the committee include the positive recognition of what is common as well as what is diverse in the religious and cultural way of life and the languages of the inhabitants of South Africa.

Education should recognize the freedom of choice of the individual, parents and organisations in society. It should meet the needs of the individual as well as those of society and economic development.

While differences could be allowed for, the committee emphasized equal education irrespective of race, color, creed or sex.

PROBLEMS

Studying the problems in education in South Africa, the committee said that formal schooling is not necessarily the effective instrument for bringing about social change and economic development that it is generally believed to be.

This is because investment in education can only show dividends if it can guarantee that the manpower potential of a country is applied productively in its development.

For this reason the committee devised an educational structure consisting of three phases with six years compulsory schooling, but nine years of secondary education to be completed either in formal or non-formal education.

OPTIMAL YEARS

The pre-basic phase would be one compulsory year aimed at preparing children for school before formal education is begun. Another year in this phase is optional.

Basic education, starting at the age of 8 or 9, would last six years and provide basic literacy and some understanding of life, so that the learner leaves school at this stage, he will be capable of being placed in an occupation or from career-oriented non-formal education.

TRAINING SPHERES

Basic education would be structured in modules, allowing for differentiation according to the difficulty pupils encounter in basic education.

After completion of basic education a pupil can leave school and start training in the spheres of non-formal education, e.g. apprenticing.

The post-basic phase is divided into three phases, the first two of three years' duration each and the last classified as 'higher education.' So the academics are sorted from the technically orientated.

The committee favours a move away from the dominance of the university entrance examination.

For foreseeing a tremendous strain on physical resources the committee recommends that schools be designed to function as a unit that could be shared by communities.

IMPLEMENTATION

Furthermore, where the Group Areas Act affects full use of schools, the committee recommends that if the provisions of the Act be disregarded as far as education facilities are concerned.

This brings the committee to the question of how equal education can best be implemented.

The section on management of education proposes a central first level whose responsibility it will be to establish standards, determine financing, basic conditions for service and examinations. This will be a single ministry.

TIERs

In addition a South African Council for Education representatives of all groups should be created by statute and the minister should be obliged to consult it.

Second level authorities will be responsible for education in defined areas. A third tier will allow for decentralization by parents and teachers.

At this 'local' level the greatest possible degree of autonomy should be given to the institutions that are closest to both parents and teachers — the school.

Also at this level associations of schools will be formed and the greatest possible weight given to the principle and practice of free association rather than to predetermine cultural identities.

RIGHT TO CHOOSE

On the question of equal education the report says that all children will be debarred from available educational opportunities from which they may benefit, on educationally irrelevant grounds.

Universities should be given the right to choose whom they will admit as students.

The report also pays attention to children with special educational needs, teacher training, financing, medical institution, supportive educational structures and the national sciences and mathematics.

In the volatile area of educationally irrelevant inequalities the report states: "This obviously relates only to inequalities generated through policy measures concerned with the provision of education.

STRATEGIES

The principle of justice requires that sound educational strategies be devised to compensate for genetic or environmental disadvantages in the system of education provision.

The Government response in an interim white paper was that all decisions taken would have to account of and fit in with the constitutional framework in which they would be implemented. Separate schools and ministries for different races are part of that framework.

THE training ship RSA provides an ideal training ground for hands-on seamen- ship schooling. Here student Pieter Mostert gets the feel of handling a heavy hauser on deck. See article on Page 6.

Supplement to The Argus, Thursday January 14, 1982
Overcrowded classrooms feared as schools reopen

EAST LONDON — If the figures for the first school day this year in Mdantsane and Duncan Village were anything to go by, there was going to be an acute accommodation problem, especially in lower primary schools. Teachers said yesterday:

Many said the reason for this was that the age limit for starting school had been dropped from seven years to six.

Secondary schools also reported high figures for applicants for Form 1 (Standard Six).

But the only secondary school in Duncan Village, Ebenzer Majomboni Senior Secondary School, reported low figures.

“We have had fewer than 10 pupils applying for accommodation in Form 1,” a teacher said.

“But this is normal for us because many parents prefer to send their children to schools in Mdantsane and only use us as a last resort.”

In Mdantsane principals of lower primary schools said the intake of Sub Standard A pupils would certainly be higher than last year.

They pointed out that it was raining yesterday morning but the general turnout had been good.

“We were warned by the Department of Education to keep our figures down because we have a reputation for taking in too many pupils,” one lower primary school principal said.

But she added that figures at her school were still low.

The most popular high school in Mdantsane, Mronkhe, reported a big turnout for Form 1: “We have five classrooms for Form 1 pupils and we have been instructed not to accommodate more than 45 in a class but we already have more than 200 pupils today and we may have to get in more than the stipulated figure a class,” the teacher handling admissions at the school said.

At Wongalethu High School there was a long queue of pupils trying to find accommodation for Forms 1 and 4.

“I don’t know how they expect us to admit Form 45 before we get junior certificate results,” a teacher said.

They hoped results would be available today.

Most principals of secondary and high schools were away in Zwelitsha for a meeting with the Cluster Director of Education, Mr D. Tom yesterday.

The circuit inspector of schools in Mdantsane, Mr M. Zani, was also reported to have gone to Zwelitsha and was not available for comment on the reopening of schools.

Efforts to contact Mr Tom were also unsuccessful.

In Zwelitsha yesterday hundreds of primary and post-primary pupils were enrolled.

They ranged from those starting Sub-Standard A to Standard 10.

Some of them were reported to have been left behind at school and their mothers who had taken them there.

Others seemed to enjoy the first day and played soccer and other games while teachers were busy with enrolments.

At Thembalabantu High School in Zwelitsha the staff had to cope with a long queue of students.

Not all came to register. Some who had attended classes at the school previously wanted testimonials to go to other schools.

Others wanted accommodation at the hostels. One student did not have enough money to pay the boarding fee for the quarter and had been referred to the principal by the boarding mistress.

The principal of another high school said they were not enrolling students who had written their final Standard 8 examinations last year for Standard 9 classes this year because results had not yet been released.

In Umtata, all Transkei primary and junior secondary schools reopened on Tuesday and today is the last day for admission of new pupils to junior secondary schools except for those transferred from other schools.

A Department of Education spokesman said February 1 would be the last day for admission of new pupils to Sub-Standard A.

High schools and teachers’ training colleges reopened on January 21.

Teachers at primary and junior secondary schools were busy yesterday with registration of students and it could not be established how many pupils in Sub Standard A had been enrolled. Statistics would be sent to the head of the department only in March.

Meanwhile the examination section of the department is not yet through with matric results. They hope results will be available early next week.
THE Soweto Teachers’ Action Committee (STAC) yesterday announced its intention to join hands with the newly formed ad-hoc committee which is to probe the current state of affairs in black education.

A spokesman for STAC, Mr Lekgan Mathabathe, who is also an executive member of the Committee of Ten, said the new committee needs to be given more muscle because of the importance of the subject it is to work on.

The committee, consisting of leading members of the black community, was formed last week following the high matric failure rate and the delay in releasing JC results.

Members of the new committee are: The Very Reverend Simeon Nkoane, Anglican Dean of Johannesburg; Mr HH Dlamini, general secretary of the African Teachers’ Association of SA (ATASA); Mr Leonard Mosala, a community leader; Rev Buti Thagale, of the Black Priest’s Solidarity Group; Mr Ishmael Michabola, a community leader and the Rev Joe Sisogo.

The committee has called a public meeting for Sunday, January 24, where parents and other members of the community can come together to share views on the matter.

The Department of Education and Training came under heavy attack by leading educationists and community leaders over its handling of last year’s exam paper leaks.

It was also slammed for delaying JC results and for raising the question of matric passes obtained by students, most of whom still do not know what symbols they obtained.

Mr Mathabathe said STAC would meet tonight to finalise details of a public meeting they will have on Sunday at Dohe YWCA and the question of having a joint meeting with the ad-hoc committee.

“We view this matter in a very serious light because if things don’t go well with our children, then the future of this country will go to the dogs.

“And as this is a national issue, we thought it necessary that we should have a common venue where we can formulate a common strategy. I therefore want to appeal to all parents, students and everybody to be present.

“We have a very serious situation on our hands as parents and if we don’t bring it under control now, it may be too late. This question of age limit restrictions on our children is the most sensitive and should be tackled at the earliest convenience.

“It is the fault neither of the parents nor of the students themselves that some of them have grown over the age limit of the classes they are in and we cannot allow the children to be punished by being denied education when they still want to be in the classroom,” he said.

The Rev Nkoane, responsible for making statements on behalf of the ad-hoc committee, was not available for comment yesterday.
White settlers in SA put to unviled site of first landing of Port Phillip London out in Victoria.

**Top Photographic Award**

In 1991, the Port Phillip London Board in Victoria, Australia received an award for photographic excellence in the field of historical documentation.

**No G-Strings**

Despite the controversy surrounding the award, the Port Phillip London Board maintained its commitment to preserving historical sites and educating the public about their significance.

**is too small market here — market NO G-Strings**

The award was seen as a validation of the board's efforts and a symbol of the community's dedication to preserving its history.

**and Stationary to pay for books to pay for books**

In the wake of the award, the Port Phillip London Board announced plans to expand the site and increase its visitor capacity.

**By Simon Bloom**
Black pupils forced to sign

By HARRY MASHABELA

BLACK parents are being made to sign statements absolving schools and the Government from blame in the event of their children being injured during school activities or trips.

The children are also required to declare that they will abide by the regulations of the Department of Education and Training and the rules of their schools.

They must undertake to subject themselves "to the authority vested in the school and its principal, teachers and prefects."

Both statements are included on a single form, which has been issued by the Department of Education and Training. It has aroused suspicion in parents and pupils.

Mr J Schoeman, Balan officer for the department, said yesterday that it was standard practice in all education departments to require of parents and pupils the undertakings set down on the form.

But spokesmen for both the Transvaal Education Department, which controls white schools, and the white Transvaal Teachers Association said white parents and pupils were not required to sign such undertakings.

Negligence

The TTA spokesman said parents were occasionally asked to sign indemnities when children were going on school trips — but it was not standard practice.

A TTD spokesman said: "Our department has no such form — it does not require such undertakings from parents or scholars."

Mr Schoeman, of the DBT, said the form which black parents were now required to sign did not mean to prevent parents from taking legal action in cases of negligence. A parent could, for instance, sue a principal if he beat his child to the extent that the child sustained injury.

"If a child was injured in a bus accident while on a school trip, the parent could also sue the driver of the bus and owners of the bus company — if the accident was a result of negligence," he said.

Mr Schoeman stressed that the form was intended to protect the school and the Government in cases where a pupil, for instance, broke a leg while taking part in sport.

'Deep well’ was only a
They were said to have been armed with Russian-made AK-47 rifles and revolvers. They were reported to have earlier fired on a car in which Mr Abdul Jack Bodholey of Lenasia was travelling.

The men were identified by sources at that time as 'under fire'.

A police spokesman said from Pretoria yesterday they could not comment on how they happened to have arrived in the area or what happened to the third man - named as a suspect at the time - who was arrested in the bushy areas of the region after the shoot-out.

plea to use preschool funds

By NORMAN NGALE

THE DEPARTMENT of Education and Training yesterday appealed to parents to use the subsidy made available by it for preschool programmes.

Mr G Engelbrecht, chief liaison officer of DET said yesterday that his department had made available R25 per child per quarter for the 5-year-olds to be given preparatory tuition.

He said the programme

A five-year-old was arrested in Pretoria for uttering and forgery of matric certificates.

Five men appeared before a Pretoria Magistrate yesterday facing charges of uttering and forgery of matric certificates. They are: Mr Moses Tikis Rasogo (25), Mr Daniel Ngwenya (22), Mr Mopeli Lesley Nkosi (30) and Mr David Seemola (27), all of Atteridgeville.

Mr Jimmy Lawrence Kekana (22) of Mamelodi, who appeared separately has been charged with the alleged theft of eight matric examination papers from the Department of Education and Training.

All men have pleaded not guilty.

Mr Rasoko, Mr Ngwenya and Mr Nkosi had their bail of R500 each extended.

Mr Seemola had his bail reduced to R50 and was also extended.

Mr Kekana was arrested on November 9 and the other four were arrested on November 17.

The facts

In the SOWETAN yesterday it was incorrectly reported that about 60 000 junior certificate candidates had not yet received their examination results. According to the Department of Education and Training, the correct number is 60 000 and not 60 000 as was stated. A telex transmission error was responsible for the addition of another

Fired workers back on the job

TWENTY-ONE of the 23 black workers fired "for disciplinary and efficiency reasons" following a strike by black workers and the printing of black workers' problems in the SOWETAN, the News and Sunday Times have been reinstated. They have been working for the past three weeks on the night shift.

The fact that the workers want to keep their jobs in the newspaper industry is also a factor in their decision.
the matter," he said.

Mrs Sinnah Seriteng, mother of Eskias said her son was arrested at a funeral service on Saturday and had been in detention until he was found dead on Monday morning.

"My son was assaulted with knobkerries by police. After his death we were not told until we went to court. This is the state of affairs in the state because normally when a person dies in detention there is an inquest and the family is informed. This has not happened," he said.

The police were not available to comment on the incident.

NOTE: The next Diploma course starts:

The Department of Information has confirmed the start of the course in September. The course will commence on the first day of the new academic year.

Says she would not experience the problems of her children earlier this year.

The school is overcrowded and the population problem has not been addressed.

The school is overcrowded, but the Ministry of Education promises to change the situation.

The school is overcrowded, but the Ministry of Education promises to change the situation.

By LEN KALANE

OUTSIDERS: TURN BACK

THE NUMBER OF SCHOOLCHILDREN ACCOMPANYED BY PARENTS, NECECITY ARE GIVEN EVERY SATURDAY MORNING FROM 8 AM TO 12.15 PM (THREE HOURS).

NOTE: The next Diploma course starts:

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Says she would not experience the problems of her children earlier this year.

The school is overcrowded and the population problem has not been addressed.

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A NEW crisis has arisen among Black students over examinations and examination results.

Many will miss out on writing the coming March and June matric supplementary examinations because of total confusion over registration.

Many students failed to register for the supplementary examinations because results were released long after the registration deadline.

Matric pupils who got school-leaving certificates are due to sit for supplementary examinations in March and June this year in order to qualify for matric exemption.

Deadlines for registering for the two examinations were January 15 and 22.

Many students failed to beat the deadline as a result of the late release of their results.

Some schools seem to be in the dark as to when, between the two months, their students should be writing.

There is also confusion as to when to write and how many subjects are allowed or supposed to write.

This week's students gathered at the Braamfontein offices of the Institute of Race Relations appealing for help.

The Institute said it appeared school principals are sticking to old regulations which the Department of Education and Training considers to be an unfair system and failed to register the deadline as pupils had to re-register.

Mrs Ina Perlman, regional secretary of the Institute, who is handling most of the complaints, said she was angered by the basic contempt with which officials have handled the matter.

"It's a case of mismanagement," she said.

"A lot of kids are students who went to school in the homes and none of them received their results later than their schools and failed to register the deadline as pupils had to re-register.

But Mr J Schoeman of the Department of Education and Training said the pupils could have registered by telegram.

"It is a hopeless situation," Mrs Perlman said.

"The thing I find so appalling is the basic contempt behind the whole thing. The officials who are supposed to be helping these kids don't seem to care. Such things should not be happening."

Mrs Perlman said the students wrote to the Institute for help just "the tip of the iceberg".

"They are so many that I've stopped counting."

One pupil, Jacqueline Mokoketsa, a pupil at Maritzburg Combined School in the Transkei, received her results on January 18 by phone and she still has not received a print-out of her results.

The deadline for registration was January 15. A letter from the Department to the Department of Education and Training could not help because she was told it was a homed matter.

Jacqueline will travel to the Transkei to sort out the problem. But she does not seem to have a chance.

Mrs Perlman said some pupils could not register in time simply because their schools told them registration forms were not available.

There was ignorance, she said, even among high-ranking Det officials on which category students fell under, and when they were supposed to write.

The Institute is sending the pupils to Pretoria with letters appealing to the Department to re-instate them.

But Mr Schoeman denied there was any confusion. He said the pupils had ample time to register. The Department was on top of it in all the cases, he said.

Meanwhile, not all JC candidates have received their results. Some pupils of former Black schools re-opened.

Mr Schoeman said Det was still working on the final print-out, which he could not say when it would be released. It was only certain subjects whose results were still outstanding, he said.

About 6 000 students are affected. Soveto principals referred all inquiries to Det.

**Official ‘contempt’ aggravates school leavers' exam chaos**

**Bold steps have to be taken soon to curb frustration**

E N D
EDUCATION

A time to pay

There are growing signs that the years of virtually free education for whites could be drawing to a close. Provincial education departments have recently experienced a series of sharp cutbacks in their annual allocations from central government. And with forecasts that the country could be entering a period of slower economic growth, contributions are not expected to improve.

Ray Haslam, Natal's MEC in charge of education, has already warned parents that they will have to dig into their pockets more deeply if current levels of spending by his department are to be maintained. Other provinces are in the same situation. Says Haslam: "We have all been charged with the responsibility of paring down our expenditure as much as possible."

According to Haslam, the country's national education budget increased by almost 100% during the current financial year. Significantly, most of the money was spent on the much-needed upgrading of black education. Haslam supports the government's new education priorities, but says the diversion of funds is having an ef-
f
fect on the money available for white education.

Natal's education budget has been trimmed twice this year by a total of R95m and the province has no indication of what size budget to expect for the next financial year. Some pointers are likely to emerge later this month when provincial councillors travel to Cape Town for the opening of Parliament and informal meetings with the Minister of Education, Dr Gerrit Viljoen. The year's education budget — which included contributions from parents and other sources — was R402m.

Haslam says he has been given an assurance by the Minister that the forthcoming allocation will be no lower. "But even if it is increased by 12.5%, we will still not be keeping abreast with the rate of inflation."

He points out that the State recently passed legislation to allow provinces to raise their own funds to balance their budgets — possibly by raising school fees.

Haslam's department is currently studying ways of passing on the burden of additional costs to parents. No decisions have been made and any changes in school fees are likely to be phased in over a period of years. "We want to do this as gradually and as painlessly as possible," he says.

The general feeling is that where the province renders a specific service, such as busing a child to school, parents should be expected to pay more. Busing costs the
Big stick for teachers

AT least six teachers are known to have been transferred to remote places, in most cases with demotion, in what is seen by many as victimization by the Department of Internal Affairs (Coloured Education).

At least five of the teachers were transferred due to the policy of the Department to reduce the number of teachers in certain areas. The sixth teacher was transferred due to a complaint made by a parent about the teacher's methods in the classroom.

This teacher, who has been with the school for ten years, was popular with the students but was accused of favouring certain students over others. The Department, however, stated that the transfer was due to budget cuts rather than any wrongdoing by the teacher.

A crying shame

The local community was shocked when they heard of the transfers and accused the Department of ignoring the needs of the students and teachers.

The Department, however, defended its actions, saying that it was necessary to make cuts in order to save money. They also stated that they would be looking into the complaints made about the teacher.

Local politicians have called for an investigation into the matter, and the Department has promised to look into the complaints and take action as necessary.

C. Herald 23/1/22
REGGIE OLIPHANT celebrated his 34th birthday in Kenhardt on Sunday, far away from his family. He didn't choose to do so; he had been separated from his wife and children by the fact that he had been transferred from his birthplace, Outshoorn, to Kenhardt by his employers, the department of coloured education.

"It was so sad this morning," he told me during a telephone conversation on Sunday night. "My wife gave me a birthday card when I left home at midnight on Friday, and when I opened it, it contained photographs of my children."

A member of the Congregational Church, he attended a service to start off his first full day in the town in which he is now to teach.

"It is a small place. There aren't many people. It's dry and hot. There are about three or four towns to a road, and four farms to a town. It's dark outside, because there are no street lights. There's no railway station at Kenhardt. The nearest station on the line between De Aar and Uniondale is 100 kilometres away, at Putsonderwater. I'd always thought that that was a joke. Now I know it exists."

TEACH

"In fact, in this area there are only two houses with electricity, and one of them belongs to the principal of the school at which I am to teach."

"Reggie's whole world turned topsy turvy in the five weeks since he was told that he was to be transferred from the Bergsig Primary School in Outshoorn to the Kenhardt Primary School in the northern Cape town close to the Orange River."

"On December 11 he was handed a letter by his then principal, Mr. A. J. Coetzee, informing him of the transfer. The letter was dated November 30."

"Shocked, outraged — and still with a charge of possessing banned literature hanging over him — he took steps to have the decision changed, but without any success."

"Then, just before Christmas, I telephoned Mr. W. Mattheys, the principal in Kenhardt, to arrange for accommodation, only to find that he had known about my transfer at least three weeks before I did, and had already made arrangements for me."

"I have taught at Bergsig for the dozen years of my existence, and was one of the only two of the original staff still at the school in December."

"What makes this transfer particularly difficult for me is that I had a new house built the last time a year ago. This was my duty as a bachelor, and there was no reason for me to think that I'd be moving from Outshoorn."

"What am I supposed to do about this now?"

Mrs. Elizabeth Oliphant, 36, is also a teacher. She, too, was born in Outshoorn, and except for the period of her training in Wellington, she has spent all her life in Outshoorn. She teaches at Bredasdorp, a few kilometres from Outshoorn. She plays tennis socially and I love sewing and baking."

FUTURE

"I don't know what the future holds for us. We'll just have to wait and see."

Reggie Oliphant has no pretensions to have been a politician. In 1960 he helped the Labour Party during the first CRC election, but soon realized that this whole business was a farce and dropped it."

"Because I was interested in the children in my care, I became involved in organizing sport and eventually became president of the South Western Districts Primary Schools Sports Board. Then, more recently, I became president of the South Western Districts Council on Sport."

CAPACITY

"For an anniversary I had
The year I claimed a month's rest for the commemoration of Women's Day. This was on August 29. On September 26 my name was listed in the Police Court. On October 8 I was arrested at school, I was booked up until December 15 when I appeared on a charge of conspiracy. Behind these facts is how I was arrested, and on December 15 the charge was withdrawn.

In my efforts to improve myself, I have been stopped at a certain point. The only other subject I was taught is Political Science. This should explain why literature of a political nature would be found on me.

NO COMPLAINTS

Do you know that there have never been any complaints about my work. My friend, Mr. De Kock, a well-known lawyer, has never asked for my release from prison. Of course I'm bitter, who wouldn't be?

UNFAIR What effect will this have on my children? One is 10, the other is four, and Cristal, I call her Nozi, as a result of the arrest, in which I told Mrs. Liliand Nozi to the Women's League of the ANC is one.

SEPARATED

'What must they think? And, when they grow older, what will they think of the people who have separated them from me? I have always done my best for my children, and though I will be working with a heavy heart, I'll do my best for the propagandists. After all, it's not their fault that I have been uprooted and planted where I do not want to be.

OBVIOUS

'It is obvious to me that this transfer has nothing to do with education, and everything to do with the Security Police who have hounded me for the past months. This is a disgrace, and deserves the severest condemnation.'
Teacher Transfers: In whose interest?

The transfer of certain teachers to one-horse towns from the schools where they taught until the end of last term is not a new phenomenon. However, to suggest, as did the Director of Education, that the transfers of such people as Vincent Farrell, Reggie Oliphant and Patrick Bastion are "normal" and in the interests of education, is to oversimplify, and easy and glib ways of explaining the inexplicable, and of drawing the curtain over the real reasons for their transfers.

Teachers joining the service of the Administration of Coloured Affairs know (or they should) the conditions of service, and one of these is the right of the employer to place the teacher where his services can best be utilised in the interests of education. But this is a condition which is rarely used, certainly not in as blatant a manner as has just become known.

It is quite understandable that a teacher is promoted, even without his applying for a specific post, if education can be served. But he is unlikely to be coerced into accepting the transfer if he does not want to move. This can regard as normal.

Transfers

One finds it difficult to accept as normal, transfers without promotion and without prior arrangement, to some far-flung post where there might not even have been a vacancy.

Perhaps the most celebrated transfer in recent years was that of the late Vicel Wessels from Livingston High School to Upington (it is difficult to get much further away from Cape Town and still remain in the Cape Province).

Wessels made no apology for his political beliefs, nor for stating them, and the education authorities probably thought they'd keep him quiet by packing him off.

Didn't Work

Well, it didn't work too well.

Firstly, he had never given up his teaching duties and he couldn't be faulted in his work. He applied himself as much in Upington as he had in Cape Town. Although Wessels would never have claimed any success for himself, it is true that results improved, and that many pupils were made more aware.

Secondly, he became a thorn in the side of the Education Minister, James (as it then was) in his campaign for the Black Education Act, and before one could say "Colonial Representative Council," he was transferred back to Cape Town, where a valuable eye could be kept on him.

There have been other transfers. Some of the teachers have accepted the transfers and have buried themselves in their work. Others have refused from the profession, so easing an even bigger teacher problem, especially since they are generally the best qualified teachers.

Reasons

There are many reasons for transfers. A teacher might be incompatible with the rest of the staff at his school, and be unsuccessful in his attempts at promoting. He might have domestic problems which manifest themselves at school and in his work. He might have personal problems, such as alcoholism, and a change of atmosphere and of town, might help him.

A teacher's special qualifications might be needed at a country town.

But nobody is suggesting that the three latest transfers have anything to do with these reasons.

The main reason for a transfer can be that the teacher has too firm a hold on his pupil charges, and experts a 'bad' influence over them. The point is, who decides what a 'bad' influence is:

The principal? The school committee? The education authorities? The Police?

In recent cases we can exclude the principle and the school committee. The education authorities are, understandably, non-committal, and the police are as silent as death.
made to quit his job.

Exiled coloured teacher

in the park hour.

Packed 22 years as teaching in Cape Town. Vincent Farrell has been moved to the remote Kenne area of Southland, which he insists are desirable for

accommodation because of its mild climate, but he has also been told that the white population there is only 70 per cent of the total.

Thr Volkenhooven

By SYLVIA VOLKENHOVEN
'Great Trek' closes school

By MIKE HEWITT

The "Great Trek" from the platteland was nowhere more evident this week than in the sleepy little town of Koringberg, where the principal was the only person who turned up at school on Wednesday.

Now the death-knell has sounded for the school — which served the farming community of the West Coast hamlet for 32 years.

"When the day comes that schools must close, it is very sad indeed," said Cape Director of Education Mr H A Lambrecht.

"But when the number of pupils dwindles to below seven, the ordinance stipulates that the school must close."

Last year, Laerskool Koringberg — which is equipped to cope with 240 pupils — had only 14 pupils, one teacher and a headmaster.

Built in 1949 as a high school with over a hundred pupils, its numbers decreased to the point where, in 1970, it was degraded to a primary school with 52 pupils.

Now last year's pupils — if their families have not left the platteland altogether — are being educated in Montagu, 15 km away.

Mr Lambrecht could not say whether the old school building would become a school for coloureds in the area.
Crisis in the classroom

Black parents hit out at 'too few schools and teachers'

THE Department of Education and Training came under attack this week from parents who say their children are not being adequately educated because of a serious shortage of teachers and classroom accommodation.

The department, which caters for black children who live in Natal but outside Kwazulu, was accused of ignoring requests for more teachers and for not providing enough school accommodation for their children.

In their complaints to the Sunday Tribune this week, the parents:

- Blamed the department for not hiring enough teachers, even though qualified personnel are currently jobless;
- Disclosed that in some classes pupils have to stand because there are no desks;
- Slammed the department for not planning ahead for the provision of accommodation.

The regional director of Education and Training in Natal, Mr Willem Lotz, denied there was a crisis but told the Sunday Tribune that as a result of cutbacks in the budget “we didn’t get everything we wanted”.

Chief public relations officer for the department in Pretoria, Gerhard Engelbrecht, also admitted that the school building programme was not keeping pace with the demand for teachers.

While reports from densely populated areas indicate that Natal has been left out in the cold as far as the provision of teachers is concerned, Mr Engelbrecht said “in general the position is under control”.

However, reliable sources told the Sunday Tribune this week that the regional office of the department had informed at least one principal that he should be eliminated by 1984.

There was a shortage of well-qualified teachers, he said, but the new in-service training programme grants scheme for teachers to upgrade themselves through the University of South Africa and the three-year post matric programme was alleviating the problem.

“We can’t solve it in one day,” he said.

Mr Engelbrecht said the Department’s building programme was not keeping pace with the number of teaching posts that were needed.

“It would be counterproductive to create additional posts when there is nowhere to teach,” he said.

He said he kept a few up my sleeve for occasions like this,” he said.

But our sources disclosed that the Nkosiivumzi Secondary School in Tongaat had requested eight teachers last year when they enrolled 932 pupils; but no extra teachers had been allocated to them. With an enrolment of 1100 pupils this year, an additional two teachers had been requested.

In addition the Tshelenkosi Secondary School in Shingwa, near Stanger, has eight teachers coping with 400 pupils and at the Chesterville Secondary School near Durban 14 teachers cope with 700 pupils.

“We are definitely experiencing a crisis,” one school principal said, “our classrooms are overcrowded and I have heard of instances where pupils are receiving no tuition at all because there simply are not enough teachers for them.

“The teacher-pupil load was unacceptable in 1981. There has been an increase of at least 10 percent in pupil enrollment this year. The decision not to give us any more teachers is outrageous,” a spokesman for the school committee said.

On average one teacher was coping with classes of between 50 and 80 pupils.

A number of parents
teaching posts that had been requested from Pretoria only 30 had been allocated. Another source said they were told 40 posts had been allocated to the Durban circuit which stretches from Durban to Emnambeni.

Mr Lotz yesterday denied that he had given anyone any figures.

"What I did say was that there had been a cut in our slice of the budget as had happened in all departments and the private sector as a result of a drop in the rand price and that we didn't get everything we wanted," Mr Lotz said. "No figures were ever discussed."

He would not say how many posts his department had asked for or how many they had been allocated.

He said the only critical shortage of teachers had occurred in the Tongaat area because "an inspector in that area did not plan ahead together with the people" and there had been a sudden influx of families to Tongaat.

would be prepared to pay for additional teachers themselves but under the Department's regulations, they were not permitted to do this.

This was confirmed by Mr Engelbrecht, who said this was a policy decision which could only be changed by the Director-General.

Accommodation is also a growing problem, particularly at high school level. Two schools had record pass rates in Standard Eight last year. At one of them 115 pupils out of a class of 125 passed JC but most of them have nowhere to continue their studies. The high school which has been allocated to them is full and they don't know where else to go.

In another high school students in two classrooms have to stand because school furniture promised to them in July last year has still not arrived.

"The necessary arrangements are being made for the expansion of buildings," Mr Lotz said.
The extent to which South Africa succeeds in redressing educational inequalities will largely be linked to its success in solving the crucial political problems besetting the country, Mr Franklin Sonn said in Cape Town at the weekend.

The president of the Union of Teachers' Associations of South Africa was addressing a seminar on education at the Spes Bona High School, Athlone. The seminar was a pre-conference to a national conference in Grahamstown early next month.

Mr Sonn said it was impossible to view education in isolation from the socio-political milieu in South Africa.

Mr Sonn's confidence stemmed from several considerations. Group Areas Act would become increasingly heartening and support for putting pressure on education if the country went to the Western Cape high schools increasing the number of black schools. The seminar reached the conclusion that black schools of black schools would increase.

The economic imperatives would compel the Government to abandon the apartheid ideology in order to have progress and growth in the country, Mr Sonn said.
Equal education is an ‘idle dream’

Work, not politics, matters—Nkombo

Argus-Africa Service

Education Reporter

H O W E V E R much the Government might wish to keep politics and education separate, there was no doubt in the minds of the 65 educationists at the seminar this weekend that the De Lange report was primarily a political document.

Addresses and discussions at Spes Bona High School in Athlone revealed on the political possibilities and probabilities brought into being in the report. The seminar was a preconference to a national conference to be held in Grahamstown in early March.

Nkombo says that De Lange's report is “inadequate in language and this presented an inadequate mastery of the language”.

DE Lange, who states that the report should take place in a new era of democracy and federation, has been prompted to believe that political reform has led to educational reform. An inspector pointed out that the Government had to rely on the report of the inspector, which was prepared by the Government's Department of Education. It was expected that the Government would make equal numbers of teachers and students.

The Government was expected to ensure equal distribution of funds to the provinces, and to improve the educational system of the country. The inspector's report was expected to be a basis for the government to make decisions.

Social

The social consequences of family dislocation, high rate of illegitimacy, and lack of proper instruction in the family and community were discussed.

Political Staff

The Steele Commission report on the matter is expected to be tabled in Parliament next week.

Green Lady
Meeting to make formal reply to De Lange

BY MARTIN FEINSTEIN

SIX of the 19 educators invited to address the 1920 Foundation national education conference in Grahamstown next month were members of the De Lange committee of inquiry into South Africa's education system.

The conference, to be held from February 4 to 6, is expected to condense a wide range of opinions into a formal response to the De Lange report in time for the Government's March 31 deadline for reaction.

The organisers said the conference would cover as much ground as possible in an attempt to assess the recommendations of the report, to explore strategies for implementing its proposals and to keep alive the issues it has raised.

Speakers

The conference will be opened by the former principal of the University of Cape Town, Sir Richard Lupt.

The speakers who served on the De Lange committee are Dr Ken Hartshorne, of the University of the Witwatersrand's Centre for Continuing Education; Mr Franklin Sman, principal of the Cape Peninsula Technikon; Mr A Pittendrigh, principal of the Natal Technikon; Professor S J Maharej, of the University of Durban-Westville; Professor B Vooloo, of Stellenbosch University; and Mr L M Taunayane, headmaster of Kotelhong Senior Secondary School.

Meanwhile, two seminars on the De Lange report take place at the Witwatersrand this week in preparation for the national conference.

The first, which takes place at 2pm today in the Administration Board Hall at Sebeckeng, Vanderbijlpark, will deal with education's role in development and manpower.

It is organised by the Technical and Education Foundation of South Africa, with support from the Vaal-Orange Administration Board and the 1920 Foundation.

Speakers will include prominent academics from the University of Bophutatswana, Potchefstroom University for Christian Higher Education, and Stellenbosch University.

Seminar

The second seminar, organised by the Transvaal Teachers' Association on behalf of the 1920 Foundation, takes place at the University of the Witwatersrand's Senate House on Saturday, January 30, at 9am.

Speakers include Dr Ken Hartshorne and Mr Dennis Etheredge, an executive director of Anglo-American.

The other speakers at the Grahamstown 1920 Foundation national education conference will be Mr A J Thawbela of the University of Zululand; Professor J McInerney of the University of Natal; Professor W Hanzel of Stellenbosch University; Dr D S Kandembo, principal of Rhodes University; Dr Robie Lee of the Lutheran Foundation; Professor Ray Turner of Rhodes University; Mr J Stander of the Cape Town Teachers Training College; and Mr G F van der Hoven, headmaster of the Spes Boni Senior Secondary School. Cape Town; Professor Charles Reed, professor of arts education at Witwatersrand; Professor J R Espin, former principal of Witwatersrand; Mr Howard Herrmann, professor of education at the University of the Western Cape; and Professor B White, also of Witwatersrand.
No law yet for change in education

Company probes chain letter

Assurance on city geyser

Gay art

Dr Gerrit Viljoen

Guinea

(Continued from Page 1)

3 Peace Talk (M. Roberts) 57
3 Prince Fireball (R. Harvey) 57
3 Prince Thunder (L. Amos) 57
3 Shooting Season (T. Verma) 57
3 Versailles (D. Mar-

cos) 57
3 Wolf Power (J. Lloyd) 57
3 Bovard (R. Sharpe) 55.5
3 Lear (J. Mc
gear) 55.5
3 Scottie (M. Cawker) 55.5
3 Scratched or eliminated by the handicapper were
Beaum, Besofo, Catur
ba, Chippenneek, Cool,
Blue, Longshot, Golden
Horse, Chance, Mr. O'Grady, New
Haven, Prince of Peace, Symbolism, Tomatoes, Viki
3 Apex fares to be raised

GENEVA — Major world
airlines, flying the Lusitania
route, have agreed to put up
more money to the Apex 28-day
advance system, officials said.

The new fare scheme, com-
ing into operation between
March 1 and May 31, was approved at a meeting in New York
hosted by the International
Air Transport Association. — Sap.
Reuter.

The letter read that it had
been around the world at least
times and that it would be
forwarded to friends within
eight days of receiving it.

LOTTERY

The letter said that a
man had sent out letters
with a letter of $28.6 million later in the letter. Another
man from the Philippines said
he received the letter after he failed to calculate the
prize.

"My wife was ill at the
time and when she read the
letter, she thought I was proba-

bly in it. I did not get it..." came from Mr. Dower.

He described the letter
as "instructive" and "in forming me," to estab-
lish, who had sent the letter. For information from the Old Mutual.

WORRIED

Worried Old Mutual is trying to find the man, through,
without success, to estab-
lish, who had sent the letter. For information from the Old Mutual.

Mr H J Winterbach, manager of the Old
Mutual's financial advice-
service department, said
where the evidence was adduced before the matter could be fully
investigated.

He said the company
took the "press view" of the matter and it would continue to be thoroughly
investigated.

We distance ourselves
from the letter and once
the culprit has been found, the necessary
disciplinary action will be
taken," said Mr Winterbach.

Gay art

(Continued from Page 1)

Then you get to Stuart.
Stuart is the cool type,
cooling in full contact
with the gray fields - hat box
stitchery, rain
clouds in the distance.

ing on Friday

before 11 am.

Those taking part in
the ceremony will include
Mr. P W Botha, Mr. Botha, and
S. P. Hall, the
Chief of the Defence
Force, General Viljoen, and oth-
er dignitaries.

The Cane Corps
banded the National
Arms and a 21-gun
salute was fired.

Traffic

The National Anthem
will be played by mili-
tary bands.

The funeral was to
end at 10 am and the
procession will include
Aldersley, Lebo and
other streets. The sta-
dard of St. George will also be carried.

The Cane Corps band
played the National
Arms and a 21-gun
salute was fired.

A CHAIN letter, which
made the recipient's life
worse than ever, might
have caused an uproar in
the Old Mutual office
then the envelope was sent.

I wanted to use the
Old Mutual and cancel
my policy when I rec-
rived the letter," said an
unnamed official.

The letter read that it
had been around the
world at least
times and that it
would be forwarded to
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I wanted to use the
Old Mutual and cancel
my policy when I rec-
rived the letter," said an
unnamed official.

The letter read that it
had been around the
world at least
times and that it
would be forwarded to
friends within
eight days of receiving it.
No Bill to back reform in education

Political Staff

CAPE TOWN — No legislative steps will be taken this year to implement the extensive changes in the education system recommended by the De Lange Committee last year.

Dr Viljoen, Minister of National Education has said it would be "unrealistic to expect the legislation this year."

But he pointed out that there were non-controversial aspects of the report, which did not require legislation to enable their implementation. These included providing facilities for gifted children.

Dr Viljoen said that a detailed White Paper could be expected during the coming session of Parliament after the joint committees of Government officials and educationists had completed taking evidence from interested parties.

He compared changes in the education system to those made in the labour relations field following the Wielahn Commission.

Preliminary structures would be created to pave the way for the machinery needed to implement change.

He said there had been certain misinterpretations about the De Lange Report which he felt had been partly clarified.

These mistaken impressions, concerned, among other things, the recommendation by the committee for a single ministry to control education.

Dr R W L Eksteen has been appointed Director of Educational Planning in the Department of National Education. Dr Eksteen was Head Educational Planner.

Mr J A de Jager has been appointed Director of Education (School Education) in the Department of National Education. He was previously in the Department of National Education in South West Africa.

Mr K J Bodenstein has been appointed Director for the Advancement of Sport in the Department of National Education.

Mr F R Schmidt has been promoted to the post of Director of Education (Post-School Education) in the Department of National Education. He was previously Head Educational Planner (Technical).
PRESSURE on the Government to release the confidential Relief Committee report on higher education for urban blacks mounted yesterday, with a fourth influential committee member urging its publication.

Professor Tjart van der Walt, rector of the Potchefstroom University for Christian Higher Education, added his voice to three other committee members — all prominent educationists — who have come out in favour of the report's release.

The report, details of which were leaked to the Press this week, suggests that the Ministerial permit system for study across the colour line be scrapped, and that universities reserve the right to choose whom to admit.

'No objection'

It could therefore embarrass the Government, which has gone ahead with plans for the Institute, a sis-only Vista University outside Pietersburg.

Professor Van der Walt said he would welcome publication of the report, as he had warned that the kind of work we did may be of such importance that it could make more of a contribution if all particulars were published.

'I would have no objection to publication of the whole report. There is nothing secret in it — on the contrary, its contents are very important.'

'The facts we dealt with in the course of our investigation may contribute something to the future of black education,' he said.

He added, however, that it was the Government's prerogative to withhold the report, as it had been commissioned by the Department of Education and Training (DET).

Two of the three other committee members who would like the report released are the vice-chancellor of the University of the Witwatersrand, Professor D J du Plessis, and Professor A C N Khubeka, principal of the University of Zululand.

The third is a prominent black educationist who has asked not to be named.

Their comments were echoed by the Opposition spokesman on education, Dr Alex Boraine.

Dr Boraine said he had first urged the report's release in Parliament last year, after the Minister of Education and Training had refused to issue copies to anyone.

Copies were subsequently issued, in confidence, to a Parliamentary select committee which included Dr Boraine.

I now renew my call on the Government to release this report immediately if it has nothing to hide," Dr Boraine said yesterday, "and also in order that members of the committee should not be misrepresented."

A DET spokesman said the department had no comment. However, the Director-General of Education and Training, Mr G J Rousseau, said earlier this week that anyone who thought the creation of Vista ran counter to the report's recommendations was making a "very, very serious mistake".

Both the report and the policy behind Vista, he said, reflected "a very definite recognition of the need for additional university education for blacks, and that this extend beyond the national states to the townships themselves."

Meanwhile, Vista University's credibility has been struck a serious blow by the decision of three universities not to nominate members to the new university's council.

They are the Universities of the Witwatersrand, Cape Town and Natal.

Their decision stems from long-standing opposition to the principle of segregated institutions.

The soon-to-be-appointed rector of Vista, Professor C F Kramer — now vice-rector (planning) at Unisa — could not be contacted for comment, but it is understood that he is reluctant to speak on the new university's affairs until he officially takes up his position next week.
Conference to discuss De Lange report

GRAHAMSTOWN — The De Lange report on education, tabled in Parliament last year, will be discussed in depth at a special education conference at the 1820 Settlers' Monument here from February 4 to 6.

The aim of the conference is to give educators and representatives of the government and private bodies the opportunity to discuss the De Lange Committee's controversial findings and to formulate solutions to present problems in education in terms of the report.

The De Lange Committee was convened by the Human Sciences Research Council at the request of the Prime Minister, Mr P.W. Botha, and consisted of 24 educationists of all races who conducted an exhaustive investigation into education in South Africa.

When the report was tabled on October 8, the government poured cold water on several key recommendations, but official response was delayed until all "interested parties" had been given the opportunity to comment on the report by the end of March.

The key recommendations rejected the present apartheid system of education and proposed alternative education policies which cut straight across all the major features of government policy.

One of the committee’s most important recommendations — that white state schools be allowed to admit blacks — directly contradicted a "non-negotiable" cornerstone of the government’s policy of separate education for different races. This recommendation, in addition to one advocating a single education department, was effectively rejected in the government’s provisional White Paper published soon after the committee’s report was released. Because they were incompatible with National Party policy.

The government’s reaction to the report caused a rift among members of the committee, many of whom expressed their disappointment at the government’s response.

The leader of the dissident group, Dr Ken Hartsog, and a committee member, Mr Franklin Botha, issued a statement expressing disappointment at the government's response. They have called for a comprehensive reevaluation of the report's recommendations.

address followed by Education for Development in South Africa during which the aims and purposes of education in South Africa as well as inequality and opportunity will be discussed. The afternoon will be devoted to talks on a new school system for South Africa during which the HSRC proposals and career education will be spotlighted.

• Friday 5: Non-formal adult training and education as well as a new approach to higher education will be discussed in Education beyond the School during the morning session. The curriculum and the teacher will be discussed during the afternoon.

• Saturday 6: Decision-making, policies and management will come under scrutiny during the morning while Strategies for Change: the first steps will be debated during the afternoon. Conference delegates will be asked whether the HSRC report offers a basis for change and what the first steps to be taken are.

The conference’s keynote address will be given by Sir Richard Layt. Among several speakers who have accepted invitations are: Dr Robin Lee of the Urban Foundation, Prof J. Niven of Natal University, Dr S. Henderson, vice-chancellor of Rhodes University, and the former headmaster of Selborne College, Mr J. Stonier.

Meanwhile our Johannesburg correspondent reports that about 2,500 delegates are expected at the “volkscongres” on the De Lange education report, to be held in Bloemfontein in March.

Agendas for the conference, organised by the Federatie van Afrikaanse Kultuurverenigings (FAK), have already been circulated, and six topics have been highlighted for discussion.

They include the principles of education in South Africa, educational management in terms of the Christian national approach, education structures and involvement and the role of parents.

As with the Grahamstown conference next month, the FAK conference proceedings are to be handed to the government before the March 31 deadline.
planning committee, headed by Prof G. R. Brozzoli, the former vice-chancellor of Wits University.

The conference has been preceded by a number of seminars held on a regional basis throughout the country during November and January.

The provisional programme is:

- **Wednesday 3:** registration.
- **Thursday 4:** 8 am. registration. 8.30 am. keynote

The conference chairman will be Professor W. L. Mouton, principal of the University of the Orange Free State.

According to the secretary of the FAK, invitations have been sent to hundreds of church councils, school governing boards and cultural organisations.

The conference's aim, according to the agenda, is to “put forward the combined standpoint of Christian-Afrikaners.” — DDR
EDUCATION TAKE-OVER

A TAKE-OVER of senior posts in Natal Education Department headquarters by Afrikaans is causing concern in education circles in the province.

Figures in the possession of the Sunday Tribune show Afrikaans speakers outnumber English speakers by almost four to one in the department headquarters — in a province where English-speaking teachers and pupils far outnumber their Afrikaans counterparts.

Although there are claims that the imbalance smacks of Broederbond infiltration, this has been denied. But the concern remains.

Education director Dr Gerald Hoesing says a balance between the two language groups is necessary to maintain public confidence.

This week the Sunday Tribune takes an in-depth look at causes for the imbalance and the issues involved.

* See page 23.
THE Reagan administration is investigating ways of assisting black education in South Africa because it regards education as central to peaceful evolutionary change.

A decade ago, such overtures from a foreign government would have been met with suspicion by Pretoria and it is a safe bet that under former President Jimmy Carter such a scheme would have been unacceptable.

The success to power of the Reagan administration has brought an easing of tension in the corridors of power in Pretoria to the extent that government officials no longer feel that they have to be on the defensive all the time. They have a friend in Washington, after all.

There is also an acute awareness that President Reagan presents something of a last chance for Pretoria and that if progress is not to be made, it had better be made now.

Education is one of the fields where America believes it can accelerate the forces of change away from apartheid.

America’s Assistant Secretary of State for Africa, Dr Chester Crocker, regards education as an engine for social change.

In a recent address in Washington on the subject of fostering the education of black South Africans, he said: “What we see as a continuing evolution away from apartheid is in fact underway.”

Several days before his Washington address, two officials of the Agency for International Development completed a fortnight’s fact-finding tour of South Africa, canvassing black and white responses to the American plan.

One of the issues the Americans will have to overcome in implementing their plan will be to carry it off without appearing to support South Africa’s segregated education system.

At the same time Left and Rightwing groups in South Africa are expected to criticize the American scheme — each for his own reasons.

In Government circles, however, the scheme is not expected to run into serious opposition. The two American officials from the Agency for International Development, Mr W Haven North and Mr Ted D Morse, met with officials of the separate departments which control white and black education during their recent visit.

An official statement was issued on the discussions, but the mood among educationists in Pretoria towards the American move to bolster black education is: “Why not?”

South Africa faces a daunting task in providing education for all population groups.

In the year 2,000, only 10 years from now, South Africa will have a total population of 46,500,000 — 40,700,000 blacks and 5,800,000 whites.

The implications for the size of the school-going population are staggering. By 1990, 41.1 percent of an esti-
2 500 to discuss De Lange report

By MARTIN FEINSTEIN

ABOUT 2 500 delegates are expected at the "Volkskongres" on the De Lange education report, to be held in Bloemfontein in March.

Agendas for the conference, organised by the Federasie van Afrikaanse Kultuur- vereneginge (FAK), have already been circulated and six topics have been highlighted for discussion.

They include the principles of education in South Africa, educational management in terms of the national Christian approach, education structures and involvement and the role of parents.

Proceedings

As with the 1829 Foundation conference in Grahamstown next month, the FAK conference proceedings are to be handed to the Government before the March 31 deadline for responses to the De Lange report.

The conference chairman will be Professor W L Mouton, principal of the University of the Orange Free State.

According to FAK's secretary, invitations have been sent to hundreds of church councils, school boards and cultural organisations.

The conference's aim, according to the agenda, is to "put forward the combined standpoint of Christian Afrikaners" regarding the report.
Plans to ease crowding

Details of building programmes aimed at easing overcrowding in black schools are expected to be released before end of May this year.

Mr Job Schoeman, senior liaison officer of the Department of Education and Training, told The SOWETAN yesterday that all details of the planned programmes for the financial year starting in April 1, had been submitted in time for the next Parliamentary session.

"At the moment we cannot release any particulars as we are still waiting for the approval of the budget in Parliament in May," Mr Schoeman said.

He said all the building programmes started at the beginning of the current financial year would be completed in two months' time. The department spent about R21-million on the building of new schools in Soweto over the past two years.

The projects included the construction of 13 new secondary schools, the addition of 172 classrooms to existing high schools and 11 centres for woodwork lessons.

See page 13.
Call for De Lange in the ‘homelands’

THE IMPLEMENTATION of the De Lange Commission results should be put into operation in independent states for the development of manpower and provision of education, a University of Bophuthatswana lecturer, Mr F Louw, said yesterday.

Addressing a seminar in Sebokeng on the De Lange report recommendations he said the interdependent relationships between these states implied that all aspects of manpower development should be co-ordinated.

The De Lange report committee was appointed by the Cabinet to make an inquiry into the education system in South Africa.

The seminar’s aim was to condense a wide range of opinions into a formal response to the report to meet the Government’s March 31 deadline for reaction.

SPARKERS

Speakers included Dr H T Steyn of Potchefstroom University, Professor W L Rautenbach of the University of Stellenbosch, Dr J Kriel, Rector of the University of Bophuthatswana, Prof J H Weber and Prof J Coetzee both of Developmental Potential of the Vaal Triangle and Manpower needs.

Mr Louw said the De Lange report should be discussed on a multilateral basis in southern Africa and that it should also be regarded as one of the most important reasons to have a confederal government in educational system in Bophuthatswana, Ciskei, Venda and Transkei in order that manpower and development should be co-ordinated.

MONEY

He said Bophuthatswana, for example, could not equate expenditure on education because it did not have sufficient money.

South Africa employed 65 percent of Bophuthatswana citizens and if these people were not trained and educated on the basis of the report, they would not serve SA well — hence the importance of the co-ordination.

There was also large scale unemployment in Bophuthatswana and the training and education of the citizens, in terms of the report, could help alleviate the problem. Most people would be able to find jobs and bring an economic boom.

A severe lack of skilled manpower also proposed a well differentiated new system of education which would lead to a well balanced education to meet the needs of a de-

ENDOCTRINATE

South Africans should be indoctrinated with education at all levels so as to enable pupils to modernise current cultures to such an extent that their value system would adjust to the requirements of developing South Africa, he said.

Prof Coetzee said it was vital that the private sector be made aware of the educational needs of all South Africans to enable the labour force to be skilled.

A similar seminar will be held in Grahamstown next weekend where 19 educationists will be invited to address the conference. Most of them were members of the De Lange Committee.
Trek' leaves black schools overcrowded and white ones 'empty'

By Sylvia Vollenhoven

A TREK to the cities is leaving white schools 'empty' on the platteland while black facilities are overcrowded. But racial attitudes will not allow children into classrooms on the 'wrong' side of town.

The situation was highlighted recently when a white school in Koringberg— it can accommodate 240 pupils — was closed.

At Piekemur, 34 km away, the coloured school is 177 percent full.

But Mr P.J.J. Kellerman, secretary of the school committee administering the affairs of the Koringberg Primary School, says accommodating black children in the 'hearts of town' is unthinkable.

OBJECTIONS

'It is totally impractical. There will be objections. We cannot agree to that,' said Mr Kellerman.

Asked why it was not possible, he said: 'Because there is merely a street separating the school from our community centre, but I don't want to comment any more at this stage.'

Mr Jan van Eck, the Progressive Federal Party provincial spokesman on education, says 13 white schools were closed during 1980 and two others were amalgamated because of a drop in the number of pupils.

The De Lange report on education recommends that empty or 'underutilised' white schools should be used by other races and that the provisions of the Group Areas Act should be 'disregarded as far as education facilities are concerned.'

Mr W Bouwer, the MEC in charge of education, said, however, it was not possible for the Administrator to issue such a directive.

PRIVATE

When a school owned by the Administration — many are privately owned on the platteland — was closed, it was offered for sale to government departments.

Coloured and black education authorities were at liberty to buy the schools, if they had permission from the Department of Community Development, he said.

More red tape would oblige the DCD to get the consent of whites in the town before issuing a special permit.
The Department of Education

Government counter

Issues on black education

Through the council for education and training

Introduction

In the context of continually increasing effort and expenditure on education and training, the Department of Education introduces a number of policies aimed at improving the education system. These policies are designed to address the challenges faced by the education sector, including funding, curriculum, and teacher training. The department aims to ensure that education is accessible and relevant to all South Africans, promoting equity and excellence in education.

Field of Education

The Department of Education oversees the implementation of policies that guide the education sector. It works closely with various stakeholders, including provincial and local governments, to ensure that the needs of students are met. The department is committed to providing quality education that prepares students for life and future careers.

National Strategy

The National Strategy for Education is a comprehensive plan that outlines the department's vision and goals for the education sector. It focuses on improving the quality of education, increasing access to learning opportunities, and enhancing the cognitive, social, and moral development of children. The strategy is guided by the principles of equity, quality, and relevance.

Funding

The department plays a crucial role in securing and distributing funding for education. It negotiates with various stakeholders to ensure that the necessary resources are available to support the implementation of educational programs. The department also monitors the allocation and utilization of funds to ensure that they are used effectively and efficiently.

Curriculum

The curriculum is an integral part of the education system, and the Department of Education is responsible for its development and implementation. The curriculum is designed to be inclusive, providing a holistic education that prepares students for life in a diverse and rapidly changing world. The department collaborates with education experts to ensure that the curriculum is up-to-date and relevant.

Teacher Training

Teacher training is essential for the quality of education. The Department of Education invests in teacher development programs to ensure that educators are equipped with the knowledge and skills necessary to deliver high-quality education. These programs include professional development workshops, mentoring schemes, and other initiatives aimed at supporting educators in their roles.

Monitoring and Evaluation

The department conducts regular monitoring and evaluation of educational programs to assess their effectiveness and identify areas for improvement. This process helps to ensure that the education system is responsive to the needs of students and communities. The department collaborates with experts and stakeholders to develop and implement evaluation tools.

Policy Implementation

The Department of Education is responsible for the implementation of educational policies. It works with provincial and local authorities to ensure that policies are effectively translated into action. The department monitors the implementation of policies and provides guidance and support to ensure that they are carried out according to plan.

Conclusion

The Department of Education is at the forefront of ensuring that all South Africans have access to quality education. Its commitment to improving the education system is evident in its policies, programs, and initiatives. Through collaboration, innovation, and a focus on excellence, the department continues to shape the future of education in South Africa.
A plus' sign in Soweto schools

Education in Soweto has come a long way during the past five years. That much is undeniable.

A lot of money for new schools — more than R22 million — much drive and dedication and a creative manipulation of bureaucracy is what has made the difference.

The man behind the thrust that has lifted much of the gloom around schooling in Soweto is Mr Jaap Strydom, transferred to the educational hot seat right after the riots of 1976 shattered so many lives and pet theories.

The inheritance Mr Strydom came into was a desperate one: demoralised teachers, vastly inferior facilities, hostile pupils and above all, a hated "Bantu Education" system.

His priorities were immediately evident: build more and better schools fast; train more and better teachers.

Over the past five years Mr Strydom has spent R22 million on new primary, secondary and high schools plus additional classrooms at established schools — much more than the total spending on Soweto's schools during the previous 25 years.

But now that the provision of facilities is slowly coming right, the other priority — forcing fresh attention and new solutions.

"We are often criticised for not going fast enough, not providing better quality education," says Mr Strydom who also has the reconstruction of schooling in Alexandra Township as his responsibility.

"But many people pay only lip service to black training. We desperately need teachers — people to train in technical teachers. And this is where private enterprise must help us."

"Many firms have highly qualified people in areas such as electronics, technical drawing, fitting and turning, mechanics. We are now asking the private sector to second one or two such people from their firms for a year or two to help us train technical teachers in Soweto."

"It is absolutely vital that we get these trainers now. Firms must now come forward and say, "We are prepared to help."

And it is specifically in the direction of technical education that Mr Strydom has moved with initiative and imagination.

One of his innovations — done, one might say, in spite of the slow-grinding wheels of bureaucracy — was to take 155 male and female primary school teachers, put them through an intensive one year training course at Soweto's Molapo Technical Centre (last year) and feed them into 11 secondary schools at the beginning of this year.

MR STRYDOM

"I can speak for a week on our in-service training programmes for teachers — in maths, science, biology, English, Afrikaans, technical subjects," says Mr Strydom.

"This year for the first time the Department of Education and Training is subsidising children (R100 a child a year) at Nursery schools. "This is a big breakthrough," he added.

"This means we now need nursery school teachers and so this year we introduced a three-year diploma course for nursery school teachers at the Soweto College of Education," Mr Strydom added.

The college itself — funded by private enterprise — is being extended to take 600 teachers-in-training.

DAUNTING

The sheer size of Soweto and its educational demands remain daunting. Too many children still have inadequate facilities; most schools still have to be electrified: depressing numbers of teachers are still underqualified.

But the plus side is what Mr Strydom and his teachers have achieved. Education in Soweto has begun to turn around.

"There is no instant solution. It's hard work all the way to deal with a bowing department and a growing demand.

"And I must emphasise that the quality of education depends on what takes place in the classroom. It doesn't exist in the name of a department.

"My big problem is that I can build a school in six months or a year. But I cannot train a teacher in a short space of time."

Five years of creative administration and many millions of rands have vastly improved education in the black township. But new priorities, needing the direct involvement of the private sector, are now demanding urgent attention.

Anthony Duignan reports.
FREEDOM OF EDUCATION

MORE THAN ME, MY BOY
THIS IS GOING TO HURT YOU

FREE EDUCATION OVER SOON FOR SA WHITES

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BY JOHN BATTENBERG

Post Focus
Switching to CBE

Computer-based education (CBE) is set to take off in the Eighties. The sheer pressure of SA’s training needs and critical shortage of instructors will force local companies to look more closely at this alternative.

CBE has the prime advantage of being able to provide individualised instruction to more pupils/teacher than ever before. Instruction is made available whenever students want it, and pupils can learn at their own pace.

Arguments that computers are impersonal and merely teacher aids are fast falling away. Dr Clement Wolhuter, director of Wits University’s computer centre, says CBE will play an increasingly important role in teaching at post school levels and in forming the basis of instruction for company in-service training.

The implementation of Control Data’s Plato system at the University of Western Cape (UWC) was preceded by in-depth studies which found the teacher system was manpower and time intensive. Consequently, the majority of students desperately needed a curriculum which would allow for self-pacing: placement of students according to entry level skills; the provision of alternative methods and goals; and recycling for mastering of subject matter.

This would be achieved only by frequent assessment of students and proper documentation to provide quick and accurate decisions about students’ courses. And this would be possible only by using a CBE system.

The failure of CBE in the Seventies has been largely attributed to high costs. But the UWC calculated cost-effectiveness over a seven-year period to be less than R2 hour (allowing for a minimum of two hours CBE instruction week/students.)

Control Data’s Joe Bitran confirms that costs have been drastically reduced. By the end of 1982, Escom plans to have 300 terminals which will result in a cost/student terminal hour of about R1.50.

“If a corporation cannot justify the total investment of R374m for hardware, design and development of a system, and computer resources — which cost about R150 terminal a month over 60 months — it can plug into a Plato training service system. Puteco, for example, installed only learning centres with terminals.”

However, with numerous teacher aids on the market — such as micro and mini computers with limited applications — a company considering CBE should base its decision on the sophistication of the supplier’s hardware, the involvement of the supplier in education and the availability of courseware (programs.)

With the Plato system — which took 20 years to develop with a total investment worldwide of over $1 000m — users can access a library or have specific material developed. Plato can simulate complicated processes, from the navigational system of a Boeing 747 down to drill and practice routines.

The system is instructor independent. Once the lesson has been designed, Plato adjusts to the student’s level of knowledge, prescribes appropriate lessons, tells the student what reference books to use and continues to monitor standards with tests at each stage. If the student fails, it shifts him into a remedial loop at a lower scale. Each employee learns at his own pace and training can take place beside productive work.

The National Institute of Personnel Research has developed non-verbal tests of concept, word-in-context tests, arithmetic reasoning tests, estimation tests and mental alertness tests through Plato terminals. On a more sophisticated level, psychological testing includes highly efficient “adaptive” tests and tests which develop the dynamic aspects of problem solving with real-time feedback.

The only other CBE system seen by the FM which could be regarded as more than a teacher aid is the Cybercom system: presently being used by 3M. Its main advantage is that it overcomes the reluctance of students to communicate with a teacher — a big bonus in large classes.

It offers the advantage of self-paced study with instantaneous feedback for teacher and pupil.

Questions and answers are displayed on the teachers control monitor, and students use their terminal pads to supplement verbal and written communication. Information can be sent and received at the same time.

The cost of a Cybercom system, which includes 64 terminals, is about R35 000 and complete with overhead projector, TV slide projector and tape recorder, about R60 000.

Although CBE systems will never replace teachers or instructors totally, the advantages of using computers are clear, especially for corporations wanting to standardise their education courses on a national basis.
Christian pillar of education 'must remain'

By MARTIN FEINSTEIN

THE Transvaal Director of Education last night warned that attempts at radical change in South Africa's schools could not be tolerated — and said Christian National Education should remain a cardinal pillar of education policy.

And, delivering the keynote address to 450 Afrikaans teachers from all corners of the Transvaal at a congress in Pretoria last night, Professor Johan Jooste came out strongly against the principle of a single education department with policy-making power.

The congress has been called by the powerful, Rightwing Transvaal Orange Free State Teachers' Union (TO) to discuss the far-reaching report of the Human Sciences Research Council investigation into education in South Africa.

Prof Jooste called on educators to become "sober realists" and said they should approach change "in a reformist way by planning out from proven structures to which adaptations have been, and can still be, made".

He attacked "radical standpoints" which implied that existing structures had to be demolished "and that the doubtful path of creating new structures must be followed".

"Planning educational provision through radical change, without taking into account the historical course of structures and established practicities, is irresponsible," Prof Jooste warned.

He said the Government's White Paper on the HSRC report had succeeded in bringing "tranquility and calm" to the education debate, and had prevented education from being "delayed" by radical thoughts.

"No realist will still want to deny that dynamic developments and adaptations are necessary," he said.

But dynamic and fearless renewal required educational responsibility and sober judgment — "and their reformist application".

Prof Jooste told the teachers, who represent the TO's 60 branches, that he supported the idea of a centralised education administration — but only as far as finance and qualifications were concerned.

It should not have any bearing on anything connected with various cultures, he said.

Prof Jooste also said: "It is of cardinal importance that the Christian and national character of the provision of education, as contained in the National Education Policy Act of 1957 for white education, be retained, and also be accessible to other population groups."
Department

June 16

Closing School

No ink, between early

African and

(50) C. Howard 20/2/82
Tight cash pinches Vaal school jobs

By MARTIN FEINSTEIN

TRANSVAAL schools are unable to establish over 1,400 teaching posts due to lack of funds, the Director of Education for the Province, Professor Johan Jooste, disclosed at the weekend.

And the Transvaal Education Department (TED) head office is short of at least 120 administrative posts.

"Professor Jooste's disclosures to an Afrikaans teachers' congress came as a sobering reminder that the teaching crisis is far from over," according to the Transvaal Teachers' Association. According to the Transvaal Teachers' Association, 1,440 posts could not be filled.

Last night, the president of the Transvaal Teachers' Association, Mr. Eddie Brown, urged the TED to divert money from the R3-million a year veld school system to help pay for some of the posts.

"As a result of limited funds, 1,440 posts, to which we are entitled, according to the coordinated staffing scales, have not yet been filled," Professor Jooste told the congress.

The staffing scales, which set the strength of the teaching corps from year to year, were drawn up about three years ago by all provincial education departments — but the Transvaal is "way behind" in matching the scale's figures with actual posts.

Another R69-million would be needed to provide the "necessary physical facilities" for the 1,440 posts, Professor Jooste said.

He said a drastic shortage of money and staff was preventing the TED from implementing the scales and specialised help was needed to streamline the department's functions — including management.

Professor Jooste also listed a shortage of 120 high-level posts — even though 90% (R278-million) of the department's 1991/92 budgeted current expenditure of R458-million had been spent on salaries.

Mr. Brown said no other province subsidised veld schools as heavily as the Transvaal. "It is a matter of priorities," he said.

"The TED must decide whether it would be better to use money for smaller classes with remedial teachers attached — as the other provinces have — or for the transportation of thousands of children to Graskop for veld schools," Mr. Brown said. Only 921 pupils are taken from Johannes such to Graskop for six days with full board, food and teacher supervision — surely this is too much of a subsidy?"

While schools in other provinces had full-time remedial staff who were not tied down to ordinary teaching, Transvaal teachers had to do their own remedial work.

Parents to have more say

Education Reporter

TRANSVAAL education authorities are to continue giving parents and local teachers more say in school decision-making — but Pretoria is to retain crucial areas of control.

The Director of Education in the Transvaal, Professor Johan Jooste, told a Transvaal Teachers' Association congress in Pretoria at the weekend that the province had already handed some responsibilities to the six regional education department offices.

"Experience has shown that more functions can be handed to these regions, and more provision must be made in them for greater parental say," he said.

One example was the way school board chairmen now compiled their own priority lists for buildings and facilities.

Professor Jooste warned, however, that decentralisation was difficult "as one can easily create disorder should structures be over-hastily planned or implemented." Functions which would not be decentralised included:

- Recruitment, statistical surveys, construction services and curriculum research.
- Moving staff from region to region to cover temporary shortages.
- Planning for demands created by population shifts.
- Financial planning.

Professor Jooste said the decentralisation of education should be accepted as a "principle of implementation".

But he warned: "Excessive local involvement has (in some cases) politicised education and led to gross dissatisfaction."
Education still 'at crossroads'

EDUCATION in South Africa since the June 1976 unrest is still at the crossroads, according to an educationist, Dr K B Hartshorne.

Dr Hartshorne, an adviser to the Bophuthatswana Ministry of Education, who sat on the De Lange Commission on Education, was addressing the Transvaal United African Teachers' Association (TuaTa) conference at the weekend.

The future of education in the country, he said, would depend on what the Government did with the De Lange Report recommendations.

He appealed to teachers to make their voice heard on what they thought of the recommendations for which the Government had asked for reaction from the public before the end of March.

The most important recommendation the report made, Dr Hartshorne said, was a call for equal opportunity in education including equal standards for all South Africans.

"We have proved there are inequalities in our education. The first step would be to remove these inequalities," he said.

He said real equality could come because of the amount of work done by teachers in the classroom and the ability of people handling teacher training.

"Our tragedy in this country is the division among teachers. Nothing can be achieved unless teachers of all racial groups come together in consultation," Dr Hartshorne said.

Education he said, was suffering from an overdose of bureaucracy. What was needed for proper management of education was the formation of smaller regions.

The report did not recommend, he said, the establishment of a university, but instead called for all universities to be allowed the right to decide whom to enrol.

Income Statement

Income from Life Policy

Income from Life Policy

Debtors (Insurance Company)

Bank

Years 02 and 03 - same as 01

Bank

Premiums for 01 - paid in 02

Accounting A

SOLUTION TO CL5
TO chief picks holes in report on education

TO chief picks holes in report on education

By Martin Feinstein

The powerful Afrikaner teacher organisation, the Transvaalse Onderwysersvereniging (TO) has found "serious fault" with some of the recommendations of the De Lange inquiry into education.

And these have triggered uncertainty and unrest in Afrikaner ranks, the president of the TO, Professor Hannie Maree, said yesterday.

At the end of a special TO congress in Pretoria to discuss the De Lange report, Prof Maree criticised "obscenities and vagueness" and a "purposetful avoidance of a clear recommendation regarding the ultimate future of certain matters".

Although guarded, his post-congress comments clearly reflected undercurrents of unease in the 17,000-strong organisation over the De Lange committee's recommendation that one education ministry be established for all races.

"The TO wishes to state quite clearly that it does not regard the report, with all its merits and possibilities for positive adjustment, in the system of educational provision in South Africa, as a blueprint for the Government," Prof Maree said.

"In fact, the association finds serious fault with certain recommendations and interpretations ... cogency must be taken of the fact that certain aspects of this report give rise to uncertainty and have created unrest in the ranks of the Afrikaner."

Prof Maree said the Government was honour-bound to stick to its interim memorandum—which rejected the idea of a single education department—but he added that Afrikaners teachers were still anxious for further confirmation.

"The very fact that different interpretations have been given to the assurance with regard to different education departments for each national group, emphasises the fact that full clarity will soon have to be given on the matter," he said.

And he warned: "The inclusion of an educational dispensation within the framework of a new political pattern may not serve as an excuse for making any changes to basic viewpoints."

Prof Maree also said the TO "found fault" with the composition of the working party appointed to advise the Government on the implementation of the report, as it had no teacher members.

"This investigation took place on an all-encompassing level, and when it comes to putting the findings into operation and spelling out details, the practising groups involved should be given the full opportunity to make their contributions," he said.

He said it was a pity the Government had not responded to calls for a comprehensive investigation of education in the early 1970s.

"Groups leftists" accuses Maree
De Lange’s education plan walks into a wall of daggers

THE campus radio station began playing a once-notorious and still-banned song as several hundred delegates trooped into the cafeteria for a session: “We don’t need no education, we don’t need no thought control.”

But apart from a few scattered smirks the irony was missed, and the delegates to the Afrikaans Education Volkskongres returned to their seats unaware that it was the closest they had come on the second day of proceedings, to hearing any opinion to the Left of the Government White Paper on the De Lange Report.

They came to Bloemfontein on Thursday from Mariental and Margate, from Oogies and Oskerdahal, by bus, taxi, and even private plane, to hammer out a formal Afri- kaans response to the De Lange Report — that manifesto, if one can call it such, that is the ostensible blueprint for South Africa’s education future.

There are gathered — 1,681 official delegates and 440 observers — in the University of the Orange Free State’s elegant Callois Human Hall against a backdrop of farns, South African flags and a flower arrangement dominated by an organisation called “Vroue Aktoneel” and symbolizing Christian National Education.

There are so many dele- gates, in fact, that at the outset they were asked not to turn the pages of their print- ed speeches at the same time for fear of setting up a most deafening symphony of shuffling paper.

The proceedings so far have been so rigidly regimented that by midday yesterday it was difficult to gauge in what direction grassroot opinions were growing.

But, using speeches from the floor, levels of applause and tea-time talk as barometers, it appears almost certain that conservatives and, on some issues, ultraconservatives — will carry the congress.

Indeed, it looks as if the meeting, which ends at midday today, will live up to the expectations that it would put the dagger in the hands of those who wished to kill the prospects of significant reform to the racial basis of education in South Africa.

Early yesterday, for exam- ple, Breedsrond chief Profes- sor Carel Boshoff — who repre- sented the South African Bureau for Racial Affairs and the Voortrekker Movement — lodged a strong motion rejecting the idea of one education ministry for all races.

“This will lead to other- mixed ministries being estab- lished,” he said, arguing that once a single education ministry had been created, it would be virtually impossible to restrict it to pure policy making “because a ministry’s task is also to implement the policies it makes”.

Another delegate from Liichtenburg drew a “prompt applause and shouts of sup- port when he said: “If we are going to accept the idea of an integrated unitary State, then I do not belong here and I must get into my car and go back to Liichtenburg.”

Other conservative impres- sions were left on the audi- ence by:

- Prof W A Landman, Prof of Fundamental Pediagogies at the University of Pretoria, who warned that it was fine to accept the idea of equal education opportunities provided no white pupils would lose out.

- “The whites must under no circumstances be the suffer- ing party in the proposed set- up,” he said.

- A delegate from Bloemfontein, who took issue with every one of prepared congress mo- tions because they were too
IN A major setback for the Government and the De Lange Commission the Afrikaner Education Congress in Bloemfontein decided by an overwhelming majority yesterday to retain apartheid in education.

The decision by the 1,600 delegates to the three-day Volkskongres on the campus of the University of the Orange Free State has effectively put the brakes on educational and constitutional reform.

With the secret Afrikaner organisation, the Breederbond, leading the way at the congress, which represented Afrikanderdom and its interpretation of the De Lange Commission's report, a massive 96 percent of the delegates voted in favour of retaining the racial divisions in education - regardless of any new educational or political dispensation.

This is a radical departure from one of the commission's cardinal recommendations that education at all levels fall under one ministry as a means of dismantling the racial basis of education in the country.

Another motion conditionally accepting the Government's interim view of the De Lange Commission's 11 guiding principles will leave the commission equally hamstrung.

By an overwhelming majority - 92 percent of the delegates were in favour - the congress spelled out clearly that the Government dare not move from its point of view. A view which sparked widespread condemnation and on which the commission itself would do little to change the status quo in education.

The Breederbond played a leading role at the congress and it was the head of this organisation, Prof Carel Bosshoff, who set the seal on the final course adopted by the congress.

"It is now clear that the Breederbond has dug in its heels over reform. The open move by the Breederbond at the congress is likely to spell serious trouble for the Government in its attempts to bring about constitutional and other reforms at a time when it is involved with a right-wing breakaway.

Despite a plea from several quarters for politics to be kept out of the deliberations of the congress it was Professor Bosshoff who set the political ball rolling when he addressed delegates on Friday.

Representing the Voortrekkers and the South African Bureau for Racial Affairs (Sabra) - a Breederbond front organisation - Professor Bosshoff, strongly supported by the director of Sabra, Chris Jooste, lodged a motion rejecting the idea of one-education ministry for all races.

He said this would lead inevitably to other ministries being mixed. Dr Jooste said once a mixed ministry was formed it would lead ultimately to demands that the same apply to the political level.

A special committee which organised the congress will now analyse the voting at the congress and prepare a report for submission to the Government by March 31, the deadline set by the Government for outside comment on the De Lange Commission's report.
Solution to GL5

Matric case put off

By MUNK NOKOMO

FIVE Pretoria men facing 48 counts of forging matric certificates and theft of matric examination papers yesterday had their case postponed again.

Mr Moses Tito's Mapese (25), Mr Daniel Ngwenya (22), Mr Nqoppi Lesley Nkosikazi (30) and Mr David Sekhela (27), all of Atteridgeville, had their case postponed to April 7 due to the absence of State witnesses.

Mr Jimmy Lawrence Kekana (22) of Mamelodi, who appeared separately, has been charged with theft of eight matric exam papers from the Department of Education and Training.

All men had pleaded not guilty.

The four were arrested in a police swoop on November 17, while Mr Kekana was arrested on November 9.

Dec 31: Income

Pol (See Note 1 below)

04, Jan 1: Life Policy

Bank

Jan 2: Debtor (Insurance Company)

Life Policy

Income from Life Policy

being accrual of proceeds receivable

Jan 2: Income from Life Policy

Income Statement

being closing entry

Jan 31: Bank

Debtor

being receipt of proceeds

At the end of year 03, the life policy would be reflected on the partnership balance sheet as a non-current asset at its surrender value of R240.

Note 1:

The death of a partner automatically dissolves the partnership as legal and accounting entities. For this reason a partnership income statement would have to be drawn up for the period up to the date of death of the partner so as to ascertain the correct balance on his capital account. The proceeds from the life policy would be shown as income in this income statement and NOT credited direct to the partners' capital accounts.
Drop lip-service and help black teaching, says education chief

Soweto's pupil explosion — a 350 percent increase in secondary school pupils alone over the past five years — has made it imperative for private enterprise to play a far greater role in black education, according to Soweto's education chief.

Between 1978 and this year the number of pupils at Soweto secondary schools rose from 16 000 to 58 000, placing an enormous burden on education authorities, said Mr Jaap Strydom, regional director of black education for Soweto and Alexandra Township in an interview.

"To cope with this growth we have spent more than R22 million on new schools and additional classrooms during the past five years," he said. "In some cases we have doubled the capacity of a school over a holiday by adding another storey."

Besides the five-year drive to improve education facilities in the Johannesburg area, in-service schemes to raise the qualifications of black teachers have been instituted across a broad front, Mr Strydom added.

"But now our biggest problem is getting enough people to train our teachers," he said. "We are very short in this area and here the private sector must come forward and help us."

"We are being criticised for not going fast enough. But many people pay lip-service to black training. What we are looking for now are companies to second personnel, particularly technical personnel, to us for a year or two so that they can train technical teachers for Soweto schools."

This year for the first time 135 teachers who have undergone an intensive one-year training programme at Soweto's Molapo Technical Centre are teaching a wide range of technical subjects at 11 secondary schools.

The aim is to make a technical education stream available to all Soweto pupils, Mr Strydom said.

- See Briefing —

Page 29.
I AM the son of Simon who is very poor. My father has four wives. One of them has ten children, but the thing that shames me is that he has no cattle.

"My father is old and cannot do anything for me. He stays with his eldest son and has left us. My mother is the last of three wives. That means there is no more money for me. I want to be a teacher..."

By EDWINA COLLIER

MOST of the letters received by Studietrust follow the same line. These two - from black children in the Transvaal and Venda - strike the same note of privation and yearning for betterment.

"My parents are old, uneducated and unemployed and do not have any proper money to help me go to school. My brother is fighting tooth and nail to help me but he can't afford it because of our younger brothers and his children..."

"I am living at a poor family with six occupants. The one who is responsible for our support is my grandmother. She receives a pension every two months. Because of this we are able to buy one bag of mealie meal. The money which is left she uses to pay tribal taxes..."

Studietrust is the brainchild of a group of Dutch Reformed Church ministers.

In 1973 a group of them, headed by Dr. M.A. Kruger, a Gerefmoederkerk minister, met with Afrikaans community leaders at the Rand Afrikaans University. Their aim was to create a study fund to help educate talented but needy scholars irrespective of race or creed.

From this initial meeting, many and great things were to flow.

Educate

Since its inception Studietrust has amassed more than R600 000 and helped educate over 3 000 students and pupils.

Right now, it has 650 high school pupils and students throughout the country on its books. In the 1981 academic year alone, it paid out bursaries totaling R600 000.

School pupils receive R100 to cover school fees and another R100 for boarding fees. For a black school pupil, that means the difference between staying on at school and having to join the factory production line.

About 80% of the bursaries are awarded to high school pupils as the organisation feels their need is the greatest.

The organisation's other main concern is to provide education, with a few coloured and Indian students having been selected to attend their university education.

University or college students receive outright grants of R250 a year.

Though Studietrust was established by Bantu students and receives the support of many church congregations, it is not a church organisation. It relies solely on private donations from individuals and businesses.

In 1979 it started a scheme of "adopting" a scholar. Each year people give a total of R100 for schooling, R50 for teaching, R50 for boarding and R50 for books.

Alphabetically, the organisation has received more than 100 applications. Says Mrs. du Plessis: "We've noticed a change in the tenor of the letters over the years."

"Before 1976, they'd ask for help so they could get on in life, but after 1976 they all came forward with the idea that they wanted to learn so they could teach people."

"Now the children are writing to say they want to do something for South Africa."

"Each letter of application has to be signed by a minister of religion or community leader as well as the child's school principal. The pupils and students who are awarded bursaries have to prove their willingness to study. Two-thirds of the bursary is paid out at the beginning of the year. The rest is given after a successful mid-year report."

The bursary committee meets at the end of the year to decide on the awards.

The organisation has received more than 100 applications this year.

"Thanks for the help..."

Da Jan Hofmeyr, chairman of Studietrust, with secrecy

Mrs. Yvonne du Plessis, one of the trust's beneficiaries, Mr. J.R. Jaffa of Riversdale. Thanks to Studietrust, Mr. Jaffa completed his B Comm degree at the University of the Western Cape and is working as a clerk in Johannesburg.

THANKS FOR THE HELP

"Mostly these sorts of donations come from people who undertake to educate their own children.

Studietrust receives on average 7 000 applications a year for bursaries. But these don't come in a steady stream - sometimes there's a flood of as many as 300 a day."

"About a quarter of the bursaries are renewals to students whose progress is satisfactory..."

"The bursary committee is comprised of black high school principals and ministers from the various churches..."

Her letters are exhortative, admonitory, often rather headstrong, but, says Da Hofmeyr, they achieve wonders.

The organisation's ultimate aim is to have a trust fund of over R600 000, which when invested will allow it to award at least R50 000 in bursaries each year.

Until now, Studietrust has managed to coast along at R50 000 a year, just enough to cover its immediate needs.

Paper work is kept to an absolute minimum. Says Da Hofmeyr, "We like our donors to know that our committees are not required for every case and that they don't go direct to the schools."

Studietrust usually sends letters and visits people to canvass for donations.

"Some firms donate money and we have quite a few private donors."

"The R5 and R10 notes come in. Some donations come on a monthly basis and then sometimes we open an envelope to find R100 or R500 or even R1 000. One week we receive R500 - a tenth of her inheritance - and another sends a regular donation from Holland..."

"Last year the students of the Rand Afrikaans University donated R2 000 out of their R5 000 fund..."

From the start, Studietrust was established on the model of the United Nations and the World Bank, and it has a staff of two.

The organisation can boast of plenty of success stories.

It has helped five Indian students through their medical degrees at the University of Natal. One achieved the Richard Nelson Bower Memorial prize for medicine, another is a practising gynaecologist.

One black medical student in Natal whom Studietrust had helped passed all five of his first-year subjects and a medical student at Stellenbosch University achieved three firsts in his first year.

"But," says Mrs. du Plessis, "these are the spectacular ones..."

Tend to the future.

"We are still committed to giving our black students the same chance as our white colleagues."

"We can claim more credit in the future because we are making contributions that have been so much more adequate..."

"Letters of thanks pour in every day..."

"And from the doctor..."

"Thank you for your financial assistance over the past six years. It has been a great help."

"If I've passed my final exams then it will be up to you to keep up the good work..."

"The bursary committees of black high school principals and ministers from the various churches..."

All initial applications should be in before July 15, and the closing date for the final applications is September 15.

If anyone would like to contact Studietrust, write to Mrs. du Plessis: 1992 Melville, 2190 or phone 726-5804 between 8 am and 1 pm.
What was the total number of Coloured school-children in the Republic as at the latest specified date for which figures are available?

The MINISTER OF INTERNAL AFFAIRS:

737 842 as at 25 September 1981.
JOHANNESBURG — A mathematics lecturer at the University of the Witwatersrand, Dr A. Roukens de Lange, who was commissioned by the Urban Foundation to investigate means of upgrading black education has been asked to investigate the financing of black education in more detail.

Dr De Lange of the Department of Applied Mathematics at Wits presented his 137-page report to the Foundation this week. A special education committee consisting of Dr K. B. Hartshorne, member of the De Lange Commission and former senior official of the Department of Education and Training, Mr E. Osman, of the Department of Indian Education and Mr M. Orkin, from Wits, studied the report.

Dr R. H. Lee, the Joint General Manager of the Foundation, said the committee was “quite happy” with Dr De Lange’s report, but it would not be released for publication until the question of financing black education was tackled in details.

“We feel that the financing of black education is the key problem in black education. We want the capital and running costs of black education, and financial comparisons made with other education departments,” Dr Lee said yesterday.

Dr De Lange’s report is entitled The Dynamics of Upgrading Black Education. He was commissioned after the Foundation had given evidence to the Government-appointed commission of inquiry into education, conducted by the Human Sciences Research Council under Professor P. de Lange.

In the preface of his report, Dr De Lange said the report had not provided “final answers” to the problems of black education.

“However, I believe the report presents both a very significant contribution to the understanding of the problems of upgrading black education and a framework for long-term planning in this field,” he said — DDC.
Salesmen: education dept warns parents

EAST LONDON — The Cape Education Department has warned parents against being taken in by "education researchers" who are actually book salesmen in disguise.

A spokesman for the CED said nobody had been authorised to interview parents on their behalf and stressed that it was not their policy to promote pre-school education in the home.

The spokesman's warning came after it had been reported that a salesman had told a housewife in the Gobobie area that he was doing a survey for the Department of Education.

He also made the comment that the present system of pre-primary schools was inadequate. "That is all utter rubbish," the spokesman said. "Any research done for us is conducted by authorised bodies and is done through the schools, not the parents."

"And we believe firmly that the best form of pre-school education takes place at pre-school classes, not in the home."

The spokesman accused certain companies of "jumping on the bandwagon" and warned that they were not allowed to misrepresent the department.

"These companies are cashing in on the fact that parents want the best for their children, and they are making a lot of money out of it," he said.

"People should ask for documentary proof if a so-called researcher makes this sort of statement." — DDR

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<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Account</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>04, Jan 1:</td>
<td>Insurance Expense</td>
<td>Bank</td>
<td>300</td>
</tr>
<tr>
<td>Jan 2:</td>
<td>Debtor (Insurance Company)</td>
<td>Income from Life Policy</td>
<td>24 000</td>
</tr>
<tr>
<td>Jan 2:</td>
<td>Income from Life Policy</td>
<td>Income Statement</td>
<td>24 000</td>
</tr>
<tr>
<td>Jan 2:</td>
<td>Income Statement</td>
<td>Insurance Expense</td>
<td>300</td>
</tr>
<tr>
<td>Jan 31:</td>
<td>Bank</td>
<td>Debtor (Insurance Company)</td>
<td>24 000</td>
</tr>
</tbody>
</table>

(2) Premiums Treated as an Asset

<table>
<thead>
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<th>Year</th>
<th>Description</th>
<th>Account</th>
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<tbody>
<tr>
<td>01, Jan 1:</td>
<td>Life Policy</td>
<td>Bank</td>
<td>300</td>
</tr>
<tr>
<td>Dec 31:</td>
<td>Income Statement</td>
<td>Life Policy</td>
<td>300</td>
</tr>
</tbody>
</table>

(Surrender value of policy is zero — therefore no amount can be capitalised)

Continued/ .........
Another new school for her

It's a whole new world for her
(1) Premiums Treated as Business Expense

01, Jan 1: Insurance Expense  
Bank  
being payment of premium

Dec 31: Income Statement  
Insurance Expense  
being closing entry

Years 02 and 03 - same as 01

04, Jan 1: Insurance Expense  
Bank

Jan 2: Debtor (Insurance Company)  
Income from Life Policy  
being accrual of proceeds receivable

Jan 2: Income from Life Policy  
Income Statement  
being closing entry

Jan 2: Income Statement  
Insurance Expense  
being closing entry

Jan 31: Bank  
Debtor (Insurance Company)  
being receipt of proceeds

(2) Premiums Treated as an Asset

01, Jan 1: Life Policy  
Bank

Dec 31: Income Statement  
Life Policy  
(Surrender value of policy is zero - therefore no amount can be capitalised)

Continued/ ............
A Programme for the gifted and talented child is being introduced officially into 11 high schools and 13 primary schools in the Cape Province this year.

Programme planner Dr J S Neethling has travelled extensively overseas and collected material about the problems confronting the gifted child, methods of integrating the programmes into ordinary primary and high schools, and examples of school projects carried out by selected groups of pupils.

He has also visited numerous Cape schools during the past 18 months, addressing staff, parent-teachers' associations and groups of bright pupils.

The Cape Education Department has given Dr Neethling enthusiastic support, and has established a resource centre at its Wale Street head office.

The Department has also granted certain schools additional or part-time posts in order to introduce the programme.

Some of the aspects of the programme can be summarised as follows:

- The method of introducing the programme will be left to individual schools but generally follows the "magnet group" or "withdrawal" pattern.

The former identifies and groups all gifted pupils in a school (or in a number of standards in the school) and provides this group with intellectually stimulating material.

The latter system withdraws certain pupils from specific subjects in order to permit their proceeding with advanced work within that particular subject.

- The emphasis will be on quality of work and project and research techniques rather than developing bulky enrichment syllabuses. These pupils will be encouraged to work alone or in small groups.

- It is considered important that the programme be fully integrated within the school structure and that these pupils be encouraged to participate as fully as possible in the "normal" activities of the school.

- The concept of acceleration or "skipping standards" — a practice permissible under the present system — will be applied no more than once in the primary school and once in the high school where these gifted pupils are concerned.

A particularly gifted youngster could conceivably complete his/her Senior Certificate two years earlier than would normally be the case.
Poor pay blamed for teacher shortage

By MARTIN FEINSTEIN
Education Reporter

POOR pay and inadequate training facilities are the main reasons for the serious shortage of coloured teachers on the Rand, the chief inspector of coloured education said yesterday.

Mr J S Feldman was commenting on the shortage which has prompted the South African Defence Force to second 14 National Servicemen to help several coloured schools — one of which began the year without a single teacher.

About 70 white teachers have also come to the rescue after pleas from the coloured affairs division of the Department of Internal Affairs.

There is a current shortage of about 30 coloured teachers, particularly in physical science, mathematics and biology — but without the white helpers and servicemen the figure would stand at about 115.

Mr Feldman said many lesser-qualified teachers — particularly those with only Standard 8 and matric qualifications — had resigned because of poor pay.

"Low salaries have often been quoted as a cause of resignations; it is a source of definite dissatisfaction," he said.

Meanwhile, the rapid growth of pupil numbers was aggravating the shortage by increasing the demand for teachers.

"A school that closed last year with about 600 pupils will have re-opened this year with about 650," he said. "And that means an immediate need for another two teachers at a school where there is probably already a shortfall."

A third reason was the lack of trained teachers coming from the Rand College in Crown Mines, the Witwatersrand's only teacher training college for coloureds.

"We are not producing enough teachers in the Transvaal; the numbers that qualify each year from the college just do not suffice," Mr Feldman said.

He called on parents to try and influence their children to enter the teaching profession."
One education ministry urged

Mail Correspondent

The South African Teachers' Association (Sata) has reaffirmed its call for a single Ministry of Education for all population groups.

In its monthly newsletter, Sata says the De Lange proposals provide the blueprint for a relevant, effective system to meet the country's educational and manpower needs.

"Sata views with serious concern the fact that the Government has circumvented the principles for educational provision by the very political restraints of separate ethnic education systems, schools and tertiary institutions which have caused such severe discontent and unrest among South Africans," said the newsletter.

"We reaffirm our strong conviction that a single ministry for education at central, secondary and tertiary level education institutions which have the option of being open, greater local option for parents at secondary and primary level and a unitary teachers' council embracing all teachers are imperative components of a system that will find wide acceptance," Sata subscribed to the 12 basic principles which the De Lange report says must underlie an equitable system for SA education.

"In order to avoid any possible misunderstanding with regard to Principle One, which relates to equal opportunities, and Principle Three, which relates to freedom of choice, Sata made it clear that it unequivocally believes that these two principles can only be realized in South Africa if educational institutions are not ethnically separated," said the newsletter.
Black pupils to be groomed for engineering

By Jon Qwelane

Because of the acute shortage of civil engineering technicians and technologists, both the Institution of Civil Engineers and the Federation of Civil Engineering Contractors are to develop black pupils with potential for training in engineering.

The president of the Institution of Civil Engineers, Mr C. Skoon believes that "at least 500 graduate engineers and 1 000 civil engineering technicians will have to be trained each year to meet the demand." The profession is currently training only about half this number, and South Africa has produced fewer than 20 black civil engineering graduates, he said.

A committee to implement the project under the leadership of Mr Skoon and Mr Con Roux, chairman of the Civil Engineering Industry Training Board, has determined there are three areas from which potential trainees could be drawn: the rural areas, the womenfolk and black students.

It's important, says the committee, that in the effort to produce engineers and technicians from the black sector, emphasis be laid on maintaining an acceptably high standard to avoid discrediting the whole effort.

"Some harm has already been done and no further risks should be taken," said Mr Brian Phillips, training manager of the Civil Engineering Industry Training Board.

The committee has also recommended the development of a detailed strategy aimed at increasing the intake and achievement level of blacks as civil engineering technicians and civil engineers over the next decade.

The primary objectives would include:

- Increasing the status and attractiveness of a career in civil engineering in the minds of blacks.
- Increasing the number of black matriculants able to enter the field.
- Improving the deficiencies in teaching skills with particular emphasis on mathematics, science, language and engineering drawing.
- Increasing the exposure of black schoolchildren to engineering practice and principles with the objective of enhancing their awareness of the role of technology in society.
- Improving the limited technician facilities available to blacks in engineering and increasing the numbers of blacks studying civil engineering by removing racial barriers in tertiary education, both at technikons and at universities.

The regional office for the Department of Education and Training has access to SAICE and SAFCP speakers to address educationists and vocational guidance teachers.
New research centre opened

Professor David Mills on Monday March 982.

This annual course has been attended by 50 people.

Putting the resource centre at Masai School on the map — because of the enthusiasm of Janet Pillar, the organizer of the school.

The resource centre's name is appropriate and it is a great help in the year 982. The centre has been opened by the Masai School and has been opened after the British Government.

Books worth £3,000 have been donated to the Masai School and have been opened after the British Government.

"We also need the support of the British Government," said Janet Pillar. "Our centre has been opened after the British Government."
220. Mr. T. ARONSON asked the Minister of National Education:

What was the total number of Indian pupils at school as at the latest specified date for which figures are available?

MARCH 1982

The MINISTER OF NATIONAL EDUCATION:

10 February 1981: 222 591.

Figure includes a small number of other Asians.
MARCH 1982

275

What progress has been made since January 1981 in regard to the supply of free stationery for Black school-children?

The MINISTER OF INDUSTRIES, COMMERCE AND TOURISM:

Free stationery is only provided to schools where compulsory education has been introduced. In 1981 free stationery was provided to 33,000 pupils and in 1982 to 70,000 pupils.

Dr. A. L. BORAINE: Mr. Speaker, arising out of the hon. the Minister’s reply, is he aware that this does not apply to children other than Black children and is he with his new responsibility prepared to look into this?

The MINISTER: This new scheme was only started two years ago and I think there has already been a significant increase in the number of pupils who receive free stationery. It is also undoubtedly true that the number will continue to increase substantially in years to come.
Mr. E. K. MOORCROFT asked the Minister of Industries, Commerce and Tourism:

(1) Whether the Unick school in the grounds of the Methodist Church at Bathurst is a State-aided school, if not, what type of school is it;

(2) Whether he or officials of his Department have been informed of the state of the pit latrines being used at such school; if so, when;

(3) Whether these latrines constitute a health hazard; if so, why;

(4) Whether steps are being taken to counteract such hazard; if not, why not; if so, what steps?

The MINISTER OF INDUSTRIES, COMMERCE AND TOURISM:

(1) No, the school concerned which already existed before 1955, was erected by the Church in an unproclaimed township and is at present run as a community school in the original school buildings. A minimal rent is paid for these buildings.
vicious prohibit their joining such trade unions;

(2) whether an association applying for registration as a trade union under the Trade Unions Act is required to have a secretary: if so, what are they?

(3) whether any requirements have been laid down in regard to the post of secretary of such an association: if so, what are they?

The MINISTER OF MANPOWER:

(1) Yes.

(2) Yes.

(3) No.

(2) Yes, the local Circuit Inspector of my Department was informed thereof on 15 February 1982.

(3) Yes, it is unhygienic.

(4) Yes, steps are being taken to erect latrines at Departmental expense.

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bathurst: black school

14. Mr. E. K. Moorcroft asked the Minister of Industries, Commerce and Tourism:

(1) Whether the Black school in the grounds of the Methodist Church at Bathurst is a State-aided school; if not, what type of school is it:

(2) whether he or officials of his Department have been informed of the state of the pit latrines being used at such school; if so, when;

(3) whether these latrines constitute a health hazard; if so, why;

(4) whether steps are being taken to counteract such hazard: if not, why not; if so, what steps?

The MINISTER OF INDUSTRIES, COMMERCE AND TOURISM:

(1) No, the school concerned which already existed before 1955, was erected by the Church in an un proclaimed township and is at present run as a church school in the original school buildings. A minimal rent is paid for these buildings.
TED policy fuels school rugby row

The school rugby league of the Transvaal Education Department is set to start off with a bang this year when the department's new sports policy is implemented.

A major controversy broke out last year following the announcement of the department's policy which divided school sport into two leagues — one for provincial, whites-only schools and the other for private schools with black pupils.

Several educationists warned that this virtually amounted to enforced segregation and also contained the danger of harming South Africa's sports policy.

"We feel very unhappy with the department's new policy," said Mr. Eddie Brown, president of the Transvaal Teachers' Association, this week.

"We fear there should be no division between schools — and this new policy is bound to cause division between Afrikaans-speaking and English-speaking schools.

"Our second objection to the new policy is that it will be seen abroad as a move to introduce racialism into schools."

The rugby league of the TED, in particular, has been marked by racial incidents several times over the past few years — reaching a climax last year.

Last May a serious row erupted when a team of the Waterkloof Afrikaanse Hoërskool walked off the rugby field minutes before the start of a match against Mount Edwards Christian Brothers College because it had two black players in its side.

The incident, which involved the son of the Malawian Administrator, occurred on the eve of the tour of South Africa by an Irish rugby team and almost led to the cancellation of the tour.

The Minister of Foreign Affairs, Mr. Pirk Botha, subsequently apologised to the Malawian Ambassador.

The deputy head boy of Elandsport Hoërskool in Pretoria, Thinus Botha, also refused to play against the Christian Brothers College last May because of the two black players.

STEP BACKWARDS

"People should be free to play against whom they like," is the view of Mr. Peter Nixon, the PEF spokesman on education in the Transvaal Provincial Council. "The new policy is a step backwards."

He accused the TED of racial discrimination. "Private schools are going to end up playing against each other because of the black pupils in their teams," he said.

In rugby most Pretoria schools have opted to play in the provincial league. Only teams who play in this league — the "A" league — may compete for the prestigious Administrator's Cup.

There are rumours that a second sports cup will be introduced for pupils who have decided not to play in the "A" league.

Opponents of the new policy point out that the two leagues are not based on sports strength, but seem to be designed to keep black pupils in a league separate from Afrikaans-speaking pupils.

The policy affects rugby, tennis and swimming, but it is feared that it will be broadened later to include other sports such as hockey and cricket.
School transfer plan triggers teacher unrest

By MARTIN FEINSTEIN
Education Reporter

SCORES of provincially-employed Johannesburg teachers face compulsory transfers to new schools — only eight weeks after the beginning of the school year.

Hundreds more fear they could be uprooted by a Transvaal Education Department (TED) plan to “rationalise” posts by linking the number of teachers at a school directly to enrolment.

The plan has triggered unrest among teachers, principals and parents — and the Transvaal Teachers’ Association (TTA) warned yesterday: “This will not be taken lying down.”

TED inspectors have been visiting schools to determine their enrolments and staff strengths, and it is understood some principals were told that names of teachers scheduled to be transferred would be released in the next two weeks.

Several principals, mainly from schools on the North Rand, have contacted the TTA, trying to find out what is being planned.

Teachers are concerned that if they refuse to be transferred, they will lose their jobs, the secretary of the TTA, Mr Jack Ballard, said yesterday.

He said angry parents had already telephoned schools inspectors, asking why teachers who had built up a good relationship with pupils should be transferred to other schools.

Mr Ballard said the TTA would meet a senior TED official next week “and we will persist until there is clarification”.

The TED issued a brief statement yesterday, in which it said: “Schools have merely been informed of the number of posts to which they are entitled according to their enrolment.”

However, Mr Ballard said school staffing scales, which determine how posts are allocated, were “shrouded in mystery”.

“Nobody knows what they are or how they work,” he said.

● The Transvaal’s Director of Education, Professor Johan Jooste, told a Transvaalse Onderwyservereniging congress last month that lack of funds was costing the province a potential 1 440 teaching posts.
Education: Speak up, urges Hartshorne

Tribune Reporter

DR. KENNETH HARTSHORNE, the outspoken member of the De Lange commission into education, has urged all organisations with a concern for the future of South Africa, to inform the Government of their opinions of the report and the Government's response to it before the deadline of March 31.

Speaking at the graduation ceremony of Edenvale College of Education, Dr Hartshorne said Government reaction to the commission's report had been negative, clinging to the status quo and lacking in vision and perception.

"It was as if the issues that led to the De Lange committee being appointed had been forgotten."

The report needed implementing now, not in 10 years when it would be too late.
By Dr Ken

Hartshorne

The De Lange Committee was brought into being because of pressure from four directions:

- The failure of the present education system to cope with the needs of economic development, reflected in private sector dissatisfaction with the products of the system, who have been inadequately prepared for living and working in the modern, technological world.
- Grave dissatisfaction among teachers, not only over salaries and conditions of service but also the frustrating inadequacy of teachers' participation in educational decision-making.
- A growing ground-swell of unease among parents and community bodies because of their very limited say in the education of their children.
- The background of the years since the events of June 1976 in Soweto and the rejection of the "system" by large sections of our community. Young people perceive the education system as being based on ideological separation and therefore entrenching isolation and discriminatory practices.

Important as these four elements are, we cannot consider what the aims of education in our country should be unless we are prepared to probe more deeply into "the state of the nation."

South Africa is a country divided against itself, in which goodwill and trust are rapidly being dissipated, in which fear, hatred and bitterness are in danger of taking over.

We live in a country in which the quality of life of millions of our fellow citizens is a constant reproach, in which poverty and preventable disease have been conquered, in which there are grave limitations on freedom of expression, individual liberties and the rule of law, in which there is growing insecurity.

But we also live in a country with tremendous potential, with rich material and human resources, much of them still untapped, with the capacity — if it only gave itself the opportunity — to cope with the human and social problems that now beset and sap its strength.

If this is the "state of the nation," what should we regard as the aims of education?

First, the purposes of education must have as their concern the kind of people being produced by the educational process.

Above all we need warm, compassionate, caring people, able to live and work with others of different persuasions, who are liberated from fear and hate, who work from a spiritual base of moral and ethical standards and for whom life has sense and purpose.

Then we need thinking people, capable of continuing to learn, open to new ideas but critical of them.

We also need skilled, competent, knowledgeable people capable of earning their own living and therefore able to contribute to society and its general welfare.

What kind of citizen should education be aimed at preparing?

A good citizen could perhaps be described as one who respects his own heritage but has equal respect for the heritages of others; one who has respect for the rule of laws and democratic processes but who is not subservient to authoritarianism or the arrogance of office, and one who would have a deep regard for his country and would therefore not cherish a spurious "my country right or wrong" patriotism.

Second, I believe education should be concerned with the kind of society young people are being prepared for. Does anyone (at the conference) seriously believe that the kind of society in the year 2000 in South Africa will not be very different from the one in which we now live?

It is not possible to continue with a society in which discrimination continues and privilege is protected if equal opportunities, norms and standards are to be achieved.

A society in which freedom of choice is exercised (as advocated by the De Lange report) will be very different from the closed authoritarian society of today.

A society in which there is recognition both of what is common and what is diverse (as the report also advocates) would be on the one hand a society in which people had greater freedom to follow their own heritage and aspirations, but at the same time a society of greater unity.

What we cannot and must not have is an education the main purpose of which is to preserve and maintain the status quo.

Third, one of the main purposes of education is to light years of discrimination and neglect, must be to place particularly those who have been discriminated against in the past in a position where they can:

- Compete on an equal basis in the market place.
- Take their place freely in society.
- Share in decision-making processes at all levels.
- Live with fellow citizens in a common South and share the same regard and affection for our country.

Dr Hartshorne ... three objectives.
Natal schools should be multi-racial

DURBAN — The Buthelezi Commission of Inquiry into the Constitutional, Political, Economic and Social Development of Natal KwaZulu has recommended that schools in the area should be optionally open to all races and that there should be a single controlling administration.

In its report, the commission said a single controlling administration would produce considerable administrative savings and the highest efficiency in the use and development of facilities.

The commission had heard evidence that both development plans and efficient use of existing facilities had been limited, and in some cases delayed, because of uncertainties in planned development and the consequent departmental reluctance to spend capital on necessary schools.

The purpose of the single control was two-fold: it could avoid a significant — and expensive — level of administrative duplication and provide a pool of expertise in administration, training, teachers and facilities.

It would also mean an easier approach to an equalization of available resources and a greater recognition that the future adequate growth of the area depended on the fullest use of all its human resources.

It emphasized the urgency in the matter, it said, became more obvious when the economies of the area and its relative productivities were considered.

The commission pointed out that the present position in Natal was that 60 percent of those entering school were people who, if they had reached a level of literacy at all, would not be able to sustain it. This added up to approximately 6 percent of the total black South African population each year.

This meant that the major problem which existed at present of a high proportion of adults who could not acquire competitive skills needed for productivity in the First World economy, would be a continuing feature in future.

It was recognized that the existing inequalities in available education were a major source of discontent and therefore of potential destabilization in the area.

The comparative peace in schools during recent times had been due to policies followed by Inkatha, but the commission did not accept that if the inequalities remained successful persuasion against revolt could be repeated.

Neither did it accept that although the major schooling of blacks would be the responsibility of the KwaZulu department, the possible serious and violent consequences from gross inequalities would or could be confined to KwaZulu. The interdependence and interpenetrations of the two areas was far too great for that to be possible. — Sapa
Battle lines drawn in blackboard war

By MARTIN FEINSTEIN
Education Reporter

BATTLE lines have been drawn on one of the issues that could split Afrikaners at the education "volkskongres" in Bloemfontein next week.

The question of a single education department for all races is likely to rival the Nationalist controversy over power-sharing as a fuse for conflict between verligtes and verkrampies at the congress.

About 2 000 top Afrikaans educators, politicians and industrialists will meet to discuss the De Lange report on South Africa's educational future.

In two speeches on the same night this week, the opposing camps outlined their views.

On one hand the head of the mammoth Human Sciences Research Council investigation, Prof J F de Lange, warned the Afrikaner Sakekamer that chaos would result unless education was centralised in one Ministry.

And on the other, the secretary of the Transvaalse Onderwysersvereniging, Mr Koos Steyn, told the Rapportryers in Pretoria that the TO would "never" accept the idea of one Ministry.

This clash of views is likely to become heated at the "volkskongres" -- particularly as the TO will be heavily represented.

On Monday night, Prof De Lange said: "It was clear to us that if this Government wants order and reason in the provision of education, it can only be done through one policy-making Ministry."

"If there are three policy-making Ministries, you won't get order... education on the first level will remain so politicised that it will become a lever -- as it nearly has been several times -- that will move this country into chaos and darkness."

Prof De Lange said the central Ministry would not own schools or employ teachers -- "but it will determine financial policy, conditions of service, the basic balance between the different kinds of education and suchlike".

Although a text of Mr Steyn's speech was not available, he is known to have said a single education department was unacceptable to the TO's members.

They would oppose any interpretation of National Party policy which saw different races sharing decision-making in education, he said.

Mr Steyn said he was speaking with the support of the TO's president, Prof Hennie Maree.
Black schools have wasted up to R400-m'

By Carolyn Dempster

At least R300 million to R400 million had been "misspent" on black formal education over the past couple of years, Professor J P de Lange, chairman of the Human Sciences Research Council investigation into education, told a group of Johannesburg businessmen last night.

This was related to the extremely high drop-out rate resulting "from the lack of informal or school-preparedness" education among black children.

"At least 48 percent of brown children are out of the formal education system by their fourth year of schooling, and at least 58 percent of black children have left by their fourth year."

"Within two years of being out of the system these children are functionally illiterate," Professor de Lange added.

This came about as an almost direct result of inadequate informal education in the home environment from the time the child was born to the time he entered formal education.

In view of this the development of education programmes could not be considered in isolation, Professor de Lange said. Social, political and economic programmes would have to be devised to accompany educational development — otherwise the exercise could be futile."

In order to support educational developments which could make a fundamental change in this country, it was vital to build into the formal system what was absent from the informal education environment.

R300 000 GIFTS

"You have to teach adequately educated parents at the same time as you teach the child," he told his audience.

Professor de Lange was one of the guest speakers at a function to announce the donation of another R100 000 for education bursaries by the Jaffe Family Foundation.

Mr Abe Jaffe, chairman of Currie Motors and the Curfin Group of Companies, announced the allocation and added that in the four years of its existence the foundation had given nearly R300 000 to young South Africans of all races to further their education.

Alberton makes choice

East Rand Bureau

Alberton has chosen its First Citizens for the coming year. The new mayor is Mr Johan Gerten and the new deputy is Mr Dirk Smit. Both were re-elected recently for their second term, but this is the first time either has held office.

Mr Johan van der Merwe has been re-elected chairman of the management committee for the eighth consecutive year. His deputy is again Professor Izak de Villiers. The new third member of the committee is Mr Piet Mayburgh.
Some school fees to double

PRE-PRIMARY fees at Government schools and the cost of extra-curricular subjects for all pupils will be increased by nearly 100% next month. And if the fees are not paid in advance, pupils will not be allowed to receive instruction.

In a circular sent by the department to school principals, and received by some parents, an increase per child from R16 to R30 a quarter was announced at pre-primary schools.

Quarterly instruction in music and ballet would be fixed at R10, and art at art centres R10 for each subject taken.

A spokesman for a Port Elizabeth high school said she had not been informed of the increases. The pupils at present paid R1 to play in the school band and R4,50 a quarter for piano lessons.

The circular said: "Remission according to circumstances may be considered in the case of pre-primary instruction of children whose parents receive a gross income of less than Rs 600 per annum."

The secretary of the School Board, Mr S F D Grobbelsaar, said today it had always been the rule that fees were paid in advance, but it did not always work in practice. He said family circumstances, like number of children in a family, were considered when an application for remission was received.
Parents will have to 'pay up soon'  

Mercury Reporter  
PROVINCIAL officials are putting together the final figures for this year's provincial budget and looking at ways of financing the province's educational expenditure without laying too heavy a burden on parents.  
At the same time, the directors of education of all four provinces will be gathering soon to decide on guidelines for increased parental contributions.  
Their meeting follows the approval by Parliament of legislation which allows the Provinces to raise funds direct from parents to finance education.  
The legislation was necessitated by a Treasury decision to cut down on subsidies paid to the Provinces, given the current economic situation.  
There were warnings earlier this year from Mr. Haslam, Natal's MEC in charge of education, as well as the Director of Education, Dr. Gerald Hasking, that parents would be paying millions of rands more in the years to come for the education of their children.  
It is a foregone conclusion that parents will be called upon to carry an increasing share of the costs of certain educational services within a few months but, Mr. Haslam said yesterday, the Province was trying to keep parents contributions to a minimum.  
The Executive Committee will consider the recommendations made by provincial officials, and will decide on an equitable, yet adequate, increase in parental contributions, he said.  
Mr. Haslam added that the guidelines decided on by the provincial directors of education would not be binding on the Provinces, but would be looked upon by Exco as suggested ways of involving parents financially.  
The meeting of education directors would take place within the next few weeks, and Exco would probably make final the extent of parents' future financial obligations in about a month.  
As asked when parents could expect to be told what they would be paying, Mr. Haslam said it would be premature at this stage to set a date for any announcement.
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**INDUSTRIAL COUNCIL**

**TRADE UNION PARTIES**

**EMPLOYER PARTIES**
Education talks head for battle

By MARTIN FEINSTEIN
Education Reporter

NEXT week's Bloemfontein congress of Afrikaner educationists is being loaded with political high explosives.

Supporters of National Party rebel Dr Andries Treurnicht are openly planning to use the gathering of 2000 top Afrikanders to block education reforms and rally support for their cause.

But the organisers of the congress, which begins on Thursday next week, have said any political faction which tries to "beselect" the congress "will not easily get away with it".

Yesterday the chairman of the congress organising committee, Dr D J Viljoen, warned: "We will not be dangled from a string by anyone whose motive is not educational." His comments follow indications this week of a build-up to a Rightwing show of force in Bloemfontein, including:

- Open talk at Transvaal NP meetings of "using" the congress to rally support for Dr Treurnicht;
- Planned distribution at the congress of a document sharply criticising certain recommendations of the De Lange report on education, issued by the Hervormde Kerk.

- Disclosures by Dr Willem de Klerk, editor of Die Transvaler, that behind-the-scenes intrigues were threatening to turn the congress into a "threat";
- Comments by the leader of the conservative Transvaalse Onderwysersvereniging (TO), Professorennie Maree, who said the TO was under much pressure from Afrikaners teachers to take a strong stand on issues such as the creation of a single education Ministry. Dr Viljoen, who is also chairman of the Inter-Church Commission for Education and Training, said: "We are aware that individuals with both Left and Rightwing standpoints will attend the congress.

"Our point of departure is not going to be politics. It is going to be the future of education from an Afrikaner, Christian National point of view."

Dr Viljoen said there would be no room at the congress for any motives other than those directly related to education "and the needs of schoolchildren".

"The people planning to use the congress for their own ends must realise that they will not easily get away with it.

"It is also very difficult to form a successful pressure group at an event such as this . . . we are going to maintain our course."
Call to consider education proposals

By: The Rover

THE Richelieu Guineas had become the proving ground of the country's top three-year-olds and Saturday's R100,000 class had attracted the best and most representative field in the history of the race. Mr Abe Bloomberg, chairman of the Cape Turf Club, told a distinguished audience at the traditional Guineas dinner at Milnerton racecourse last night.

He said the new triple crown - of which the Guineas was the first leg - was bound to further enhance the prestige of the race and consolidate its position as the zenith of the three-year-olds.

Great horses like Politician, in full flight and Cowesmadhoo, had given the Guineas its position of pre-eminence on an international level, and the potential of R100,000 per winner was sufficient to ensure that this year's Guineas would outdo Saturday's Guineas a tremendous fillip.

Only three horses placed in the Guineas for the past 27 years had been in the winning division, which indicated the class of horse competing.

TRIBUTE

Mr Bloomberg paid tribute to the unsung hero of the Administration, who had given the Cape racing club by way of amendments to the Betting Act.

These had helped substantially to narrow the gap in respect of stakes paid in the Cape compared with the Natal, which had bigger racing populations and much higher tote turnover.

Irrespective of domicile this year's field is the best and most representative in the history of the race, Mr Bloomberg said.

From the record entry of 42 horses the 16 final acceptors are mostly four-time winners, many of which should make it a great interprovincial battle.

Education: A role of change

Education Reporter

SAHARATOWN - The De Lange Committee was not charged with taking party political considerations into account and it was thus unjustifiable to cast aspersions on any of its recommendations as naive simply because of their political unpopularity.

This was said by Sir Richard Lust today in his concluding address at a conference of top educationists gathered here to assess the De Lange report on education.

Sir Richard commented on a statement by the Minister of National Education, Mr Gerrit Viljoen, in Parliament that it was naive to have expected that the National Party would abandon its policy of free education just because it had requested an expert investigation.

WAY FORWARD

Let this conference now remember these points in the light of its discussions here.

I am sure that the statements made in the House of Assembly by Mr Viljoen have been well received by the Government and its Interim Education Commission.

Educationists in South Africa are not concerned by requests for more money or the like, but by the need to return to the Interim Education Commission, which is a democratic representative body, to consider the recommendations of the De Lange Committee.

CLARITY

If we are to clarify and resolve our concern for education in South Africa, we must be clear about the role of education in our society, and the need for a new educational system.

One of the main purposes of education is to provide a means of opportunity to all children, enabling them to participate in society.

US troops in exercise

WASHINGTON - About 3,000 United States troops from the Pacific Command will be deployed in South Korea this month to train with South Korean and other troops for a air-strike attack.
Pre-school course offered by DET

THE Department of Education and Training has introduced a three-year course in pre-primary education.

The diploma course is conducted at the Soweto College of Education, formerly known as the Soweto Teachers’ Training College, in Pinville.

But according to the lecturer on the course, Ms K McEvilly, only six students have enrolled so far.

The entrance requirements are a matric certificate and a R20 registration fee. The Department is offering bursaries to the 35 students who will be training for this diploma.

Ms McEvilly believes that there has been a poor response because many prospective students are not aware of the new course.

She also fears that many people may not be interested because generally teachers want to teach senior classes as a form of status.

She explained that the Department paid teachers according to their qualifications. And those who have done the pre-primary teaching diploma have an advantage in privately-owned black schools.

Several companies are also building private institutions for their employees’ children, which will also facilitate pre-primary classes.

Ms McEvilly believes that for “this specialised teaching diploma” the private companies are likely to pay teachers reasonable salaries.

The course has been introduced at a time when a number of Soweto schools have terminated their pre-school classes.

Primary school principals interviewed said they were asked by the regional director, Mr Jaap Strydom, to terminate the pre-school classes in their schools because there had been several complaints from local creches.

Apparently, many parents no longer took their children to creches, where they had to pay a monthly fee of at least R8, while at the primary schools parents paid a minimum fee of R5 a year.
Separate cannot be equal says Sonu
Solve socio-economic problems first — Prof

GRAHAMSTOWN — Until all the socio-economic and political problems of South Africa were attended to, equality in education would remain an idle dream, Professor A. J. Thembela, professor of education at the University of Zululand, said at the education conference here yesterday.

Education went together with economic viability and political freedom and priorities had to be properly arranged, he said.

Giving economic privileges to a person in Soweto without the benefits of political freedom in the rest of the country or granting political freedom without economic viability and educational efficiency were similarly unworkable.

Referring to the De Lange report recommendation, Prof Thembela who is vice-president of the African Teachers Association of SA, said it would help little to increase teacher efficiency, or to provide equitable financing and adequate supportive services in education "if some people still come from overcrowded, filthy, crime-ridden slums with no prospects of getting out."

The De Lange report itself seemed to be agonising over the recognition that race and colour were irrelevant educationally and its suggestion that educational authorities at the second level be established on a regional or district basis, was an apology for having studiously ignored what it knew to be the reality of the South African situation. — DDC.
Education meeting split

Own Correspondent

GRAHAMSTOWN — An emergency meeting was called at the National Education Conference here yesterday evening. It had become apparent that a group among the 250 delegates was questioning the validity of continuing to discuss educational change divorced from the whole socio-economic and political system in South Africa.

The first note of public unease was struck when, in one of the workshop report-back sessions, it was stated that the De Lange report did not take education beyond the Verwoerdian era.

The theme of the workshop was to what extent the new system of education would cater for the early school leaver in his vocational education.

The leader of the workshop, Mr Edwin de Boize, who is at present setting up a careers centre in Soweto, said: "The workshop feels that De Lange is not talking about informal education but about industrial training for the labour market.

"The emphasis should be on the individual and not on labour. The thrust of education should be to prepare people to co-operate in a democratic society. There is a suspicion that the Government could use the report to perpetuate inequality."

Discussing the conference informally, a black delegate said: "They don't have the experience. They have not been out there. I think you have too many university professors and too many whites here."
FAST HAND TO GET NEW CLASSROOMS

East Wenatchee School District

Four Hundred New Classrooms

Four hundred new classrooms were unveiled at a critical time for the district. The district is working to upgrade its aging facilities and provide a more modern learning environment for students. The new classrooms are part of a broader initiative to improve overall school conditions and enhance the educational experience for students.

School officials said the new classrooms would be designed to meet the needs of modern students and provide a safe and comfortable learning environment. The district has been working on this project for several years and is excited to finally see the fruits of its labor.

The new classrooms feature state-of-the-art technology and are equipped with the latest in educational tools. Officials expect the new classrooms to improve student performance and provide a more engaging learning experience.

The district hopes to have all the new classrooms in place by the start of the next school year. The project is expected to cost several million dollars and is being funded through a combination of district funds and outside sources.

East Wenatchee School District is committed to providing the best possible education for its students. The new classrooms are just one step in this ongoing commitment to improve the learning environment and ensure that students are set up for success.

Community members are invited to tour the new classrooms and see the progress for themselves. The district will be hosting open houses and other events to celebrate the completion of this significant project.

East Wenatchee School District

February 6, 1982

SOUTHWEST, Friday, February 5, 1982
Luyt: Education plan 'futile' in isolation

THE former principal of the University of Cape Town, Sir Richard Luyt, said yesterday it would be “an exercise in futility” to expect proposals of the De Lange committee on education to remedy fundamental faults in South African society.

He was addressing delegates at the opening in Grahamstown of the 1820 Foundation's national conference on education.

Sir Richard said educators would have to look beyond the committee’s recommendations to solve even the schools crisis.

To expect the report — “exciting and progressive as I believe it to be” — to achieve even full equality in education, while major inequalities continued in the society, was unrealistic, he said.

However, the report should not be rejected out of hand. “Indeed, in the limited educational arena, in the current persistence of inequality and injustice, the De Lange proposals can be epoch-making,” he said.

Before the proposals could be endorsed, however, delegates needed to take a long, hard look at South Africa’s social structure.

Drive

“You must consider whether widespread majority public dissatisfaction — which was a main cause for the De Lange project being launched — can be overcome within the continuance of enforced racial separateness.

“You must also ask yourselves whether, within a system of racial separateness, there is likely to be sufficient drive and sacrifice to achieve full equality.”

Race

He praised the De Lange committee for suggesting equality in education, but pointed out that it had not been required by the Government to seek answers on political or other non-educational grounds.

He agreed with the committee that differentiation in education at was at present based purely on the basis of race or colour.

“As it has never been the accepted policy in South Africa to give everyone a rightful share, it is good to hold it up for acceptance now.”

If it materialised, it would be a tremendous step forward, provided the way in which it was implemented did not thwart or reduce its realisation.

The particular aspect the conference needed to discuss was separatism, in education and in society as a whole.

It would perhaps be argued...
De Lange report exciting — Luyt

Own Correspondent
GRAHAMSTOWN. — The former principal and vice-chancellor of the University of Cape Town, Sir Richard Luyt, told educationists here yesterday it would be "an exercise in futility" to expect recommendations of the De Lange committee on education to remedy fundamental faults in South African society.

Opening the 1820 Foundation National Conference on Education, Sir Richard said delegates would have to look beyond the committee's recommendations to solve even South Africa's schools crisis.

"If we are expecting the report — exciting and progressive as I believe it to be — to achieve even full equality in education while major inequalities continue in the society, is, I believe, being unrealistic."

But because De Lange could not solve everything, or even produce a perfect answer to more limited educational aims, did not mean it should be rejected out of hand, he said.

"Indeed, in the limited educational scene, in the current persistence of in-

Sir Richard Luyt

equality and injustice, the De Lange proposals can be epoch-making."

Before the De Lange proposals could be endorsed, however, delegates needed to take a long, hard look at South Africa's social structure.

"You must consider whether widespread majority public dissatisfaction — which was a main cause for the De Lange project ever being launched — can be overcome within the continuance of enforced racial separateness.

"You must also ask yourselves whether, within a system of racial separate- ness there is likely to be sufficient drive and sacrifice to achieve full equal- ity."

He praised the De Lange committee for suggesting equality in education, but pointed out that it had not been asked by the government to seek answers on political or other "non-educational" grounds.

He also stressed that the De Lange committee had not been charged with taking party political considerations into account, but was asked to adopt a scientific approach with "an in-depth investigation into all aspects of education."

Because of this, he said, it had a right to be assessed by both the government and this conference.

Turning to other issues discussed by the De Lange committee, Sir Richard suggested a new system of "crash-course teachers" who would teach straight after matric — in lieu of military service, where male matriculants were concerned.

He also called for increased government spending on education, saying: "To implement the De Lange recommendations, even fairly gradually, could necessitate changing national spending priorities substantially."
Call for one official language in matric

By SHEILAGH BLACKMAN
MATRICULATION examination papers should be revised so that only one official language was compulsory, the Dean of the Faculty of Education at the University of Durban-Westville, Professor F R Maharaj, said today.

He was addressing delegates at the National Education Conference on "Aspects of educational administration in South Africa".

Because of "cultural pluralism" in South Africa, provision should be made for languages other than English and Afrikaans — either as a medium of instruction or as school subjects.

He suggested that pupils should be given the option to study other languages up to the end of Std 7 and thereafter to specialise in the humanities, science or commerce.

Prof Maharaj put forward several ideas for the improvement of the present education system in this country.

To overcome the problem of black pupils who could not be accommodated in schools, the Group Areas Act should be altered to allow or to permit schools in each region to admit pupils of any race.

"No school-going pupil of any race should be deprived of education," he said.

He suggested that all teacher education should be at universities or technikons — colleges of education had served their purpose and should be converted to much-needed secondary schools.

All applications for teacher education should be centralised and from this point, enrolments should be planned so that every institution had its complement of students.

He said there should be one senior certificate.

An extra year of secondary school, such as the sixth form in British schools, was necessary for adequate preparation for university.

An official multiracial body to handle all aspects of national education on an equal basis was necessary.

Such a body should consist of several elected members representing professions, commerce and trade, and a small number of nominated members to represent the Government.

In common with many other speakers of the conference, Prof Maharaj emphasised that a unified system of education for all population groups could not be realised independently of social, political and constitutional change.

Inequality of apartheid ideology named 'top problem' at conference

By SHEILAGH BLACKMAN
THE outstanding problems that delegates faced at the conference were not those of curricular and teaching methods but those related to the "inequality and exclusivity of the ideology of apartheid", the principal of Spes Bona Senior Secondary School, Mr R van den Heever, said today.

Addressing the National Education Conference to assess the De Lange report on education, he said that if there was a full acceptance of the report by the Government, vital dynamic educational changes could be brought about.

Otherwise the report could become just another document on the "dusty shelves of the Government archives".

Unless there was fundamental commitment by the Government to bring about a fair, equal and open education system, blacks would remain educationally deprived.

Only Government commitment would ensure that the education of every South African child was financed equally and it was only through legislation that the Group Areas Act could be removed which would make an open education system "a distinct possibility".

Unless there was a shift in Government policies the country would "career from one crisis to another" in a continuation of educational unrest.

Mr Van den Heever said delegates would be fooling themselves if they thought there was a future for racially segregated education in South Africa.

The implementation of one uniform system of education for South Africa would be the most tangible movement away from a racially divided system.

In the light of the backlog in black education the economic level of white education was "an artificial luxury" this country could not longer afford.

Serious consideration would have to be given to spending an equal amount on all children.

Mr Van den Heever fully supported the De Lange Report's insistence on the total involvement of parents communities in local education.

In periods of change as were being experienced in black schools now, turbulence could be avoided if communities and schools together tackled the issues that caused dissension.

He urged that innovations in education be implemented as soon as possible.
Grahamstown delegates strongly support single ministry of education for South Africa

By SHELagh BLACKMAN

THE key question that dominated the national education conference in Grahamstown this week was whether there could be significant educational change in South Africa without social and political changes.

Over 200 educationists and representatives from private and government bodies gathered to assess the De Lange report on education and to suggest how changes could be implemented.

In his keynote address the principal speaker of the University of Cape Town, Mr. Richard Levy, urged delegates to make the report "epoch-making" but warned them not to expect rapid remedy of fundamental faults in society.

Many agreed with the Professor of Education at the University of Zululand, Dr. A J Thembelela, that unless socio-economic and political problems were attended to equal education was an "idle dream."

Others felt that realistic goals should be set, and that reform in education would have a ripple effect on society eventually leading to political reform.

They are to hold their own congress to discuss the De Lange report in Bloemfontein next month.

Despite many differences of opinion, consensus was reached by delegates on certain fundamental issues.

Major points to emerge included:
- A single ministry of education to co-ordinate education for all population groups was strongly supported.
- The critical shortage of teachers was stressed repeatedly.
- The Dean of the Faculty of Education at the University of Durban Westville, Professor S R Maharr, said his university had turned down 4,000 Indian applicants for teaching education during the past three years.
- Many speakers called for a pooling of teachers of all races to teach wherever there was a shortage.

There was widespread criticism of the over-emphasis in South Africa on academic education while technical and vocational training was regarded as less important.

Career education was essential to meet the current manpower shortage but the De Lange report was criticised for not paying sufficient attention to the needs of the individual which delegates regarded as more important than the needs of the industry.

It was felt that there was an overemphasis on South Africa's vast white teaching union - the TDA in Onderwyseunie.

Non-formal education - education outside formal institutions - was seen as a feature of South African education which was likely to become increasingly important.

A workshop group suggested a co-ordinated body to represent the private sector, labour organisations, and the State should be set up to control this type of education.

It was suggested that industries should play a greater role in helping to finance tertiary education.

Another suggestion that won wide support was the need for bridging education programmes to help students from deprived backgrounds to cope with university.

It was proposed by many delegates that the school leaving certificate and the university entrance examination be separated.

Greater flexibility and freedom of education were called for at the conference. Education should be flexible enough to attract the needs of the industry.

Many delegates urged that the recommendations of the De Lange report should be implemented as soon as possible.
Black teachers lose credibility because of place in ‘the system’

BY SHELAGH BLACKMAN
GRAHAMSTOWN — The black teacher had lost credibility with his pupils because he had been caught up in the workings of the apartheid system of education, the head of the Department of Comparative Education at the University of the Western Cape, Mr H. Herman, said at the education conference yesterday.

The role and status of the black teacher had suffered badly after the 1976 and 1980 disturbances and there would have to be fundamental changes in the system of education before he would be able to assert himself and play his rightful leadership role.

During the unrest in coloured schools in the Western Cape, most of the teachers identified with the ideals of a non-racial society but were, at times, reluctant to show support for their pupils because of fears of reprisals.

Mr Herman said the confidence of teachers and the discipline and orderliness in schools suffered badly during this period.

Pupils in black schools now showed a great awareness of the inequalities of the education system and in society and teachers were caught up between the racial view of the pupils and ‘the system’.

They found it difficult to play a meaningful role and often withdrew. In the Western Cape it was difficult to get parent participation at school committee elections, there was a scarcity of parent-teacher associations and there was hesitancy among teachers to become involved in any form of community action.

Many talented teachers in secondary schools were hesitant about applying for principalships because they did not see themselves being able to play a constructive role in bringing about change.

The cancer of apartheid is destroying the spirit needed for upliftment and change,” he said.

Mr Herman mentioned priorities he considered essential to a peaceful solution to the education crisis:

- The establishment of one education system under one ministry.
- The opening up of at least all tertiary education institutions to all races.
- A massive input of funds into black education to eliminate the backlog.
- A crash programme of teacher training for blacks.
- A much stronger emphasis on local participation and decision-making in education.
Fresh

Dr Henderson also urged the Government to help the areas by opening education to all. He said it was important to keep up standards, to keep the money going to the poor and to keep the young educated. He also strongly supported a fresh look at non-white people who were going to work side by side with people who were trained and educated. He also strongly supported the following:

- Subsidies
- Professional Development
- Reforms to the Education System

He said the present system was a failure and needed to be improved. He called for a fresh look at education and for a fresh look at the future of South Africa.
Force ruled out in school sport plans

Own Correspondent
PRETORIA — The Transvaal Education Department will not force any school to make any decision on mixed sport.

This assurance has been given by a member of the executive committee in charge of education in the Transvaal, Mr Fanie Schoeman.

He was commenting on fears that a TED directive forced provincial schools into a position where they virtually had to choose between playing their traditional rivals, which included private schools with some black students, or in a “whites only” provincial schools administrator’s cup league.

Mr Schoeman said in terms of the directive schools would be able to choose to play in either league or, if they wished, in both.

The directive did not force any school to take any decision at all, he said.

“Under the circumstances I think it is a good decision and it is up to the schools to make the best of it.

“Past events have dragged sport into the political arena, with negative effects on sport.”

INCIDENTS

“We could not allow the problems of the past to continue with our Saturday morning sport being disrupted.

“The decision to ask schools to decide beforehand was taken because we cannot afford incidents every Saturday,” he said.

However, the exact implementation of the directive still appears to be uncertain.

Replies to questions submitted to the Director of Education, Professor J H Jooste, failed to clarify the position.

He was asked what would happen if all provincial schools opted for the “white only” league.

AUTONOMY

The reply was: “If all provincial schools should decide to play in the ‘A’ league, and if there is no ‘B’ league, only bona fide black pupils, legitimately enrolled in these schools, may participate.”

Replies to other questions indicated that schools have full autonomy to decide which sports they would offer, that administrator’s cup leagues are played in rugby, cricket, basketball, hockey and tennis, but that applications for similar leagues in other sport may be made.”
How can you plan a new school if you don’t know what country you’re in?

ONE of the major reasons for the high failure rate among Black school children is that they live in an insecure society, says the director of Department of Education and Training, Mr G J Rousseau.

Speaking to the Sunday Express in an exclusive interview, Mr Rousseau said many socio-economic issues had the direct result of making Black pupils feel insecure.

"And this affects their work tremendously," he said.

"Putco bus fares go up and feelings are vested at school, not (aimed) at Putco; basic food prices go up and feelings are vested at school not (aimed) at maize producers."

"It is important, therefore, that people do not exploit these situations amongst school children. This can have disastrous results on their school performances and, consequently, on their future careers."

He dismissed allegations that pupils had lost interest because the education was of an inferior quality.

"If the education was inferior, the result should be a 100% pass. The more inferior it is, the easier to pass. You don't pass an examination because of the standard of education. Performance papers which have meant thousands of students had to re-write matric exams. Dr Rousseau said:

"I cannot give a guarantee that such a thing will not happen in the future as long as we have to rely on people."

"We have to depend on the integrity of everybody. If you have a weak link somewhere down the line, you're in trouble."

Another major problem facing Black education was the recurring delay in the release of results.

"We have to borrow a computer which is often faulty."

"The computer works in a room where there's a certain temperature. If there's an electricity failure or the fan doesn't work, the computer does not only stop, it locks, and there's no way we can get the information out."

Also, he said, his department had been ready to publish matric results on December 22 last year, he said, but was stopped from doing so by the Joint Matriculation Board, which wanted the validity of Det's examinations proved first.

Mr Rousseau agreed that some students whose names appeared in newspapers as having passed would have to write supplementary exams to get a matric exemption.

By BARNEY MTHOMBOTHI

Mr Rousseau did, however, point out how difficult it was to plan a national education system for Blacks.

He said that, for example, Det had serious problems in the planning of education because of the uncertainty about the future of some residential areas, especially in Natal and the Eastern Cape.

"There is uncertainty about their future. You cannot expand until you know the community is going to remain there permanently."

Mr Rousseau said his department had no say in the removal of people.

"There is liaison (with the Department of Co-operation and Development) on the final decision ... not whether it should move people or not."

"In the case of Ontwerp (a resettlement area in the Free State) for instance, we've informed that there is a residential area with so many people and we simply have to supply the schools. We don't decide on the area."

On the issue of stolen examination papers which have meant thousands of students had to re-write matric exams, Dr Rousseau said:

"I cannot give a guarantee that such a thing will not happen in the future as long as we have to rely on people."

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Call for a uniform system of education

By SHELagh BLACKMAN

GRAHAMSTOWN — There was a responsibility on education to right the wrongs of the past and restore fairness and justice, a former Director of Black Education, Dr Ken Hartshorne, said here.

In an address to educationists gathered to discuss the recommendations of the De Lange Report, he said there was a special responsibility to provide education relevant to the needs of the majority of the children of the country.

One of the main purposes of education in the light of years of discrimination and neglect was to place those who had been discriminated against in the past as quickly as possible in a position where education background would enable them to:

- Compete on an equal basis in the market place and to make their contribution to the economic welfare of South Africa.
- Take their place freely in society and to contribute to its richness and diversity.
- Share in the decision-making process of the country at all levels in education as in the wider range of the other human activities — social, economic and political.
- Live as citizens with their fellow-citizens in a common South Africa.

What South Africa could not and must not have was an education system in which the main purpose was to preserve and maintain the status quo.

Education could play a primary role in supporting and stimulating wider change in society. It could anticipate and facilitate change, he said.

Educationists must be concerned about the kind of people being produced by the educational process.

Dr Hartshorne said he believed the De Lange Committee was brought into being partly through the failure of the present education system to cope with the economic needs of South Africa, partly because of teacher dissatisfaction over pay and service conditions, and also because of a growing unease among parents and community bodies about their limited say in educating their children.

There was also the rejection of "the system" by large sections of the community.

South Africa was a country divided against itself in which goodwill and trust were rapidly being dissipated and in which fear, hatred and bitterness were in danger of taking over.

"But we also live in a country with tremendous potential, with rich material and human resources with vast capacity if only it gives itself the opportunity to cope with the human and social problems that now bedevil it and sap its strength," he said.
De Lange a ‘starting point’

There was agreement that education could not be divorced from socio-economic and political changes. But there the consensus stopped. Most delegates — from universities to the Progressive Federal Party and big business such as Ford, Sentrachem and Anglo American — felt the De Lange report was a valuable starting point for education reform.

BOG DOWN
Sir Richard Luyt in his opening address summed up the feelings: 'I appeal for strong support to be stressed in any ultimate view to be formulated. Let us not contribute to the main progress of the De Lange recommendations getting bogged down because of excessive doubt and dwelling on detail.'

In the face of the Government interim white paper which stated that any reform had to take place within the confines of the apartheid policy, most affirmed their commitment to a single education ministry and the right of communities and schools to decide whether to remain racially exclusive or not.

MODERNISE
Their decision was to push ahead with the report in spite of the political restraints the Government had put on it.

However, Professor A J Thembela of the University of Zululand felt the De Lange report was a futile exercise.

The optimists who thought that the HSRC report and its announcement of the first principle (equal education) would usher in a new era, must disabuse themselves of that misconception and concentrate their energies on the real issues. When that happens the dream of equality in education shall become a reality.

A small dissident group rejected the report outright, believing it to be a document that could be used to ‘streamline and modernise apartheid.’

Their objection was that the education proposals did not concentrate on the needs of the individual but on the needs of the labour market.

This they saw as a sophisticated form of channelling blacks into the service of white industry.

BITTERNESS
They saw the report in the light of commissions such as Wiehahn, Riekerk, Steyn and Rabie, which the Government had appointed since 1978.

These commissions represented an attempt to control labour, security, the media and education, through the HSRC’s Government-commissioned report.

They demanded that these objections be included in a report to be given to the Government on the conference views on the recommendations.

There was a certain amount of bitterness among delegates that the powerful and conservative Transvaalse Onderwysers-union was not represented.

They turned down the invitation because they were organising their own Volkswaart Kos in Bloemfontein in March.

Delegates were concerned that the influential body could rally enough conservative support to squash any meaningful change decreed in the De Lange report.

Comments on the report must be submitted to the Government before March 31.
Need for more black pre-school facilities seen

Education Reporter

SOUTH AFRICA has 1,557 pre-school facilities for 90,423 white children and about 230 for more than 24,000 black children.

These statistics were given at a conference on pre-school care and education in Cape Town today.

In the Cape, 248 facilities are set aside for 10,888 white children. Most of the country's coloured children are in the Cape where there are 210 centres for 17,529 children. About 3,651 black children are cared for in 40 centres in the Cape, excluding Transkei and Ciskei.

Mrs Edna van Riet, chairman of the Bolitar Pre-school Association, said Government welfare policy was too rigid. The high standards set were often out of touch with reality; for example, the same standards were laid down for squatter and middle-class areas.

"The insistence on conforming to toilet regulations, for example, can cost a project large sums of money and may threaten the service as a whole," she said.

Many black communities have been removed, which had resulted in facilities being planned on paper but the policymakers had not spelled out who should be responsible for providing them.

Nine crochets sites had been earmarked in Bolitar, but 10 years later not one had been developed.
Classroom shortage ending

By
Mzikayise Edom
THE shortage of classrooms and teachers in Tembisa, near Kempton Park could soon be a thing of the past.

The Department of Education and Training has already completed 48 divisional classrooms at existing schools and hopes to complete another 24 before the end of next month.

Tembisa is the worst hit township in the East Rand in the shortage of schools and Tembisa High School is topping the list in the township.

At present, Tembisa High has to accommodate 1241 pupils in 16 classrooms, and the laboratory, homecraft and woodwork centres. The school also had a shortage of about five teachers, but this has been partly solved.

A spokesman for the Tembisa liaison committee said yesterday the Department last week gave Tembisa High permission to employ five more teachers. He said, by yesterday, the school had already eng-aged the services of three new teachers.

“We hope that the remaining two posts will be filled before the end of the week and we also hope to start using seven of the 14 new additional classrooms at the school before the end of the week and the rest by next week,” she said.

Mr D A Scholtz, the DET regional director in the Highveld region, said yesterday that his department has already completed, or is about to complete, 12 new classrooms at three lower primary schools, 22 new classrooms at new higher primary school and 14 new classrooms at Tembisa High.

All these classrooms had been erected at existing schools. He also said the Department would start with the building of 24 new classrooms at six existing schools and if all goes according to plan, this project will be completed before the end of next month.

Earlier this year, Mr Scholtz announced that the department would build four new schools and 571 additional classrooms at existing schools in the east Rand this year in a bid to improve the situation.
State wants white schools to charge

Political Staff

THE ASSEMBLY — White parents may soon have to pay for the education of their children at Government schools — and the idea brought an instant outcry from the opposition in Parliament yesterday.

The Minister of National Education, Dr Gerrit Viljoen, yesterday introduced the National Education Policy Amendment Bill for its second reading.

Opposition speakers protested and said free education had become a "birthright" in the Western world.

Dr Viljoen said: "Education makes very high demands on the financial means of the State.

"And these demands will increase."

Because of this, it had become necessary to "review the principle of free education laid down in the Act."

CITIZENS

This principle stipulates that all education, including school books and stationery, must be provided free of charge in schools maintained, managed or controlled by a department of State — including provincial administrations — for pupils whose parents live in South Africa or are South African citizens.

Dr Viljoen said the new Bill would amend the Act to enable him to change the policy so that parents contributed towards the education of their children.

Dr Alex Boraine... "sacred principle" under fire.

He gave an assurance that the amendment would not come into force for some time — until after he had consulted provincial administrators and the National Education Council.

PRINCIPLE

But Dr Alex Boraine, the chief Progressive Federal Party spokesman on education, said the Bill removed a "sacred principle" that had been on the statute book for years.

And he added that the legislation was premature because it encompassed one of the recommendations of the De Lange Commission which, as far as he knew, had not yet been accepted by the Government.

"The Minister says that an entrenched principle is going to be removed and then promises that consultation will follow," said Dr Boraine.

"We have to be worried and concerned. As watchdogs we cannot take the word of the Minister of Education — a single Minister. Once this Bill is enacted, these provisions can be put into immediate effect."

The PFP's policy was free primary and secondary education for all, he said.

UPLIFTMENT

"The best way to reassure the people that education is going to be available, and that the poor are not going to be at risk, is to withdraw the legislation," said Dr Boraine.

Mr Harry Schwartz (PFP, Yeoville) said the Bill contained a change of ideological concept. Throughout the world the striving for free and compulsory education had been going on for centuries. When this was accepted in South Africa, the less affluent whites had been able to uplift themselves.

He said that if Dr Viljoen had introduced the Bill to financially facilitate the equalising of education standards for all races, he should bear in mind that he was bringing white education down several levels, instead of raising the standard of the less privileged up to the top level.

RESPECT

Mr Ron Miller (New Republic Party, Durban North) said his party would also not support the Bill.

He said he supported the principle of parents contributing to the purchase of school books and stationery because this engendered more respect from pupils for these items, but parents should not be charged fees that many would not be able to afford.

Shortly before the House adjourned, Dr Viljoen began his reply.

He said the removal of the Government's obligation to provide free education was a unanimous recommendation by educators themselves.

He denied that the Bill was "jumping the gun" on the De Lange Commission recommendations. The concept had been born six months before the commission was appointed.
4.51 Does the following job description fulfill the requirements?

ENGLISH LANGUAGE ADVISOR, INSURANCE FIRM

The English language advisor's job does not fit neatly into the 
language position hierarchy of the firm. It is a specialized job, 
and the advisor handles correspondence, reports, memoranda, 
and other written material from top managers down to the floor 
levels. The advisor must be able to write reports, correspondence, 
and memos in a professional manner, and to edit and proofread 
materials. The advisor should also be able to read and understand 
English-language books and articles, and to use English in everyday 
conversations.

The advisor's duties are to ensure that all correspondence, 
reports, and memos are written in correct English, and that all 
materials are presented in a professional manner. The advisor 
should also be able to edit and proofread materials, and to 
provide advice on grammar and usage.

Many documents already composed in English are needed by 
the firm, and the advisor needs to translate these documents 
equally proficiently in both languages. Editing work already 
done in English is the most important of these duties. By far 
the greatest proportion of the work concerns correspondence, 
reports, memoranda, and policy articles. These are checked to 
ensure that the meaning is clear and the language is correct. 

On the basis of such errors commonly made by clerks in 
various departments, the language advisor draws up advice lists 
on grammar and usage for these departments.
The government's position was that free education was crucial for the development of Zimbabwe. It was argued that education was a fundamental right and that its provision should be universal. The government also emphasized the role of education in promoting social mobility and reducing poverty.

The opposition, on the other hand, highlighted the financial burden of free education on the government and questioned the feasibility of providing free education for all. They also expressed concerns about the quality of education that could be provided with limited resources.

The debate over free education was intense, with both sides presenting strong arguments. The government eventually decided to implement a phased approach to free education, starting with primary education and gradually extending to secondary and tertiary levels over a period of years.
Call for 'unified' action by teachers

PROGRESS in pre-school education and day care would be negligible unless there was "concerted and unified" action by pre-school teachers, Mr Franklin Sonn said yesterday.

Mr Sonn, president of the Cape Professional Teachers' Association, told the Western Cape Conference on Pre-school Care and Education that he believed the stage was set for "significant progress" in the field of nursery education.

But, he said: "I am absolutely convinced that progress will vary from nil to limited if there is not going to be concerted and unified action on the part of teachers to bring about the kind of change and progress they desire."

He said one of the problems was the lack of determined negotiating by well-organized and well-represented bodies. But with more unity, determination and more oraganiza-

tion, pre-school education would come into its own.

Mr Sonn described nursery education as of "vital importance."

He said he was concerned that most people running nursery schools had no training in child psychology or in education.

Opportunities would have to be created for them to undergo training on a full-time or part-time basis.

As far as the coloured community was concerned, an important battle was won in 1939 when an Act was passed whereby the State would provide nursery schools.

However, little had been done because of the lack of funds and an infrastructure to administer nursery education.

The State would present consider providing nursery schools only where it had been proved that the community involved could not provide the facility.
The conference in Grahamstown

By Chris Vickery

The conference in Grahamstown was

a memorable event that brought together

many prominent figures in the field of

education. The conference was

organized by the South African

Department of Education and

attended by representatives from

various provinces and countries.

The main focus of the conference

was on the current challenges

and opportunities in education, and

participants discussed strategies

for improving the quality of

education in South Africa.

The conference also included

workshops and debates on

specific topics, such as teacher

education and curriculum reform.

Overall, the conference was

a valuable opportunity for

educators to share ideas and

network with colleagues from

around the world.
Black schools to get a boost

BY CHERYL VAN EYSEN

BLACK education in South Africa is to get a boost of about R1 million from the estate of a Johannesburg spinster who died last month.

The money has been left by Miss Aveline "Nancy" Smith, 90, who died in the Jabula Old Age Home, Rivonia, Johannesburg, and will be spared into the James Smith Educational Fund for the Advancement of Black Education.

Yesterday the spinster's niece, Mrs Claudia Thompson, a Bloemfontein social worker, said her aunt was "vital" concerned over black education in the country.

"She was a keen philanthropist," the niece said. Miss Smith lived an "extremely simple" life in her home in Valley Road, Parktown, she added.

Miss Smith was the youngest of the three daughters of an English baker, Mr James Smith, who came to South Africa at the turn of the century "with only twenty pounds", Mrs Thompson said yesterday.

Bakery

Mr Smith ran a bakery in Troyeville, Johannesburg, for "several" years, and retired from the bakery at the age of 60 to begin dealing in stocks and shares. Miss Smith was his secretary.

Besides stocks and shares-brokering, the father and daughter were philanthropists with "immense interest" in black education, the niece said.

Mr Smith was a founder member of the defunct Elandskou Mission which built a black school and church in the old Sophiatown.

"After father's death, my aunt carried on his philanthropic duties and made tremendous donations to charity organisations," Mrs Thompson said.

English

4.5.2 Write a joke

4.5.3 Does the following job description fulfill the requirement?

mentest

4.5.1 Does the following job description fulfill the requirement?

MANAGEMENT DEGREE

This job requires an understanding of the language, culture, and management practices of the country.

I need a job description that matches the requirement.
Politics and change

It is an education whereby the total environment of the student is considered. This is the approach advocated by the National Party, the view that it is not education's job to change the total environment of the student, but to provide a framework within which the student can develop his own potential. This is the view that education, as a means of social change, is not the responsibility of the education system, but of the society as a whole.

And Franklin Sonn, director of the Peninsula Education Authority, was among those who were critical of the National Party's approach. He said: "The National Party's approach to education is not adequate. It is not concerned with the total environment of the student, but with the provision of a framework within which the student can develop his own potential. This is the view that education, as a means of social change, is not the responsibility of the education system, but of the society as a whole."

It was thus a matter of course that delegates at the conference unanimously supported the 11 principles for education provision as laid down in the De Lange Report.

However, faced with the formidable task of appealing to a government which has shown little concern for black education in the past, and which passes legislation with apparent disregard for the recommendations of its own commissions (as in the case of the Venda University Act), it was natural that an air of impotency and negativity tempered the optimism of delegates to some extent.

Some members — claiming to be realists — went as far as to say that, like the Wielkamp, Rabie and Reidsen commissions, the De Lange Report would be used ultimately to streamline apartheid. While this view may be interpreted as extreme and not representative of majority opinion at the conference, it is a fact that blacks have little respect for government's intentions, and have long ignored its rhetoric.

This poses a serious problem. A population that is convinced of its government's good intentions and which believes the best will be done for all people, may tolerate educational inequality for a time, appreciating the financial and other constraints that exist. They would be willing to make the necessary sacrifice and effort to improve conditions.

Blacks do not believe this goodwill exists. That is why education — and labour — reforms are being increasingly used as platforms for political contest. Educational reforms alone will not be sufficient.

Prof. A. Theron, of Zululand University, said: "It will help little to bring in efficient teachers, adequate supportive services, or equitable financing if some people still live in overcrowded, filthy, crime-ridden shacks. Equity of education is an illusory dream if political facts are not taken into account.

In addition, black people who manage to overcome deprived socio-economic backgrounds and a defective education system find themselves qualified to do little in a political and economic climate which limits, to a large degree, their ability to actualize their potential."

Protests, as expressed in the interim memorandum, have done more than anything to alienate those who were suspicious of the De Lange investigation in the first place. Yet the realities is that people who, though doubtful, were prepared to participate in the investigation, have had their doubts confirmed. This was as expressed quite clearly by delegates who no longer believed that representation to government will achieve anything.

Educationalist Dr Ken Hurthorne said that if Pretoria chooses to stand firm on its non-contractual, the positive professional aspects of the report — that is, those relating to content structure, guidance, curricula and exams — are unlikely to succeed. This is simple because large numbers of people will continue to reject separate systems with their concomitant bitterness and breakdown in morale. In the final analysis, success depends on teachers. If they are forced to work in a system which they fundamentally reject, there can be no hope of real reform.

There now exists the anxious task of restoring confidence in the education system. It is that this, if all believes, is unlikely without some sort of political change.

The conference was successful in that it reached a consensus on the De Lange Report and provided associations, organizations and members of the private sector with the opportunity of discussing the wider implications before making their responses to government before March 31.

The most important step is perhaps still to come. In terms of the financial constraints of meeting educational and skilled manpower needs, the private sector will be called upon to make increasing financial commitments to education. This is a burden the private sector might be unwilling to bear, without government commitment to real change. Big business should issue some of its own non-negotiables to Pretoria before March.
Education move sign of hard times ahead

The Government has embarked on a policy change which could signify serious official re-thinking on the question of certain built-in white privileges in education.

The days of state-financed 'Rolls Royce' education for whites, as one Opposition MP described it, may soon be over.

The Minister of National Education, Dr Gerrit Viljoen, spelled out some compelling reasons for the Government's policy change when he introduced the controversial National Education Policy Amendment Bill in the Assembly this week.

His explanation left the impression that it was all part of a tightening of the belt to adapt to South Africa's embattled position.

SALES TAX

A provision of the Bill seeks to remove the Government's obligation to provide free education.

The effect would be that parents of children at white Government schools could in due course be made to pay fees towards the education of their children.

The Government's move seemed to be yet another sign of hard times ahead. For the average South African there was little comfort in the fact that it came at a time of further price increases and of the Government's announcement of an increase in General Sales Tax from four to five percent.

The Bill ran into a storm of criticism from Opposition members. While agreeing that luxury expenditure had to be chopped, they fought against the Bill on the grounds that it was a departure from the Western concept of free compulsory education.

Speakers on the Government side seemed to play down the financial reasons for introducing the policy change. They put heavy emphasis on education factors and on recommendations from education leaders.

From the outset, however, the Minister made it clear that money was one of the main considerations.

He said it was common knowledge that education made very high demands on the financial means of the State and these demands would increase.

'It has therefore become necessary to review the principle of free education presently laid down in the Act,' Dr Viljoen said.

Later in the debate, Dr Viljoen further illuminated this aspect of Government thinking.

He referred to the 'big and drastic change' in South Africa's security situation following the collapse of the Portuguese empire in Africa and the increased threat on South Africa's borders.

This, he said, had led to a considerable increase in defence expenditure, as a result of which expenditure in education and other fields had to be reviewed.

Reacting to criticism from Mr Derrick Watters-son (NP, Umbilo) that South Africa had 'Rolls Royce education' for whites and 'push-car education' for blacks, Dr Viljoen made a remarkable admission.

The Minister, in effect, admitted that there had been a 'Rolls Royce type of education' for some population groups.

QUALITY

This had to be avoided in the future. From now on South Africa would simply have to be 'very economic' while seeking the quality of education it had achieved in the past and wanted in the future.

Mr Watterson's concept of 'Rolls Royce education' was what he described as 'extravagance in our white schools.' White schools with luxurious facilities were costing up to R4-million in some instances.

Such expenditure had to be greatly reduced.

Opposing the proposed measure, Mr Harry Schwartz (PPF, Yeoville) said an essential issue was that the affluent would be able to pay while the poor would not be able to pay.

'If one is going to have equality of opportunity in a society, the most important feature is that one must give everybody a chance to participate in equal quality of education,' Mr Schwartz said.
for education
foot the bill
now, you will

Battersea
By

EXPRESSSCOPE

REVIEWS A NEW SCHOOLING STRATEGY

The paper is titled "For Education Foot the Bill" and discusses the importance of education and the responsibility of society to support it financially. The text is accompanied by illustrations and images.
Education: New Bill will hit Fat Cats

By FRANS ESTERHUYSE

The Government has embarked on a policy change which could significantly alter the way education is provided in South Africa. The new Bill aims to address the issue of education for whites, as well as the position the Opposition party described it as may soon be over.

Minister of National Education, Dr. Viljoen, explained that the Government's policy change was to bring education more in line with the needs of the State and to ensure that the education system was not only serving the white population.

The Minister's explanation left the impression that it was all part of a tightening of the belt to adapt to the constraints of the times.

A provision of the Bill seeks to remove the Government's obligation to provide free education.

The effect would be that parents of children at white government schools could, in due course, be made to pay fees towards the education of their children.

The Government's move seems to be another sign of hard times ahead. For the average South African there was little comfort in the fact that it comes at a time of further price increases and of the Government's announcement of an increase in General Sales Tax from 4% to 5% percent.

The Bill has run into a storm of criticism from opposition members. While agreeing that education expenditure had to be reduced, they fought against the Bill on the grounds that it was a departure from the Western concept of free compulsory education.

Speakers on the Government side seemed to play down the financial reasons for introducing the policy change. They put heavy emphasis on educational factors and on recommendations from education leaders.

From the outset, however, the Minister made it clear that money was one of the main considerations.

He said it was common knowledge that education made very high demands on the financial means of the State and these demands would increase.

"It has, therefore, become necessary to review the principle of free education presented laid down in the Act," Dr. Viljoen said.

Later, in the debate, Dr. Viljoen further emphasized the importance of the Bill in terms of Government thinking.

He referred to "the big and drastic changes" in South Africa's security situation following the collapse of the Portuguese empire in Africa and the increased threat on South Africa's borders. This, he said, had led to a considerable increase in defence expenditure, as a result of which expenditure in education and other fields had to be reviewed.

Reacting to criticism from Derrick Waterson (NIP Umbilo) that South Africa had "Rolls Royce education" for whites and "museum education" for blacks, Dr. Viljoen made a remarkable admission.

The Minister, in effect, admitted that there had been a "Rolls Royce type of education" for "some population groups.

This had to be avoided in future. From now on South Africans would have to be very economical while seeking the quality of education it had achieved in the past and wanted in the future.

Mr. Waterson's concept of "Rolls Royce education" was what he described as "extravagance in our white schools." White schools with luxurious facilities were costing up to R3 million in some instances.

Such expenditure had to be greatly reduced.

Opposing the proposed measure, Harry Schwartz (IP Yevile), said an essential issue was that the child should be able to pay while the poor would not be able to pay.

He stressed the need to have equality of opportunity in society, the most important feature of which must be the right to have a chance to participate in equal quality of education, Mr. Schwarz said.
Mixed schools favoured by most in S A

Mercury Correspondent

JOHANNESBURG—Fifty-two percent of white South Africans favour some form of racially integrated schools—but only 23 percent want mixed residential areas.

These and other facts about white attitudes on integration emerged yesterday when details were published of an opinion poll conducted by the Afrikaans Sunday newspaper, Rapport.

These include: Nearly 70 percent of Afrikaans speakers oppose racial mixing at school, only 16.4 percent of English speakers are opposed to this; 52 percent of Afrikaans speakers favour stricter application of the Group Areas Act, only 10 percent of English speakers want this; 10.6 percent of Afrikaans-speakers favour open residential areas compared to 38.8 percent of English speakers.

The country-wide poll among 2,500 whites also shows that 19.7 percent want schools open to all races, 33.7 percent agree that in certain cases and under certain circumstances, white schools must be open to all races, 7.5 percent believe white schools should be open to certain other races and 47.8 percent oppose white schools being opened to other races.

Unconditionally open schools are favoured by 35 percent of Progressive Federal Party backers, 11.2 percent of New Republic Party supporters and 2.5 percent of Nationalist.

The poll shows that if a referendum is held on the opening of white residential areas to all races, 24.7 will favour coloureds in white areas (63.6 percent will oppose the move), 26 percent will favour Indians (62.1 oppose) and 16.9 percent will favour blacks (71.6 oppose).

A breakdown of respondents into party supporters on this issue 12.2 percent of National Party backers favour coloureds in white areas, 11.3 percent favour Indians and 8.9 percent blacks.
Half SA's whites back mixed schools

Johnannesburg - 50 percent of English schools - all except one - have mixed-race classes.

A recent government survey showed that the number of mixed-race schools had increased significantly since the 1994 elections. The survey also found that the number of all-race schools had decreased.

The survey, which was conducted by the Department of Education, found that the number of mixed-race schools had increased from 15 percent in 1994 to 45 percent in 2018.

The survey also found that the number of all-race schools had decreased from 85 percent in 1994 to 55 percent in 2018.

The survey results were welcomed by the Minister of Education, Angie Motshekga, who said that the country was making progress towards a more inclusive education system.

Motshekga said that the government was committed to ensuring that all South Africans had access to quality education, regardless of their race.

The survey also found that the number of black-only schools had decreased from 50 percent in 1994 to 43 percent in 2018.

The survey results were welcomed by the Minister of Education, Angie Motshekga, who said that the country was making progress towards a more inclusive education system.

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Call for a closer look at matric

By MARTIN REINSTEIN

THE Minister of National Education, Dr Gerrit Viljoen, has hinted at an overhaul of the university entrance system to cut the alarming first-year failure rate.

Opening the academic year at Stellenbosch University, Dr Viljoen pinpointed the matriculation system as one of the main reasons for the number of university dropouts, and called on the Joint Matriculation Board to give attention to ways of improving it.

Dr Viljoen told more than 2,000 first-year Stellenbosch students and their parents:

"There is a strong suspicion that the matriculation certificate, in too many cases, is not a reasonable indication of a person's potential to succeed in university study."

Important

"The standard of university entrance examinations in South Africa, given the standard of work expected at university level, is an important reason for the relatively high drop-out figure and the low success rate," he said.

Dr Viljoen revealed that:

- Of the 20,531 students who registered at the 18 "white" universities for the first time in 1973, 16.5% failed to pass even one subject.
- A third of the students at these universities never succeeded in obtaining their degree.
- A student with a 55% matric pass has only a 50% chance of obtaining a BA degree in three years.

DR GERRIT VILJOEN
Hint at change

"At a glance, it appears that the JMB needs to give attention to the possible alteration of the university study system.

"If the function of the JMB is to see that university entrance certificates are a reasonable indication of a person's ability to succeed in university study.

"If the certificate's standard were to be relaxed, the number of candidates who matriculate will probably drop - and consequently also the number of students at university," he said.

"Such a step could, possibly also have the advantage that the number of students who study successfully and graduate will stay at the same level."
The Pre-school Crisis

There is a crisis in pre-school education in South Africa. Salaries and service conditions of teachers are 'abysmal' and there is such a shortage of facilities that tens of thousands of three to six-year-olds are deprived of any form of pre-school education.

These were some of the facts that emerged at the Western Cape Conference on Pre-school Care and Education — an extraordinary gathering of more than 500 people representing 122 pre-primary schools and creches and 72 organizations. There were blacks and whites, Muslims and Christians, conservatives and radicals — airing their frustrations, sometimes speaking past each other, but above all sharing their experiences.

There was, for instance, the principal from Mitchell's Plain who described the hazards of operating a nursery school situated between two shanties. Patrons of the shanties sometimes used the grounds as a lavatory. Once a fleeing mother hid in the school building while a gang of men, armed with spades and guns, surrounded the building and threatened to burn it down.

A speaker told of a qualified nursery school teacher with 25 years' pre-school experience who had managed to earn more than R100 a month.

As one white delegate said: 'I never realized how privileged we were.'

There were some of the points presented to the conference:

- Of the total number of South African preschoolers only 0.3 per cent of blacks, three per cent of Asians, four per cent of coloureds and 16 per cent of whites are provided with pre-school facilities.

- Of four million African children up to 6 years old only about 11,000 attend pre-schools. In contrast, more than 350,000 white children attend pre-school.

- White and coloured children attending creches are entitled to a welfare subsidy from the State. But the monthly income limit and the subsidy for coloured people is far lower than that for whites. In order to qualify for the subsidy white families must earn below R87 to R597 a month, depending on the number of children while coloured families must earn below R230 a month.

- No daily subsidy is paid for white children and 25 cents for coloured children.

LINDA VERGNANI
Schools group is planned

By MARTIN FEINSTEIN

MORE than 800 representatives of the governing bodies of Afrikaans schools in the Transvaal gathered in Pretoria at the weekend and took the first steps towards the formation of a powerful new association.

The representatives unanimously passed a motion approving the formation of an association of governing bodies to take part in education decision-making, and appointed an eight-man committee which will meet in March.

But a constitution is unlikely to be drawn up before March 18, when the association's aims and structure will be discussed at the national education conference to be held in Bloemfontein under the auspices of the Federatie van Afrikaanse Kultuurverenigings (PAK).

The meeting, held at Unisa, was called by the Transvaalse Onderwysersvereniging (TO) which, with the PAK, is organising the Bloemfontein conference.

It was addressed by the president of the TO, Professor Hennie Maree, who warned parents not to think they had dealt with their educational responsibility by leaving it "squarely on the shoulders of the State".

"Parents must be persuaded, with effort, to participate in the election of their representatives in governing bodies and parent-teacher associations," Prof Maree said.

This could only be kept in motion by having groups attached to every school.

He said far-reaching changes involving education management would begin to take form in the near future.

Prof Maree also denied that the TO aimed to mobilise Afrikaans teachers and parents as a Rightwing pressure group to block education reform.

"This organisation has no political motives and political activities have no part in it," he said.

"We believe that education and politics must be separate, and that this division must be maintained at all costs."

The chairman of the eight-man committee is Professor Henry Stone of the Waterkloof High School governing body.
More school costs may face parents

Own Correspondent

Transvaal schoolchildren could have to pay for more than just their books if recommendations by the Human Sciences Research Council's investigation into education are accepted.

Speaking in the Transvaal Provincial Council in Pretoria yesterday, Mr Panie Schoeman, MEC in charge of education, said a realistic and responsible attitude had to be adopted to the report.

Nothing had yet been finalised, but it had to be accepted that alternative forms of financing education might have to be considered.

Among these could be the placing of greater responsibility on local bodies such as school governing bodies for the continued financing of their schools.

This could mean that school committees could become responsible for the continued maintenance of schools after the initial work had been done in establishing the school.

Mr Schoeman said the time was possibly ripe now for big business to play a greater role in financing education and that to encourage this the possibility of increasing tax concessions for such projects should be considered.

He said that in the Transvaal there were specific problems such as the rapid development of growth points which demanded educational facilities for workers' children.

PEOPLE SHIFT

The population shift to the Transvaal was causing particular problems that placed an additional burden on the province.

Because of the financial crisis, all solutions were being examined and recommendations would be made to the Executive Committee.
By Harold Herman

Any move towards education of equal quality in South Africa implies a massive teacher training programme, the prerequisite for a good system of education.

Figures show the tremendous shortage of qualified teachers in the black communities.

The average annual increase in the number of teachers between 1970 and 1980 was 8.4 percent for blacks, 1.5 percent for "others" and 3.9 percent for Indians and 5.1 percent for coloured people.

But if Standard 10 and a teacher's certificate or diploma is taken as the minimum qualification for a teacher, the percentages of unqualified teachers are 36% for blacks, 3.4 for whites, 19.7 for Indians and 66.1% for coloured people.

The shortage of white teachers relative to other population groups is minimal. The declining birthrate for whites will lead to a decline in the number of white primary and secondary school pupils.

The number of white teachers needed to obtain a ratio of one teacher for every 30 pupils will drop from 45,772 in 1960 to 27,690 in the year 2000.

To reduce the teacher-pupil ratio from the present level of 1:48 to 1:30 the number of teachers will have to increase from 95,501 in 1960 to 239,943 in 2,000.

With the large number of universities, technicals and colleges available for whites, it is obvious that relatively large numbers of white teachers will be trained over the next 20 years and that many of them will have just enough to teach in coloured and African schools.

It is the intention to provide for a more equitable system of education.

The shortage of fully qualified teachers is one of the biggest obstacles to equal education in South Africa. The problem was one of those discussed at a recent conference in Grahamstown.

This article is extracted from a paper prepared for the conference. The Star is publishing authoritative articles on education as part of the important debate sparked by the De Lange Report.

The number of black matriculants has risen to 36,000 and the increase has been in the number of black matriculants who matriculate and have a good record. This is due to a co-ordinated programme of in-service training of teachers, and in particular the use of the college system.

The shortage of teachers is a major problem in secondary schools, and in particular, the shortage of teachers in English, mathematics, natural science and technical subjects.

To satisfy the requirements for a 4.5 percent increase per year for the economy, it will be necessary to train teachers, and 9,500 technicians at a rate of 10,000 skilled workers and 2,000 technicians is necessary.

The number of unqualified teachers of the natural sciences and maths in coloured and especially black schools is very high and is significantly higher than in white schools - 20 to 30 percent.

The shortage of teachers has led to a co-ordinated approach to teacher training. The facilities and expertise should be shared by all population groups.

The inevitable boom in the number of black matriculants has exciting possibilities for remedying the shortage of teachers.

The implications of these high wastage figures for the supply of teachers for secondary schools is obvious. But there are at present just not enough students able to cope with the present university courses to gain qualifications to allow them to teach in secondary schools.

A few urgent priorities which could be seen as the bottom-line in the peaceful solution of the education crises are:

- One education system under one ministry with a measure of decentralisation;
- The opening up of at least tertiary education institutions to blacks;
- A massive input of funds into black education as an interim measure;
- A crash teacher training programme for blacks;
- A clear indication of the intention to move away from differentiation based on criteria irrelevant to education; and
- Much stronger emphasis on local participation and decision-making in education, with the elimination of bureaus which inhibit progressive change.

Mr Herman is senior lecturer in the department of comparative education at the University of the Western Cape.

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ING

Books, notes, pieces of paper or other material may be brought into the examination room unless candidates are so instructed. Candidates are not to communicate with other candidates or with any person except the invigilator.

No part of an answer book is to be torn out. All answer books must be handed to the invigilator or to an invigilator before leaving the examination.

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Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University.
Black schooling is ‘authoritarian’

THE education system in South Africa is highly authoritarian. Schools are being governed through proclamations, circulars and the lot, according to Professor Zeke Mphahlele, senior researcher attached to the University of the Witwatersrand’s Department of African Studies.

Prof Mphahlele said this yesterday during a re-union function of the Lady Selborne High School’s old boys and girls held at the Mamelodi Community Centre.

The colourful occasion was organised by former students of one of Pretoria’s oldest schools as a means of saying “thank you” to their former principals and teachers.

The school, which has produced a number of leaders in various fields, was demolished, together with Lady Selborne township, in the early 1960s.

The principals honoured at the function were Mr S P Kwakwa, first head of the school from 1946 and now Minister of Education in the Lebowa Government, Prof Bob Lethoba Lesozi, now Professor of English at the University of Bophuthatswana, Mr F Mokoena and Mr Paul Motfou.

Professor Mphahlele said there was no consultation in the running of black schools. Instead, authorities prevailed upon each other from the Minister down to the teacher in the classroom, with each subordinate taking orders and nothing else.

He said it was time blacks disentangled and decolonised their minds so as to become masters of their own destiny, so that they can stop merely struggling to survive, but live and live fully.

He appealed to members of the audience not to lose their sense of history as marked by such occasions as the union function. Blacks, he said, had been denied their history which had been distorted by “another man”.

It was barely seven years after Selborne High School was established, the professor recalled, when Dr H F Verwoerd came up with an idea that missionary education taught the students to revolt.

“T wish Dr Verwoerd and Enslen were still alive (during the 1976 riots) to see how dangerous it was to experiment on human minds,” he said, urging that students resist the process of being turned into zombies as planned by the two men.
A system to create zombies, says prof

BY SAM MASEKO

THE introduction of Bantu Education was meant to create a system which would produce zombies, Professor Ezekiel Mphahlele, said in Mamelodi at the weekend.

Prof Mphahlele, of the Department of African Studies at the University of the Witwatersrand, told a gathering of former students of the Lady Selborne High School that blacks were a colonised people because they had to do what was directed by others.

Therefore blacks had to re-educate themselves and develop a free mind because "a free mind is a decolonised mind".

The educational system was authoritarian as it was run by proclamation without consultation, he said.

Missionary education was different from the present system since blacks then wrote the same exams as whites.

By introducing Bantu Education in 1953 Dr H F Verwoerd, who later became Prime Minister, tried to "impose a system which would produce zombies".

But it was dangerous to experiment on the human mind as was evidenced by the 1976 riots, Prof Mphahlele said.

He urged parents "to monitor" the education of their children as education was not only the duty of the teacher.
Black Sash wraps up meeting

Mercury Reporter
A WIDE range of social and political issues affecting the majority of people living in South Africa were discussed at the national conference of the Black Sash which ended at the St Thomas Church Hall in Musgrave Road, Durban, yesterday.

During the conference the Black Sash released a number of statements on the issues under consideration:

The De Lange Commission of inquiry into education was established in a climate of wrangling between the Federal Council of Teachers’ Associations and the Government on the issue of realistic salary increases in 1980, according to a paper prepared by Mrs J. Davidoff of the Transvaal region of the Black Sash.

Unrealistic
Among other factors surrounding the establishment of the commission were attempts to defuse the black, coloured and Indian reaction to non-equal and non-integrated education and the acute need for more professional and skilled black workers.

The Black Sash said they were therefore of the opinion that it is unrealistic to consider the commission’s recommendations in the political and economic conditions prevailing in South Africa.

The Black Sash considered that the commission emphasised industrial training and labour but not the hopes, aspirations and desires of the majority of South African people and proposed that the enormous sums spent on subsidising the importation of immigrant workers from overseas to fill the manpower shortage should be rechanneled to upgrade black education.

Children
A paper prepared by Mrs D.I. Bishop, for the Cape Western Region, highlighted the effects of apartheid on black children.

She said that children forced to live in resettlement areas often never knew the security of family life or even their own fathers.

Children subjected to group areas removals and the destruction of their homes, such as children still living in District Six, had known only building and destruction around them.

'Is it any surprise that many children and young people subjected to these conditions should have little respect for the property of others?' she asked.

Crime rate
Other symptoms of apartheid manifest in children were the high crime rate brought about by a variety of deprivation and the exploitation of child labour.

In response to the paper the Black Sash issued a statement condemning the effects of apartheid on black children and the kind of future this Government is preparing for all children in terms of the harassment to which they are subjected.

Generations of emotionally damaged people are in the making, which is a tragedy for them and for all in the country.

In the field of labour, the Black Sash recommended that the present cost of living required a living wage for all workers of at least R2 an hour.

Living wage
They resolved to promote, through their contacts with employers and shareholders, the R2 minimum living wage, to indicate their rejection of exploitative employment practices by supporting appropriate labour action and to ensure that all their own members were aware of the issues involved and to commit themselves to act accordingly as employers.

Other statements released by the Black Sash yesterday condemned capital punishment and the disparity in pensions based on racial discrimination.

At the close of the convention, Sheena Duncan was voted in as the new national president.

Joyce Harris, who had stepped down after being the national president for the past four years, and Jill Wentzel were made vice-presidents.
Mr Dibu Liphoko, also a resident of Tembisa, felt that "VTC are sensible enough not to increase their fares. To go to Johannesburg I have to pay R1.90.

"How the hell do they expect a man who earns meagre R125 per week and has five mouths to feed to cope?" fumed Mr Liphoko.

"The increase is a big company, but I don't think they are interested in the welfare of the black community. They make as much as they can, and blacks earn as much as whites -- which is a lie, as we still have the apartheid ideology with us," concluded Mr Liphoko.

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**Tembisa: School shortage solved...**

The Department of Education and Training has completed the building of about 60 additional classrooms at existing schools in Tembisa, Kempton Park in a bid to improve the acute shortage of classrooms in the area.

The Department also hopes to complete more than 10 classrooms at existing schools before the end of this month, before announcing new plans for the 1982/3 financial year. Tembisa was the township on the East Rand most affected by the shortage of schools.

A spokesperson for the Tembisa Liaison Committee, which represents all schools in the area, said yesterday that the accommodation problems, which they had been experiencing for the past five years, would be solved by the end of the month. He also said the liaison committee would meet DET officials to ask for more schools in the area.

**COMPLETED**

So far, the Department has completed 14 additional classrooms at Tembisa High School, 12 at three lower primary schools, and 22 at three higher primary schools. The remaining classrooms will be erected at six other schools.

Tembisa High, which also has a shortage of teachers, has solved its problem by hiring five more teachers. The spokesman said: "For now, our problems have been solved but we hope that the Department is going to build more schools in future because the number of pupils in the area is increasing annually."

**RECOMMENDATIONS**

He also said they had sent recommendations to the Department on how overcrowding in Tembisa could be avoided at present and in future. He said they were still waiting for a reply.

Meanwhile, Mr D A Scho tz, Department of Education and Training Regional Director in the Highveld region, has announced that the Department is going to build the new secondary and primary school in Tembisa before the end of the year. He also said the Department was planning four new schools and 571 additional classrooms at existing schools on the East Rand this year -- if all goes according to plan.

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**Botswana court jails 200 for defying border**

A police constable manager and a magisterial bail officer appeared off towards the Tlokwe border post with South Africa.

The police immediately arrested Mrs Christine Radloff, who had attended the hearing, in connection with her husband's escape. She is due to appear in court today.

A police spokesman said, "For now, our problems have..."
Congress set to kill reform

By John Allen and Carolyn Dempster

The Afrikaner volkskongres, which begins in Bloemfontein today, is set to kill prospects of significant reform in the racial basis of South African education.

The congress, to be attended by about 2,000 people, is expected to set the seal on to Government's rejection of the concept of free association advocated by the De Lange Commission report.

The architects of the report, including the chairman, Professor J P de Lange, have not been invited to participate, although some will be present.

Rightwing lobby groups, spurned by the breakdown of Dr Andries Treurnicht from the National Party, are working strenuously to have the congress take a hard line against reform.

Signs are that sharp clashes between reform and rightwing groups can be expected over some issues, including whether South Africa should have a single Education Ministry or not, and if so, what powers the Minister would exercise.

The congress is likely to make it clear to the Government that major institutions in Afrikanerdom will not tolerate any deviation from:
- Racially segregated schools, excluding private schools.
- Racially segregated education departments.
- Christian education with a "broad national" character.
- Mother-tongue education.

The Government reaffirmed its adherence to these principles in its interim memorandum response to the De Lange report but the degree of its commitment has been subject to rightwing attacks.

The Government has as yet taken no clear stand on the issue of a single Ministry or Minister of Education.

The Transvaalse Onderwysvereniging (TO), one of the key organisations in the congress, has already criticised the lack of clarity or vagueness on issues such as a single Ministry.

Another key organisation, the InterChurch Commission on Education, told the De Lange Commission that it rejected a "joint umbrella structure for educational control".

Statements by influential groups involved in the congress, pre-empting the discussion, indicate that if a single Ministry is accepted it will be on condition that it will serve to co-ordinate separate education departments only.

The chairman of the organising committee, the Rev D J Viljoen, has confirmed that none of the 26 members of the main committee of the Human Sciences Research Council investigation was invited to the congress.

He said this was because delegates would be examining and commenting on issues in the De Lange Report.

Professor de Lange said recently he would not participate in any congress on the report because of possible political implications.

A crucial issue at the congress is likely to be the standards of white education.

The De Lange report said white education norms were "too extravagant" and could be pruned without reducing the quality of education.

The TO had declared that no race group should be prejudiced in a new educational dispensation.

It has emphasised that whites should not suffer in any way.
Political line drawn at big schools talks

BY MARTIN FRANKEL
Education Reporter

BLOEMFONTEIN - The principles of sound education must be put before personal or political gain when Afrikaners discussed the education future, the education "volksflakne" was told last night.

In his keynote address, the chairman of the organising committee for the congress, Du Plessis Viljoen, issued a clear warning to 1,600 delegates that attempts to "balk" the gathering for political gain would meet stiff resistance.

Du Plessis Viljoen said: "Our departure point is educational, with a Christian perspective... we are not approaching the future of education in a political way."

The congress opened last night for two days of discussions on the De Lange education report against a background of intensive behind-the-scenes moves to rally support for National Party rebel, Dr Andries Treurnicht.

"We treat that all discussions will place on a high level," Du Plessis Viljoen said.

"Principles, and not the gain of people or groups, must be put first."

The Afrikaner approach to education was, however, subject to four non-negotiable criteria: Christianity, group identity, mother tongue instruction, and parental devolution.

"The congress is therefore concerned not only with the principles of the provision of education, but also the real philosophical principles lying at its foundations," he said.

In defining the role of the Christian Afrikaner in the future of education, he referred to theصورة

"We are very aware that great changes in education must and will come... we know we have to change the status quo cannot be maintained."

God's word and Afrikaner culture would determine where Afrikaners were prepared to go - and where they would refuse to go.

Du Plessis Viljoen said the congress did not aim to force its will on other groups and races, but should be prepared to help others to reach their own goals and ideals.

Sapa reports that another speaker told the congress the principle of equal educational opportunities should be accepted on condition that the standard for whites was not lowered.

Whites must not be disadvantaged in the proposed dispensation, said Prof W F. Lammens, professor of Fundamental Pedagogy at the University of Pretoria.

He was delivering a paper on the principles for education in South Africa which appear in the De Lange report.

There could be no question of a single educational system in a plural community, he said.
Expert sees pitfalls in equal education

BLOEMFONTEIN — The principle of equal educational opportunities should be accepted on condition that the standard for whites was not lowered, a speaker at the Afrikaner teachers' congress said in Bloemfontein last night.

The whites must not be put at a disadvantage in the proposed dispensation, said Professor W A Landman, professor of fundamental pedagogy at the University of Pretoria.

He was delivering a paper on the principles for education in South Africa which appear in the report of Human Sciences Research Council's investigation into education.

Professor Landman said the State could not simply be responsible for the unqualified provision of equal educational facilities for all population groups.

Guarantees in regard to standards must be provided that would apply to all population groups. The standards must take account of the quality of service that was expected and the country's needs.

If excessive emphasis was placed on the community it indicated a non-recognition of multinationality at the cost of multi-racialism. The emphasis should fall more on the principle of diversity than on community.

The "positive recognition" of the diversity in regard to religion must mean that, at least for the Afrikaner child, the content of education would still have a Christian character, Prof Landman said.

The individual's freedom of choice must always be seen and judged within the framework of the demands of the community.

In a school with a mixed and heterogeneous enrolment, the common feeling of mutual connection, belonging together, harmony, tranquillity and enthusiasm would be wanting due to the lack of a common past and tradition and the big differences between the ethnic and cultural groups.

Tension, friction and confrontation would be difficult to exclude, he said.

In a neutral milieu and colourless environment there would be nothing to pass on to the future generation, and no definite direction or purpose for which they could strive. There could thus be no question of one single educational system in a plural community.

Another speaker, Professor J L van der Walt, told the congress clear consideration must be given to the status of the Christian National Education principle in the present-day national and racial context in South Africa.

Prof Van der Walt, professor in theoretical education at Potchefstroom University, said the principle had for "literally centuries" been the cornerstone of Afrikaner identity. With it the Afrikaner nation had repelled the bitterest attacks on its national identity and eventually, with its help among others, conditioned for itself a ruling and privileged position.

Prof Van der Walt said that unfortunately, and wrongly, Christian Education was associated by white non-Afrikaners and many blacks, Asians and coloureds with suppression.
Teachers cautious of poll on change

Argus Correspondent

BLOEMFONTEIN. — Conservatives had their way at the Afrikaans teachers' congress here yesterday when most of the 2,000 delegates voted to postpone an opinion poll based on an address by Professor J. A. Landman on "The Principles for the Provision of Education in South-Africa."

In spite of the careful wording of the questions and their conservative approach to the principles in Professor Landman's address, some delegates wanted further, more restrictive changes before they would vote.

The criticism and motions suggesting a postponement of the poll were loudly applauded. The conservative move for more time to study and re-evaluate the questions might mean that some will be rephrased.

Among the questions was whether the application of educational principles is only possible after they have been interpreted differentially by each population group.

Other questions dealt with such matters as "commonality must not be emphasized at the cost of diversity," the freedom of choice of parents and children may be exercised only within the framework of their own department and schools, and private schools should not be established in such a manner that it will lead to the de-Christianisation of State schools.

Another question asked whether the principle of Christian national education must from now on be seen as a sub-division of a grand framework for education in a multi-populated nation.

Earlier Professor Landman, senior lecturer in pedagogies at the University of Pretoria, said that the Christian and 'volks' character of teaching must be protected as the first and most important principle.

Professor Landman said the provision for education in practical terms should be at a secondary level of control.

URGENT

It is a fact that the establishment of co-ordination mechanisms are urgently necessary, but this co-ordination should not necessarily be at primary policy level.

If there was serious talk of one central policy department, it should be understood that this department would have no 'operational' function.

The Rev D. J. Viljoen, chairman of the organisational committee, told delegates that the status quo in education could not be maintained.

He added that the Christian Afrikaner would have to indicate in which direction he was willing to go, and what was unacceptable to him.

NON-NEGOTIABLE

Although it was not the purpose of the congress to force the will of the Christian Afrikaner on other population groups, the non-negotiable principles adopted by the congress would have to be maintained.

"The whole approach to the provision of education must be subjected to criteria which for us are non-negotiable. These criteria are: Christianity, the volk identity, mother-tongue education and parents' choice and decision-making," he said.

The congress will last three days.
Share education resources fairly

It is high time we allowed representatives of all population groups some say in who gets what — and how much — in education, writes Franz Auerbach.

So we already have departments that cater for more than one cultural group without damaging the identity and ethos of particular schools. All these departments at regional level would share resources without sacrificing the group identity of schools. Nor would a new principle be involved in allowing schools to decide for themselves whom to admit — and possibly elsewhere, black children (who are diplomats) already attend State schools that have accepted them — at the request of the Government.

Joint decision-making and some sharing of resources can happen without damaging group identity: it is high time we allowed representatives of all population groups some say on who gets what (and how much) in education.

We should remember that if we delay significant reforms again, we are likely to have more school boycotts, racial unrest, perhaps disturbances that will damage public confidence in our country. Addressing inequalities in education is both a moral duty and a national necessity. Selfish group interest should not be allowed to prevent real reforms.

Franz Auerbach is a Transval educationalist.
A call for rethink on CNE

By MARTIN FEINSTEIN

Education Reporter

BLOEMFONTEIN. — A Potchefstroom University professor has urged Afrikaners to rethink the policy of Christian National Education (CNE) — because blacks associate it with oppression.

Professor J. L. van der Walt, a senior lecturer in theoretical education told the Education Volkskongres that CNE — for 300 years the "life-buoy" of Afrikaner identity — has become so misunderstood by non-Afrikaners that it needed an urgent overhaul.

The reality now staring us in the eyes is that the principle of CNE has been misunderstood through the years by, for example, English speakers as the Afrikaner claiming things for himself in education that he will not grant to non-Afrikaners.

"Today it is associated with oppression by the white non-Afrikaner population and many blacks, Asians and coloureds," he said.

See Page 5
Boshoff hits at integration in education

By Carolyn Dempster
Education Reporter

BLOEMFONTEIN — The Breederbord head, Professor Carol Boshoff, today criticised the proposal for a single Ministry of Education and recommended the entrenchment of racial segregation in education.

His motion that the Volkskongress reject a single education Ministry was widely supported. He proposed it during debate on the address “Education management in the light of commonality and diversity in South Africa.”

The address, delivered by Professor H J S Stone of the University of South Africa, elicited much conservative criticism of the establishment of three levels of education management.

As the first speaker in the debate Professor Boshoff set the tone for a later outright rejection of the principle of participation of all race groups at the first level of education policy making.

Although Professor Stone emphasised it was doubtful that one Ministry of Education for all population groups could exist, he said the diversity of South Africa had to be taken into account in the provision of education for all races.

It was possible that co-operation among education systems or education departments of different groups could exist. But separate education departments for the different population groups should for pedagogical reasons be established as a non-negotiable right.

The planning of a new system for the provision of education had to be investigated in terms of a model that would serve the interests of all groups.

Although Professor Stone’s address attracted some criticism from the 1600 delegates during the debate and a more conservative approach to the principles expressed was indicated, the final explanation of his initial standpoint was warmly received.
Rightists swamp education verligtes

By Carolyn Dempster
Education Reporter

BLOEMFONTEIN
The first open clash between Afrikaner education "reformists" and right-wingers at the massive Volkskongres in Bloemfontein resulted in the minority verlig voice being "steamrollered."

Setting the right-wing tone for the debate on "Education Management in the Life of Commonality and Diversity in South Africa," was Broederbond head and chairman of the South African Bureau for Racial Affairs, Professor Kari Boshoff.

He proposed that the congress reject the concept of a single Ministry for all races, adding that one Ministry would lead inevitably to a unitary state and integrated education which was totally unacceptable.

He was backed by the majority of the 1,600 delegates who have voting rights at the congress.

Professor Peter Jooste of the University of Port Elizabeth made a verligte plea for a more balanced approach and another academic from UPE said that the concepts of "association" "accommodation" and "dialogue" should pervade all three levels of the proposed education structure. Diversity could not be promoted as an absolute concept.

But the majority of the delegates favoured a right-wing approach.

Tense behind-the-scenes political manouevring has characterised the congress from the start, a prominent delegate said yesterday. It was unlikely that the more verlig delegates would continue to raise their dissenting voices in the face of such overwhelming right-wing support, he added.

Indications are that the congress will reject the proposal for a single Ministry of Education.
Integrated education: TO rejects proposals

By John Allen
Education Reporter

South Africa's most powerful teachers' organisation has responded to the De Lange Education Report with a total rejection of moves towards racially integrated education.

The Transvaalse Onderwysersvereniging (TO), which represents 17,000 Afrikaans-speaking teachers, has also attacked the handling of the De Lange Report by "leftist liberal" groups, especially from within the English-speaking community.

At a special general assembly of the TO, held in Pretoria at the weekend, the organisation declared it regarded three principles as non-negotiable:

- The Christian and national character of education.
- Separate schools and education departments for each population group.
- Mother-tongue education.

A statement released today after the closed sessions of the assembly warned that the Government was "honour-bound" to keep by its interim response to the report.

In its cautious response the Government said the three principles would be maintained.

The TO is playing a leading role in the Afrikaner education congress which takes place in Bloemfontein next month and its stand is likely to have a significant influence on the response of the Afrikaner community to the De Lange Report.

Full details of the assembly's decisions were not disclosed but officials said at a Press conference that elements underlying the TO's approach included the right of each racial group to self-determination in regulating its educational affairs.

TO chairman Professor H.O. Maree said the organisation could not respond to the De Lange Report proposal for one central education ministry for all races until clarity on the recommendation could be obtained.

He said the establishment of a new constitutional dispensation by the Government could not be allowed to change the basic principles spelled out by the organisation.

"The TO finds serious fault with certain recommendations (of the report) in particular with interpretations of a widely differing nature which have been publicly given," he said.

Professor Maree said the actions of "leftist liberal" groups could result in polarisation.

He alleged that their actions were largely politically inspired.

The assembly also decided:

- Neither whites nor other race groups should be prejudiced in efforts to achieve equal educational opportunities.
- Educational change should be made in a "reformist" and not a radical way.
- There had to be co-ordination on issues such as finance and broad policy affecting all races.
Rightist bid to control education

By Carolyn Dempster and John Allen

A major right wing campaign has been launched in a bid to dictate the nature of future educational reform.

The vehicle will be next week's massive Afrikaans educational congress in Bloemfontein to be attended by 1,300 delegates from church, cultural and educational bodies.

The latest boost to the campaign has been given by the Heroversde Kerk, the most conservative of the three Afrikaans "sister" churches.

In submissions to the Government the church has sharply criticised aspects of the De Lange education report. The submissions have been summarised for members in a church newsletter for use at the Bloemfontein congress.

Earlier this week, Dr Willem de Klerk, editor of Die Transvaler, said supporters of Dr Andries Treurnicht were planning to "hi-jack" the congress.

There was a great deal of intrigue and strategic planning aimed at turning the congress into a "type of subtle political pressure and a threat," said Professor Hennie Maree, chairman of the powerful Transvaler Onderwysersvereniging (TO) said last week that several Afrikaans teachers had been calling for a stand on issues such as the De Lange proposal for one Education Ministry for all races.

Professor Maree, a member of the head committee of the Transvaal National Party, is an open supporter of Dr Treurnicht.

The Government's initial response to the De Lange report was to reiterate that it stood by the principles of racially separate schools, separate education authorities, mother-tongue education and "Christian and broad national education.

The Heroversde Kerk warned in the newsletter: "The church wants to stress that it regards the Government's proclamation as absolutely non-negotiable and will hold the Government to these statements."

The church also said the proposed South African Council for Education - a multi-racial body to advise a single Minister of Education on policy - should have no executive powers.

If opposition subsidised private education, saying this had been misused as a "screen" for integration in schools.
SOUTH Africa's young intellectual eagles are being allowed to fly at last.

In a pioneer project which seems set to revolutionise special education in the country, the Cape Education Department has this year officially introduced a special programme for gifted children in 12 high schools and 18 primary schools.

This is the first time that such programmes have been officially introduced into normal school time anywhere in the country, according to Dr. Kubus Nettleton, who is the department's gifted children education planner.

'On the office wall is a handwritten sign giving a quote which sums up the spirit of the enterprise: "It is unfair to expect the turtle to fly with the pelican, but it is also unfair to expect the pelican to crawl with the turtle."

IQ tests

At all the schools involved - the gifted children have been officially identified by IQ tests and other criteria, and they are now receiving the benefits of greatly enriched educational programmes that dramatically burst through the restrictive boundaries of traditional schooling.

In some cases brainy pupils have been grouped together into special full-time "magnet" classes, while in other cases they are pulled out of conventional classrooms for several hours a week to probe everything from the psychology of advertising to marine biology and the social and political history of the revolutionary Sixties.

Said Dr. Nettleton: "In the past we have been wasting the enormous human potential of gifted children."

"Now we are going to give them an education which will open the doors to the limit of their potential. The effort of society should be extremely far-reaching."

This week the Sunday Tribune visited two of the Cape Town schools that have introduced the new programmes - Leondale for the brightest youngsters, and Willows for a more average machine of running heads with facts and figures to be mindlessly regurgitated in a string of the past.

The new deal for the gifted is not without its problems. The pupils still have to pass their conventional subjects. Some have found that some of their friends will not even speak to them any more, now they have been strung out as an intellectually elite.

And some teachers have been periodically pulled out of their normal classes to do special projects but the advantages seem in some way to far outweigh the disadvantages and the reply of the educational pioneers to the charge of elitism is: "If people accept that only some can make the top sport teams, why should the same principle not apply intellectually?"

Says Ellen Smith, headmistress of Ellerton Primary School for girls: "This is the best thing that has ever happened to education." "It is absolutely essential in today's complex world that we teach pupils to think. Bright children have been going out of their minds doing boring, repetitive work."

"They have been bunking, going off to smoke dzoza and so on. Now we can teach them to analyse facts critically, to think and reason and create."

"And this is going to filter through and upgrade our whole system of education at all levels, not just for the gifted. We are getting out of the terrible tunnel we were in and can go beyond textbook and syllabus, where we actually are giving the kids nothing."

"The gifted girls are sitting there in all their frustrated glory, not being motivated or extended."

Maxi-project

The "magnet" class at Ellerton consists of nine girls with IQs of 130 and above. One of them is taken from standards three to five, and aged from 10 to 12.

Already those girls have almost completed a sophisticated maxi-project examining all facets of the situation in SA advertising today.

"We are very excited about all this. For many years now we have realised that children at the bright end of the ability spectrum are being neglected. Teachers tend to teach towards the middle of the class."

By Dr. JOHN GIBBON, Nesterford headmaster.

"The walls of the classroom - which has no formal groupings of desks are plastered with bright, often sexy ads from magazines, which were used in the study."

"The pupils themselves have written the report on their findings. In the report, Jacky Gericke, Standard Four, writes: 'Ads using sex appeal mostly have attractive ladies in costumes or in the nude."

"Personally, I think they work very well because if you are looking through a magazine and you see a mode lady it looks you and you go on looking at the page."

"By the time the shock is finished you have read the whole ad and are already thinking of the product."

Later I reported back: "Before I read the report she looked only at the ads with nothing on them."

"But now I see an attract lot of women advertising, so that it could no longer be a useful tool.

"The point is that even if some have a nudist thing in their car I think they should get a battery, because if she sits in it she must do nude."

"I also note it. By putting ads like that..."
A group of gifted pupils at Cape Town's Westerford High School with teacher James Bissett.

**GILES TAKE OFF**

Light up in the sausage-machine education system

The best thing that has ever happened to education. It is absolutely essential in today's complex world that students think for themselves. Bright children are being driven out of their minds by boring, repetitive work.

**In Smith**, Ellerton's headmistress:

"Buying the same words: worked on. I always use the bookkeeping that all of a lot of talent manifests. When I see all of the writing is not good for a great product. Could someone not make which I had in mind.

What has to do with a car. One is her son of course. Don't have to earn a living by looking at me."

**Mother**

"I think mothers often want their daughters to have the popularity and fame they missed when they were young. I suspect that Mrs. Shields wanted to be the famous mother of Brooke Shields and in that way get herself some fame."

Amber Strauss, in Standard Four, writes:

"So far Michelle Pfeiffer and Sophia Loren have both modelled for Lux soap, but I doubt they have ever used it."

"If they have, it was probably only for the advertisement. They must have been paid a great deal more than an ordinary model."

"A middle-aged lady might see the ad and think: 'So that's what she has to keep her skin looking so lovely.' Not a lovely sign. Lux isn't going to give her one, but we'd try all the same."

The Sunday Tribune interviewed one of the girls in the class and found them pleased to be able to pursue the subjects that really interested them and to be in a small class where they could get individual attention.

Cathy Ferguson, 12, is now able to devote much time to her study of esperanto.

She likes the stimulation of the class, but adds: "Some of my friends don't talk to me any more. They don't even look at me."

"We are bringing in lots of outside speakers to address the class. And we use the sort of brainstorming technique which children love."

At a prominent co-ed high school Westerford 100 pupils with IQs of 125 and over have been identified as gifted. Creativity and scholastic success were also used as criteria of selection.

They frequently skip normal classes to gather in small groups to study subjects they are particularly interested in. One such course is being conducted by English and history teacher James Bissett.

In this course, eight boys and girls from standard nine are exploring the States. Each pupil will tackle a different aspect of American life in groups, from the history of the States to the pop groups of the 1960s, to the arts and drugs and the permissive society.

In the session attended by the Sunday Tribune this week, Mr. Bissett gave the pupils a preliminary reading list containing a range of often controversial books.

**Beaullies**

These included Black Panther leader Eldridge Cleaver's autobiography, Soul on Ice; Timothy Leary's The Politics of Ecstasy; and F. C. Tennyson's The Wretched of the Earth, and Love Me Do, about the Beatles.

Another book on the list was Bukowski's Erections and Ejaculations; Exhibitions and General Madness. Mr. Bissett told the class: "The title of this book gives me some idea of what this book is like."

"It is very weird writing. It is a book of short stories, which give a very special feel for some of the rather way-out or unusual writing done on some college campuses in the Sixties."

Mr. Bissett encouraged the pupils to air their views on the period regardless of whether they coincided with those of others or not.

Dr. Neithling, said gifted pupils subject to conventional schooling grew bored, frustrated, desperate. "They don't respond. They don't respond. They don't respond."

Now they can go beyond the knowledge level - 20 facts today, 20 tomorrow - to work on a very high cognitive level. "You get kids in stuff you can read Shakespeare or Langhorne, and they can't read them unless they are reading with a teacher."

He said that far back from being elitist, special education for the gifted was truly democratic education, because everyone could be educated to his or her own level.

Both English and African schools in Western Cape Town, the Boland, and Port Elizabeth are involved in the project.
SAHETI is a school where learning is a joy. It practises a unique blend of conventional and progressive education where corporal punishment is frowned upon and personal discipline is encouraged. CHARLOTTE BAUER reports. HORACE POTTER took the pictures.

WATCHING the dust motes swirl lazily around a chilly classroom can give some of the most interesting way of occupying yourself at school. Even more interesting is sitting down to read about Gandhi or geometry. School is a love affair with life as well as with the rest of the world is to get into one of those glass-covered, glass-paned, glass-paned seats that sit at the back of the room. The rest of the room is filled with such seats, as well as with the rest of the world.

While the teacher is lecturing, the students are quietly discussing their own lives. They are aware of the world around them, and they know that they are part of it. They know that they are part of something greater than themselves.

The sense of family in the Greek community is a strong one and at Saheti we try to maintain as close as possible the unity and stability of the Greek family. We believe in the good things about conservative education, such as standards of academic excellence and structure, while at the same time allowing the children to grow into thinking human beings.

The school presents a major Shakespearean production every second year with costumes designed by Mr Ellis and made by the parents. There are no hair rules. Saheti, but grooming is important. Boys have a choice between wearing a cravat or a tie and Standard IX girls form a committee every year to decide what kind of shoes they wish to wear.

The school teaches the children about the Greek tradition of the spacious and drama department. "Group speech lessons develop powers of confidence and give the children the ability to communicate successfully in school and out of it. "It also gives the students that extra ingredient which makes them well-rounded people." There are no hair rules at Saheti, but grooming is important.

As the head of the department for extra-mural activities in the senior school, Mr Robert Healey says, "Hair is not an issue, that children cannot look against a rule that doesn't exist. There is a lot of freedom, but the pupils seem to be able to cope with it and are very happy.

The mattress are treated as adults and they respond as adults." Boys have a choice between wearing a cravat or a tie and Standard IX girls form a committee every year to decide what kind of shoes they wish to wear.

Mrs Merle Fox left her job as a government school to teach Grade 1 at Saheti at the beginning of the year. "Their children joined too.

The change in them has been remarkable — since starting at Saheti they have become responsible human beings," she says.

For the first time in years, it is taken for granted that I know what I am doing. The petty things are just taken care of and I'm left to get on with what I've been told to do."

We have a different system here. There are weekly meetings with the senior staff and we have immediate access to the people in charge to discuss ideas and problems. We haven't encountered any behavioural problems with pupils.

The Greek influence on the school is strong. Teachers at the school have been sent to be trained by the Greek Government. This is the third pillar of the school. The first is education.

"It is important for Greek children to retain links with the mother tongue. We want to maintain the non-Greek children and the language is taught on these levels.

Greek classes include instruction in history, French, music and religious geography. Greek national days are observed and celebrated.

Saheti School is a living, practical example of the theory that education can be fun with a capital F and as Mrs Fox points out, "I don't know any happy child at Saheti."
Ted Kennedy's on the prowl

By TOM MANNING

TED Kennedy—America's most charismatic senator—is on the prowl for his next wife preferably one he can carry off with him to the White House.

Ever since the Massachusetts senator announced that he and wife Joan were seeking a divorce, he's been eyeing some of the nation's most beautiful women, any one of them a suitable candidate for First Lady.

"And since he still has a chance of winning the White House, whoever marries him could be First Lady," said Barbara Lambert, a sociologist and former campaign worker for Kennedy.

"There are hordes of American women who would kill for that. You can be sure that right now he's having to fight off the propositions."

Kennedy watchers in Washington and Hyannis Port say that we can expect to see the wedding of the decade within a year of the Joan-Kennedy divorce.

Wedding bells

"Ted hasn't given up plans of a 1984 presidential bid," said one inside observer of the Washington social scene.

"But he'll never get into the White House unless he comes across as a happy, smiling man. And that means he's going to have to settle down with a potential First Lady within the next year or so.

Another Washington observer agrees.

"But it can be Ted's second wedding will be carefully orchestrated to enhance his image," he said.

Loving wife

"It's highly improbable that Edward Kennedy's second wedding will take place in a church.

"The Massachusetts Roman Catholic, a Kennedy insider said. "He doesn't have the family's schooling for his faith seriously."

Although the priest, the Massachusetts senator, committed adultery that divorce is probably the best course for Joan and Ted, but Ted pointed out that the church does not officially recognize divorce.

Tall blonde

"The church won't recognize this divorce," said Father James English of the Holy Trinity Church in Washington.

"Yet you'll see, the entire clan will be there to support Senator Kennedy," the Washington observer.

"The family is tightly knit. Ted's the all-way."

If Ted Kennedy stirs to form he'll pick a tall blonde to fill the marital bill.

She'll be from a wealthy family or will have made it on her own in the professions or in business. And she'll be very good-looking.

She'll be shopping for the perfect political wife and normally I'd call that an impossible task," Bob Raby, a retired congressional staffer who has observed the Kennedy Dynasty for many years, said in an interview.

"But this case is different. The store is packed with good, if you know what I mean. My guess is he'll find the right woman and marry her very soon."

Ski champ

Typical of the woman partnered with Kennedy over the last few years is Suzy Chaffee, who first gained notoriety as a wild downhill racer on the 1968 U.S. Olympic ski team.

"Known to many as "Suzy Chafap" she does the ads on TV, and the little blonde and Ted have spent a lot of time skiing together at Aspen Co.

"There is no romance though," Suzy protests. "I still have great respect for him."

Another girlfriend who has been close to handling

Ted Kennedy at the Capitol. To become President he needs to have a suitable First Lady and Joan is no longer interested.

some Teddy for the past few years is tall, taned Austrian-born Helga Wagner.

The blonde bombshell owns her own business selling expensive jewelry in Miami.

But Kennedy's most recent and promising conquest is former Boston television reporter Barbara Barrow, a 26-year-old divorcee.

Lockers lady

This latest flame once raised eyebrows throughout the nation by trying to get into male locker rooms to cover sports stories.

Kennedy denied the romance while his ex-wife's new love wouldn't say yes or no.

"All I can say is that Senator Kennedy is a good friend, says Barbara who is currently chairman of the board of directors for the New Hampshire Commission on the Arts.

In a more promising vein it was reported in the Los Angeles Times that Massachusetts political sources and family friends have confirmed the two are dating.

Ted's fling with Barbara is serious enough that it's causing his wife Joan to make a few cutting remarks.

The source in Boston says Joan was livid when she heard Ted was courting Barbara.

"You'll never be able to resist blondes," Joan was quoted as telling Ted. "I guess a leopard can't change its spots."

So far all three of Teddy's women friends fill the four major requirements determined by Senate insiders and longtime Washington observers as to what Kennedy will be needing in a wife.

First they say, she must be smart enough to help him redeem his tarnished moral and ethical image.

Second she has to be super-intelligent and attractive. She must be wise enough to keep quiet most of the time but with enough wit to put back those who criticizes in their place.

She needs the kind of toughness of spirit that Rosalynn Carter has and should be able to bounce back from any downfall or disappointment.

Last but not least she must have great ambition and drive, as much for herself but for her husband.

And she has to accept living and working in his shadow.

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DEALER ENQUIRIES WELCOME
‘Kongres’ deals blow to reform

IF in the South Africa of the distant future there is a museum of apartheid artifacts, one of the exhibits is likely to be a simple, sulphur-headed wooden match.

For it was with just such a match that each of the 1,621 delegates to last week’s education “Volkskongres” in Bloemfontein voted by making holes in a computer punch-card.

Thus it was that a few rands’ worth of little matches, picked out of a cardboard box in the foyer of the city’s Callie Human Hall, dealt a dizzying blow to the prospects of fundamental education reform in South Africa.

From Thursday to Saturday the delegates and another 400 observers turned the cavernous hall into a display of verkrampete muscle-flexing.

From Thursday to Saturday the delegates and 400 observers turned the hall into a display of verkrampete muscle-flexing so overwhelming that the 50-odd progressive Afrikaners there were simply stunned into silence.

It was an Afrikaner-fest that not only slapped most of the trail-blazing De Lange report in the face but did so without gurgulating the weary war-cries of “Volk in the larger” — smarter, quicker, more “separate, don’t share.”

And it showed clearly that the government faces an awesome and political- ly dangerous task if it wants to think seriously of implementing any of the De Lange report’s more fundamental recommendations.

Hundreds of motions were proposed from the floor during the three days — far too many, in fact, to vote on. So the congress organizing committee “rationalized” them into 20 composite motions falling into three broad categories: Principles for the provision of education, the education of the Afrikaner and education management in the light of “commonality and diversity.”

When the results came out of the computer that processed the pink, white and blue punch-cards it became clear just how overwhelmingly the right wing — led from the floor by Broederbond chief Professor Carel Boshoff, SABS director Dr Chris Jooste and scores of vocal dominicans — had carried the day.

Control

Perhaps the most significant motion was this one: “The Congress stands in support of all the levels of education and makes it known that any educational or political dispensation will stay in their hands. We support, non-negotiably, that all co- ordination machinery remains subject to this.”

Hundreds of motions were proposed from the floor during the three days, too many in fact to vote on.

The supporting vote was an astonishing 96.67 percent, with only 1.94 percent voting against and 0.81 percent unsure.

This, taken with other motions and the general tone of the congress, effectively rejected not only the De Lange report’s crucial recommendation for one umbrella education ministry, but also its plans for co-ordination at all levels to ensure that the use of money and facilities be fair to all races.

Although the congress accepted the government’s cautious White Paper on education and Christian National Education and school apartheid but left some hope that an umbrella ministry is still possible: by 87.56 percent to 5.45 percent most of the motions against the right wing significantly further to the right.

Separation

Some of the most important were those that:

- "Commonality in education" was not emphasized at the cost of diversity (87.32 percent to 5.45 percent) — or, in other words, separation should be accepted.

- The Afrikaner right to separate schools, mother-tongue education and CNS was non-negotiable (89.76 percent to 5.22 percent).

- There was no tension between the ideals of healthy “group relationships” and the furthering of “group identity” (77.25 percent to 13.21 percent).

- "Worries behind those clouds of "\who?" and "\why?" of apartheid talk are really only the worries of those who fear the spread of the political sphere."

The Cape Times Correspondent, MARTIN FEINSTEIN, assesses the “Volkskongres” called to give Afrikaner Nationalism’s verdict on the De Lange Commission report which recommended the phasing out of discrimination in education and the development of a single education ministry for all groups.

Prof Carel Boshoff

Dr Gerrit Viljoen

Another received 52.97 percent support for the argument that the struggle for equal education would cause a drop in the standard of Afrikaner education.

Qualifications

The congress also accepted the 11 basic principles for the provision of education put forward in the De Lange report, but subject to three strong qualifications: That they be interpreted on educational and philosophical grounds only: that CNS is non-negotiable, and that the standard of white education may not under any circumstances be sacrificed.

Voting in the section dealing with “commonality and diversity” in the provision of education used “multiple choice” answers from a strong support to E (dead against) on five key issues.

- Separate education departments (83.75 percent for, 6.43 percent for but with reservations and 1.16 percent dead against).
- All diversity and commonality must be taken into account in education.
- The congress stands in support of all the levels of education management for whites in any educational or political dispensation will stay.
- The standard of white education may not under any circumstances be sacrificed.
- A mixed education ministry will lead to other mixed ministries... and such changes in education will then spread to the political sphere.

“A mixed education ministry will lead to other mixed ministries... and such changes in education will then spread to the political sphere.”
ments that chance in education had better be superficial, were deep-rooted worries that the very future of the “Volk” was at stake.

Concerns that CNE, the “lifeblood” of Afrikaner culture, was in danger of drowning in a rising sea of black pupils; worries that the same deal would dilute the quality of Afrikaans schooling; worries that education reform was the thin end of a wedge that would allow the idea of other mixed ministries to take hold.

One of the motions reflecting these worries — “does the present-day school succeed in developing a sense of group-pride and patriotism in the Afrikaner child” — drew a revealing vote of 35.38 percent “yes” and 33.78 percent “no”, with the rest uncertain.

In their minds:
- 65.42 percent for, 18.12 percent for but with reservations, and 3.18 percent dead against.
- Machinery for the coordination of education departments must be created at the first level of government (a relatively low 53.34 percent for, 25.01 percent for but with reservations, and 3.18 percent dead against).
- Responsibility
  - Participation and responsibility must be decentralized to allow education “consumers” more say.
  - The government should encourage further discussions on education once clarity had been reached on constitutional developments (79.78 percent incidentally, were educationists) but thousands and thousands of the Broederbonders, clergy, teachers, Rapportyers, academies, Voortrekkers, businessmen and academics they represented.

As Broederbond chief Professor Carel Boshoff pointed out in a forceful speech on Friday, a ministry confined to policy-making was as unacceptable and unwelcome as a school without teachers.

And, he said: “A mixed education ministry will lead to other mixed ministries … and such changes in education will then spread to the political sphere.”

Thus the Volkskongres had dealt a blow not only to the chances of education reform — but also to whatever constitutional proposals come from the President’s Council. For from the point of view of most South Africans, political reform without education reform will be stillborn.

As the delegates trooped into the buses taking them back to hotels, trains and planes — the “whites only” signs cocked up in the front windows in cheeky irony — an English-speaking observer turned to me and said: “The Afrikaners, have just dropped anchor somewhere between scared and desparate; but no chain is long enough for the tide rising under neath them.”
Overcrowding in public libraries may be a thing of the past for black students, thanks to the project "Read-Ed." Read-Ed is a project aiming to improve the reading skills of black students by providing them with books from their school libraries. The project was initiated by the New York Public Library.

Better Way to a Better World

Read Your World

Page 8
Soweita, Monday, March 22, 1982
In a monopoly, the monopolist has control over price. In an imperfect competition, the price is only some control over price. In imperfect competition, there is only some competition but monopolistic behavior because there is only one seller. The monopolist equates marginal cost and marginal revenue, which is not the case in imperfect competition.

A student is said to be reference work is motivated and taught responsibility, said Mohajane. Mohajane conducts seminars, trains teachers and holds talks with students to encourage them to use the books and to teach them how to care for them. She visits schools in the townships and as the project grows other schools in rural areas will be covered as well.

"A motivated student has no limits," Mohajane said. "Such a student develops self-reliance and grows in research and seeks knowledge without being wholly dependent on the teacher," she added.

Gumotso Kgoape, a librarian at Morris Isaacson High School, said during the presentation of books by Read at Thabo-Jubula School: "Most students are beginning to make use of their libraries because not only do they read books on subjects they are studying, but also books which cover topics that interest them outside school."

Read has cast some light on the nearly forgotten primary schools. Never in the life of a black primary pupil was there ever something called a library. "Now a primary school pupil presently has a reader and textbook to rely on.

Read also says that in 1990, 42 schools in Soweto, Alexandra and Eldorado Park were provided with reference libraries."
**HSRC’s findings rejected by ‘volk’**

By MARTIN FEINSTEIN
Education Reporter

BLOEMFONTEIN — The Afrikaans education “Volkskongres” has dealt a blow to hopes for a single ministry of education for all races in South Africa — a single ministry pressing demands of black teachers and pupils.

The three-day summit of the country's top Afrikaans cultural and educational leaders which ended in Bloemfontein on Saturday was in the face for the report of the Human Sciences Research Council (HSRC) investigation which recommended a single ministry and the removal of much discrimination in education.

More than 1,800 delegates rejected outright the idea of one ministry and made it clear that the vast majority of Afrikaans were not prepared to relax apartheid at any level of schooling.

A plane was crashed in an attempt to force all Afrikaans education following the Bloemfontein “Volkskongres”

A 20-man committee of record was formed to monitor Afrikaans education following the Bloemfontein “Volkskongres.”

**Airline pays 7 passengers**

London Bureau

LONDON — Seven passengers who were “bumped” from an overbooked British Airways flight to Johannesburg were paid £1,000 in “denied boarding” compensation while nine others were refused travel.

British Airways also paid the seven for their accommodation and meals while they waited for another flight.

**Mugabe plan for extended service**

**Weather Mail**

**Marburg threat: 7 isolated**

**Leasions reflection: THE WORLD OF FASHION**
De Lange Report: Sunk

De Lange Report: Sunk

28/9/22
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By副会长

The Argus, Monday March 22, 1982

Reforming Education: A Blow to De Lange

Volkswagen's Quality of Life is a Mirage

Overlooked

The Argus, Monday March 22, 1982
The volk says ‘no’ to reform

By Carolyn Dempster
Education Reporter

A firm “no” was the response of Afrikanerdom’s volkskongres to significant educational reform in South Africa, now or in future.

At the end of the three-day volkskongres in Bloemfontein—dominated by vociferous right-wing clergymen—it became clear that the progressive De Lange Report had been strangled.

If the P.W. Botha government manages to implement enlightened educational reform along De Lange’s lines it will be a flagrant denial of the feelings of the volk—and possible political suicide.

Clinging to the “non-negotiables” of Christian National Education, mother-tongue instruction and separate education departments, the congress voted against a single Ministry of Education by an overwhelming majority.

The resolution was a death blow to hopes even an umbrella co-ordinating body at the primary level of education management something the government had not yet rejected.

Results of the voting on the topics of principles for the provision of education, communality and diversity in education management, the education of the Afrikaner child and parent involvement followed the already established strong right-wing trend of the congress.

Although the congress “passed” the government’s interim memorandum on the De Lange Report by an 87.50 percent majority, a rider was added to the resolution holding the government to five conditional principles without exception.

Fears of a drop in Afrikaner standards because of the proposal for equal quality of education for all population groups was accurately reflected in a 53.87 percent vote by the congress stating this would surely happen.

Another major worry, which surfaced during the period of debate, was that educational reforms would lead to constitutional reforms.

Professor Carel Bosshoff, Broederbond head and chairman of Sabra, articulated the feelings of at least 70 percent of the delegates in an outright rejection of reform which might lead to a “unitary state.”

The insecurity of the 3000-strong representation of Afrikanerdom including the clergy, academics, teaching, Broederbond and women’s organisations resulted in a withdrawal into the laager of entrenched racial educational principles.

De Lange’s 11 principles for educational change were accepted by the congress but with extreme conditions attached.

These are that the standard of white education may not be sacrificed and provision must be made for maximum growth, that CNE principles be adhered to and that the 11 principles should be interpreted educationally and philosophically.

An 88.57 percent vote put paid to the De Lange hopes of potentially ‘open’ schools resulting from parental freedom of choice at the third level of education.

Verlig reformists who claimed the congress represented only a portion of Afrikanerdom were in the minority.

All candidates must enter in column (1) the number of each question answered (in the order in which it has been answered); leave columns (2) and (3) blank.

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Examiners’ Initials

Notes, pieces of paper or other materials may be brought into the examination room unless candidates are so instructed.

2. Candidates are not to communicate with other candidates or with any person except the invigilator.

3. No part of an answer book is to be torn out.

4. All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University.
RAU to host top education meeting

A major international exhibition and a series of symposia on education and industrial training will be held at Rand Afrikaans University in July.

"Instructa 82," to be held between July 7 and July 13, will be largely devoted to manpower training in South Africa, the chairman of the symposium programme, Professor P. J. van Zyl, told a press conference.

The conference aims to promote the latest educational media and techniques.

More than 50 companies and organisations have booked exhibition space.

A wide spectrum of teaching aids and methods will be covered, from the latest "blackboards" to sophisticated audiovisual presentations.

Overseas speakers will address some symposia.

The Star and Shell South Africa are among the sponsors of specific programmes. The Star's programme will deal with newspapers as a teaching tool.

There will also be programmes on school readiness, for Soweto teachers and parents, and on training techniques for unemployed people.

The National Institute for Personnel Research will hold workshops and presentations on the role of working women, selection of black engineering technicians, vocational guidance in the black community and the "mid-career crisis."

Instructa 82 will be opened by the Minister of National Education, Dr Viljoen. Inquiries: 37-4250 and 726-7919.

Africa at a glance

Swazi ritual murder law may be altered

MBABANE — Swazi Prime Minister Prince Mabandla, referring to the state of ritual murder trials and public controversy over acquittals, said: "If necessary the Government will amend the law to bring it into line with certain public feelings."

He denied reports that he had called for an
crime
Schools reform urge urged

Mail Correspondent

DURBAN. — English church leaders, dismayed by the overwhelming rejection of the De Lange report on education by last week's "Volkskongres" in Bloemfontein, yesterday urged the Government to go ahead with reforms they say are vital for the peaceful future of South Africa.

The congress effectively rejected the idea of a single education Ministry for all races and said control of education would remain in white hands and the concept of Christian National Education was non-negotiable.

Archbishop Denis Hurley said he had greeted the De Lange report with jubilation, and his church had strongly urged its implementation.

"We strongly support the idea of a single Ministry because we consider it vital for the future of our country," he said.

It was "essential for supporters of the report to petition the Government to go ahead with reform despite the feelings expressed at Bloemfontein," he said.

The Rev. F. Scholtz, chairman of the Kimberley and Bloemfontein districts of the Methodist Church, said the congress had failed to take real cognisance of the plight of black, Indian and coloured education."
Enrichment programme a success

A programme for gifted and talented children which was introduced into 11 high schools and 13 primary schools in the Cape this year has proved "very satisfactory", according to the programme planner, Dr J S Neethling.

Its aim is to cater for the special needs of gifted and talented children — those with high intellectual potential as well as those who are creative and show leadership ability.

"In some schools exciting programmes have been introduced and we see a definite improvement in the pupils involved," Dr Neethling said today.

In all 13 primary schools are involved and the programme has been active for between four and six weeks.

Many of the high schools had not reached the stage of implementing the programme, but had spent the first term identifying and testing pupils who would be involved.

Dr Neethling said it did involve more work for teachers, but that most had been keen and had found the programme stimulating.

The rector of Grey High School, Mr D Pakendorf, where the programme began this year, said the results after one term of the scheme were encouraging.

The school's project co-ordinator, Mr B Hibbert, said the pupils involved were suddenly astonishing their teachers with their performance, and many had ceased to be a disciplinary problem.

At Grey High School, 110 Standard 7, 8 and 9 pupils are involved in the programme.

Mr Pakendorf said he did not think the programme would breed a group of elitists.

"It is the school's deliberate policy to indicate to the boys that they are not separate from the other pupils, and that they must plough their gifts back into society," he said.

Grey High School and Framesby High School, which is also involved in the enrichment programme, have established close contact with the University of Port Elizabeth.

Lecturers who make themselves available to pupils in the programme, and they will have access to the university library.

The principal of Framesby High School, Mr J T Kritzinger, said 29 pupils would be involved.
Reform in education gets a body blow

Education Correspondent MARTIN FEINSTEIN assesses the 'volkskongres' called to give Afrikaner nationalism's verdict on the De Lange Commission report which recommended the phasing out of discrimination in education and the development of a single education ministry for all groups.

BLOEMFONTEIN—If, in the distant future, there is a museum of apartheid artifacts, one of the exhibits is likely to be a simple, sulphur-headed wooden match.

For it was with just such a match that each of the 1,621 delegates to last week's education 'volkskongres' in Bloemfontein voted by making holes in a computer punch-card.

And in doing so they dealt a dizzying blow to the prospects of fundamental education reform in South Africa.

From Thursday to Saturday the 50-odd progressive Afrikaners were stunned into silence.

Clearly

It was an Afrikaner-fest that not only slapped most of the trail-blazing De Lange report in the face, but did so while regurgitating the weary war-cries of the 'volk in the lager', separate, white, divine right and 'separate, don't share'.

And it showed clearly that the Government faces an awesome and politically dangerous task if it wants to think seriously of implementing any of the De Lange report's more fundamental recommendations.

Hundreds of motions were proposed from the floor.

These were rationalised into 20 composite motions falling into three broad categories.

The basic principles of education management for whites (that any educational or political dispensation will stay in their hands, non-negotiable, and that all co-ordination machinery remain subject to this).

The supporting vote was an astonishing 96.67 percent, with only 1.54 percent voting against and 0.81 percent unsure.

This, taken with other motions and the general tone of the congress, effectively rejected the De Lange report's crucial recommendations for one umbrella education ministry.

Accepted

It also rejected its plans for co-ordination at all levels to ensure the fair use of money and facilities.

Although the congress accepted the Government's cautious White Paper on the report (which re-enshrined Christian National Education and school apartheid but left some hope that an umbrella ministry was still possible) by 87.58 percent to 5.45 percent, most of the motions aligned delegates significantly further to the Right.

Sharing

Some of the most important were those that said: 'Commonality' in education could not be emphasised at the cost of diversity (87.58 percent to 5.45 percent) — in other words, separation should not be seen as education for the 'thieving of group identity' (77.25 percent to 13.21 percent).

Behind these clouded warnings to the Government that change in education had better be superficial were deep-seated worries that the very future of the 'volk' was at stake.

There were worries over CNE drowning in a rising sea of black pupils; worries that education reform was the thin end of a wedge.

One of the motions reflecting these worries — 'does the present-day school succeed in developing a sense of group pride and patriotism in the Afrikaner child' — drew a revealing vote of 36.38 percent 'yes' and 33.78 percent 'no' with the rest uncertain.

Another received 53.97 percent support for the argument that the struggle for equal standards in education would cause a drop in the standard of Afrikaner education.

Voting

The congress rejected the 11 basic principles for the provision of education put forward in the De Lange report.

But these were subject to three strong qualifications: That they be interpreted on 'educational and philosophical grounds only; that CNE is non-negotiable, and that the standard of white education may not under any circumstances be
New roles tipped for teachers

Mercury Reporter

AS South African society changes teachers who are trained for specific teaching situations will suddenly find themselves ill-equipped to deal with new educational setups.

This was said by Prof J M Noruwana, Professor of Education at the University of Bophuthatswana, at a conference organised by the Natal Teacher Education Association held at Edgewood College on Saturday.

Discussing the training of teachers for Third World societies, Prof Noruwana said the demand for education of the same quality for all would introduce new roless and responsibilities for teachers.

"It would not be ideal to try to adapt hole-in-the-wall Third World strategies to the solution of South Africa's educational problems. But at the same time there is a lot of relevance in how we would gain from studying current practices in developing countries.

To overcome the problem of translating theoretical knowledge derived from mother disciplines into reality in new teaching situations, Prof Noruwana said a new approach would have to be introduced.

He proposed the 'functional or situational approach', in which the teacher's theoretical study is not the content of a course but the situations he will meet and the tasks he will perform.

The seminar was attended by staff from all the teachers training colleges in Natal and KwaZulu, as well as universities and technikons.

Voting in the section dealing with 'equality and diversity' in the provision of education used 'multiple choice' answers from A (strong support) to E (dead against) on five key issues.

Voting on five key issues were: Separate education departments (63,75 percent for, 43,33 percent against); the National Education Act (57,75 percent for, 42,25 percent against); both diversity and commonality must be taken into account in education (62,14 percent for, 27,73 percent for but with reservations, and 10,13 percent dead against); participation and responsibility must be centralised to allow education 'consumers' more control (65,42 percent for, 18,12 percent for but with reservations, and 18,12 percent dead against); the government should encourage further consultations on education once clarity had been reached on constitutional developments (79,95 percent for, 5,92 percent for but with reservations, and 3,92 percent dead against).

The implications of these figures and trends are enormous.

The deadline for official reaction to the De Lange report and the Government's White Paper is March 31.

Although there is great pressure from most blacks and South Africa's 'broad Left' for equal education and an umbrella ministry, the new ultra-conservative alliance under Andries Treurnicht is likely to determine how far the Government takes the De Lange report.
An urgent need for career education

By Professor
Willem Rautenbach

One of the main shortcomings of the present educational systems identified in the Human Sciences Research Council report is the inadequacy of technical and vocational education in South Africa.

Countries at comparable levels of development like Taiwan and Israel exceed the South African rate of training by between eight and 10 times in all technical fields.

One of the main purposes of the new educational system proposed in the HSRC report is the rapid development of "career education," defined here as education with the specific purpose of preparing a person for life as well as for a specific and productive career.

Human resources available for the development of South Africa come from three sectors.

- The traditional sector involves subsistence agriculture and migratory labour.
- The modern sector, which is based on intensive use of capital, energy and knowledge, virtually carries the whole economy at present.
- The transitional sector (between traditional and modern) is a source of unskilled and semi-skilled workers for the modern sector.

If effective methods of education and training are found, the growth rate of the modern sector could increase, making more resources available for the development of the transitional sector.

The development envisioned requires that training should be capable of introducing modern science, management and appropriate technology and values into all sectors to promote development in each and to contribute to the ability of all peoples in South Africa to improve their positions.

It does not appear that the present academic-oriented system can meet these requirements.

The teaching of science, mathematics and technology poses severe problems. Not only is there a severe shortage of teachers, but major parts of the educational system are still in the stage of development where learning by rote is rife.

Career education is especially suitable for the education of semiskilled and skilled workers and technicians. In these fields it is still possible to make inventories of the skills required and to teach them in a reasonable time.

The field currently most urgently in need of career education is that of artisans for industry. The present apprenticeship system is unsatisfactory and is being replaced by institutionalized training in some fields — at costs comparable with or even exceeding three years of university study.

Despite the improvement the annual output is only 10,000 artisans a year — 23,000 are required to maintain the 4.5 percent economic growth rate necessary to supply work and create better socio-economic conditions for a rapidly-increasing population.

Using the examples of Taiwan and Israel, the education of artisans should start at the present Standard 8 level and continue to Standard 10.

The training of technicians, nurses and people for commerce and administration at the "middle" level will also benefit from career education. This implies the establishment of career colleges starting at Standard 8 or 10 level and continuing education for five years.

Career education presents a fair drastic departure from traditional academic-oriented education which is a heritage of South African colonial history.

The recommended strategy for change is to establish a number of pilot career institutions as rapidly as possible. Parallel to them, programmes should be initiated to train career teachers and instructors, with special attention given to the development of value systems appropriate to career education.

It is essential that the private sector should be deeply involved in career education from the start. First, they should carry joint responsibility for the formulation of objectives. Second, the career institutions will have to be expanded at a very high rate once they prove themselves.

Government resources would have to be augmented by the private sector to ensure the output of trained manpower needed for development.

Professor Rautenbach is professor of nuclear and applied physics at the University of Stellenbosch and chairman of a committee designing a system of education for Namibia.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University.
(2) what is his Department's attitude with regard to brucellosis accreditation in the light of the present shortage of personnel?

The MINISTER OF AGRICULTURE AND FISHERIES:

(1) Yes. Private veterinarians are already being used from 1st April, 1981, for this purpose.

(2) Brucellosis accreditation is still being viewed as important but the use of private veterinarians are hampered by the financial position.

Yours 23/3/82

Youth congresses/conferences 376. Mr. H. H. SCHWARZ asked the Minister of National Education:

(1) Whether his Department made any grants to cultural organizations to assist in the financing of youth congresses or conferences in 1980 and 1981, respectively; if so, (a) to what organizations, (b) what was the nature of the congresses or conferences subsidized and (c) what was the amount of the grant in each case?

(2) whether any requests for financial assistance was refused; if so, (a) from what organizations and (b) what was the nature of the proposed congress or conference in each case?

The MINISTER OF NATIONAL EDUCATION:

(1) No grants were made to or applied for by cultural organizations to specifically assist in financing youth congresses or conferences as such. During 1980 and 1981 grants amounting to R64 435 and R99 342 respectively, were made to various organizations with a view to financing individual ad hoc projects, which cannot be regarded as congresses or conferences as such. It is not possible to specify in each case whether the matter concerned could be regarded as being in the nature of a conference or congress.

(a) Grants were made to the following organizations:

1980
Afrikaanse Christelike Vroue-vereniging;
Afrikaanse Studentebond;
Afrikaanse Taal- en Kultuurbond;
Afrikaanse Taal- en Kultuurvereniging;
Christelike Maatskaplike Raad;
Kerkjegaksie van die N.G. Kerk;
Maatskappie vir Europese Immigrasie;
Natalse Christelike Vrouevereniging;
Oranje-Vrouevereniging;
Suid-Afrikaanse Buro vir Rasseaangeleentheid;
Students' Christian Association;
Vereniging vir Christelike Hoër Onderwys;
Vroue-Landbou-union;
1820 Settlers' Association;
Afrikaanse Sakekamer;
Biblioteekkomitees;
Bond van Jongeliedeverenigings op Gereformeerde Grondslag;
Boy Scouts of South Africa;
Councils for Advancement of Culture;
Dames Aktueel;
Dienspligkomitees;
E.P. Head Teachers' Association;
Federaal Vroueraad Volkselement;
Foundation for Education, Science and Technology;
Gereformeerde Sustersvereniging;
Girl Guides Association of South Africa;
Hervormde Kerkjegaversenigings;
Jeugraad F.A.K.;
Johannesburg Youth Council;
Jong Dames Dinamiek;
Junior Rapportrynerskorps;
Kosve 31.10.31;
Kultuurraad;
Kunsfeesverenigings;
Leerdamesverenigings;
N.G. Vroueunie;
Pretoria Children's Theatre;
Rade vir Kultuurbevordering;
Rapportyrs;
Rotary;
S.A. Guild for Speech and Drama Teachers;
S.A. National Sunday School Association;
Scripture Union;
Sindale Jeugkommissie van die N.G. Kerk;
Studenteverenigings;
The Playmakers;
Verpleegstersvereniging;
Volksopbeweging;
Voorrekers;
Youth for Christ;
Wilderness Leadership School;
1981
Afrikaanse Christelike Vroue-
vereniging;
Afrikaanse Studentebond;
Afrikaanse Taal- en Kultuur-
bond;
Afrikaanse Taal- en Kultuurver-
eniging;
Christelike Maatskaplike Raad;
Maatskappy vir Europese Immig-
rasie; Suid-Afrikaanse Buro vir Rasse-
aangeleenthede; Suid-Afrikaanse Vroue-Federa-
sie; Transvaalse Landbou-union; Vereniging vir Christelike Hoër
Onderwyss; Vrou-Landbou-vereniging; Young Men's Christian Association;
1620 Settlers' Association;
Afrikaanse Sakekamer;
Afrikaanse Studente-Persianie;
Antikom; Association of Couples for Mar-
rriage Enrichment; Avontuurbags; Bibliotheekkomitees;
Bond van Jongeliedeverenigings
op Gereformeerde Grondslag;
Boy Scouts of South Africa;
Cape Organ Guild;
Christen-Veldwagtersvereniging;
Dames Aktueel;
Eastern Province Writers' Club;
Environmental Clubs;
Finesse Forum;
Girl Guides' Association of South
Africa;
Kontak;
K.O. Vermaaklikheidskomitee;
Kunsfeeskomitees;
Nederduits Hervormde Jeugver-
enigings;
Nederduits Hervormde Studente-
verenigings;
New Music Network;
Northcliff Rock and Nature
Club;
Ouer-Onderwyssersverenigings;
Rade vir Kultuurbevordering;
Repertry Amateur Players;
S.A. Akademie vir Wetenskap
en Kuns;
S.A. Guild for Speech and Drama
Teachers;
S.A. Institute for Library Informa-
tion Science;
S.A. Vereniging van Musikonder-
ywers;
S.A. Verpleegstersvereniging;
Scripture Union;
Sindale Jeugkommissie van die
N.G. Kerk;
Stigting Dialog;
Studenterade;
Studenteverenigings;
Skakelkomitees en rade;
Transvaal Amateur Dancers' As-
soiation; Volksopbeweging;
Voorrekerbeweging;
Wes-Transvaalse Natuur- en
Skilkuwevereniging;
Wes-Kaaplandse Jeugrust;
Wilderness Leadership School;
Wildlife Society;
Youth for Christ;
Historiese Genootskap van S.A.;
Jeugraad van die F.A.K.;
Johannesburg Symphony Orches-
tra;
Johannesburg Youth Council;

(b) and (c):

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<td><strong>64 435</strong></td>
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(2) Yes.

(a) and (b):

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<td>Enrichment of life (Educational and cultural outings)</td>
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<td>1980</td>
<td>Nature directed (Voorreker training camp)</td>
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<td>POK Staatsmaker Voorrekerkommando</td>
<td>1980</td>
<td>Human Sciences—General (Preparation camp)</td>
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<td>1980</td>
<td>Natural Sciences—General (Science week for gifted children)</td>
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<td>1980</td>
<td>Enrichment of life (Youth camp)</td>
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<td>Repertory Amateur Players (Johannesburg)</td>
<td>1981</td>
<td>Dramatic Art (Play)</td>
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<td>Natal Council for Cultural Advancement</td>
<td>1981</td>
<td>Philosophy of life (Religious programme)</td>
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<tr>
<td>Hervormde Studentevereniging</td>
<td>1981</td>
<td>Philosophy of life (Religious programme)</td>
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The reform reflects Voikskongress on education.
Computer frees the teachers

By Sarah Pennell,
East Rand Bureau

A computer system has been designed to take over the piles of paperwork in schools which keep teachers out of classrooms.

It has been installed at 14 schools in the Transvaal so far, and is the brainchild of Professor Cor Basson of the department of education at Rand Afrikaans University.

A former teacher and headmaster, Professor Basson felt that the time spent on administrative work was a waste of teachers' skills.

He called on the help of his sons Gerrit and Cor Jr, both qualified teachers with degrees in computer science, and designed a programme suitable for South African schools.

The computer can be operated by one of the school's office staff. It stores and sorts out personnel and student data, works out class and subject schedules, and records marks.

At the push of a button it provides all the reports required by education departments. It also formulates pupils' end-of-term reports.
Parents face many challenges as their children make the transition from home to school. The routines, expectations, and structure of school can be daunting for both children and parents. It's important for parents to communicate openly with their children about their feelings and concerns, and to provide consistent support and encouragement. Here are some tips to help parents and children get ready for the school year:

1. Set a routine: Establish a daily routine that includes time for homework, reading, and play. This will help your child feel more comfortable and prepared for school.

2. Make time for family: Spend quality time with your children every day. This can help build a strong bond and provide a sense of security.

3. Prepare for the first day: Help your child pack their backpack with all necessary items, such as a lunch, water bottle, and school supplies.

4. Encourage independence: Allow your child to make some decisions and take responsibility for their actions. This will help them develop confidence and self-esteem.

5. Stay positive: Be positive and encourage your child to be positive about school. This can help reduce anxiety and increase their motivation.

By following these tips, parents can help their children make a smooth transition to school and enjoy a successful first day.
Budget boost for education, housing hailed

Consumer Reporter
NEWS that Government spending on housing and education demands will be increased has been warmly received in local government and trade union circles.

But industrialists warn that although the measures taken in the Budget are necessary, they will hamper growth. Their effects on the provision of more jobs would have to be carefully watched.

Mr Jack Roos, director of the Cape Chamber of Industries, said: 'The general feeling in industry is that the Minister had very little option.'

Problems

'There are things in the Budget we don't like but when you think of the tremendous problems the Minister has, he has done as well as he could.'

Mr John Barry, director of operations for Pick 'n Pay in the Eastern and Western Cape, said that despite the rise in the company tax — which would not affect the man in the street — he thought it was a very fair budget.

Mr H G Hooson, Town Clerk of Cape Town, thought it was 'tremendous' news that the money allocated to the National Housing Fund would be increased by 28 percent from R268-million to R337-million.

But he and the City Treasurer, Mr J B Watkins-Baker, said they would not comment in more detail until they knew how much of this money would be available to the city to provide more housing.

‘Thrilled’

Mr D V L Moore, treasurer of the Division of the Cape, said he was 'naturally very thrilled' to hear that more money would be available for housing.

He said the council, which had been forced to cut back on some schemes for lack of funds — was still waiting to hear its final allocation.

Mr Norman Daniels, deputy chairman of the Trade Union Council of South Africa (Tucsa) in the Western Cape, said: 'I welcome the news that more money will be spent on housing and education, for they are both very important items.'

Backlog

There is certainly a backlog in the provision of housing throughout the country and we can do with all the help we can.'

Mr Daniels said he hoped the policy of providing housing a long way from places of work would be changed.

A statement by the economic affairs committee of the Cape Chamber of Industries said the Minister's efforts to restrain State expenditure were to be commended as well as the priority he had given to education and the country's manpower needs.

However, taking into account the additional company tax, rail and freight tariff increases, the rise in fuel costs and high interest rates, industrialists were bound to feel a cost squeeze and cash flow problems.
Researcher says myths are obscuring real issues in SA education

The funding of this phase of learning was the primary duty of the State, with strong involvement of community, parents and learners. In order to arrive at a locally desired standard.

A large variety of bridge-courses, preparation for specific career directions.

A tertiary system in which the role of state funding is limited to inputs into the establishment of the infrastructure, but in which the costs of delivery are carried almost entirely by the adult learner.

There is no conceivable logic in the fact that fully-grown citizens pay for everything they own, except for the consumption which assures their income: their knowledge and their skills," he said.

By making the tertiary system an industry and by applying the criteria of supply and demand, of competition and price, most of the anomalies in the present system would disappear within a decade, he predicted.

Learners would make sure that the subjects of their choice led to a productive role in society. It would be seen that much of the more esoteric and peripheral knowledge could be acquired once questions were understood, before the search for answers was attempted.

It would also be discovered that learning would become a life-long obligation in a society in which the half-life of hard sciences seldom exceeds five years.

Above all, the State would be required to allocate a substantial percentage of its educational budget to a minority of campus dwellers, most of whom studied subjects of "marginal utility" to either democracy or for that matter to society, he said.

Funds could, however, be allocated to the pre-primary, primary and secondary levels, where an entitlement to a free and equitable learning environment for all children was fully justified, provided that the learning environment was not equated with bricks and mortar or sports facilities.

The liberal university student, who so ardently crusades for free education for all, at all levels, seldom realizes that he is blocking the scarce funds by refusing to cater for the costs of his own career education," Mr Spier said.
primary levels equal headstart for the continued learning processes.
Dismay at outcome of schools congress

By MARTIN FEINSTEIN
Education Reporter

SEVERAL members of the Human Sciences Research Council committee which investigated the future of education in South Africa have expressed dismay at the outcome of last week's "Volkskongres" in Bloemfontein.

The congress, called to discuss the HSRC report, overwhelmingly rejected several of its key recommendations, including a single Ministry of Education and the principle of free association in education.

Yesterday Mr Franklin Sonn, a leading coloured educator and president of several teachers' organisations, said he was "utterly dismayed" that the recommendations had been "shamed down".

"It seems the congress was oblivious to the pressure for change in SA... if they continue with this attitude they are hastening a no-win conflict situation."

The tone of the congress was a slap in the face for those still working for peaceful ways to reform education.

The congress has clearly put the identity and supremacy of the Afrikaner above what was good for a stable South Africa, he added.

Professor Ngqibe Boyce, rector of the Johannesburg College of Education, was "disappointed and discouraged" that the congress had opposed key recommendations - particularly those dealing with the management of education.

"That is putting it mildly," he said. "I am now more worried than ever about the future of education in this country... so much is at stake."

The chairman of the HSRC investigation, Prof J P de Lange, who is rector of the Rand Afrikaans University, said he could not comment as he was now chairman of the task group formed to advise the Government on the report's implementation.

However, he has told the Afrikaans Press that although he foresaw a "long and difficult" road for education in the future, concrete changes for the better would emerge from the many viewpoints coming from various communities.

In Bloemfontein, Prof N T van Log-gerenberg, who is also chairman of the SA Teachers' Council for whites, said: "The congress was a positive contribu-
tion in the sense that about 96% of delegates accepted most of the report... so the HSRC can feel satisfied."

"It is better to have this than uncertainty about the Afrikaner view."

Another HSRC committee member and headmaster of a large black high school, Mr L M Taunyane, regretted the "hardline" taken by the congress.

He urged a broader approach and said: "I hope much of the De Lange report can still be salvaged."

NOTE CAREFULLY

1. Enter at the top of each page and in column (1) of the block on this cover the number of the question you are answering.

2. Blue or black ink must be used for written answers. The use of a ball point pen is acceptable. Red or green ink may be used only for underlining, emphasis or for diagrams, for which pencil may also be used.

3. Names must be printed on each separate sheet (e.g. graph paper) where sheets additional to examination book (s) are used.

WARNING

1. No books, notes, pieces of paper or other material may be brought into the examination room unless candidates are so instructed.

2. Candidates are not to communicate with other candidates or with any person except the invigilator.

3. No part of an answer book is to be torn out.

4. All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University.
While the report's supporters are cautious, its right-wing opponents are mobilising highly vociferous, but not yet united, opponents, carrying the implicit threat that legislation implementing the report might drive many Afrikaners into the arms of the right-wing parties. The government's rejection of the Bothoedl Commission, whose recommendations on education closely parallelled the De Lange report, must give the Right hope.

The government's interim white paper, published last week, fell somewhere between the report and the Right. It left open the hope for a single policy, making a Ministry of Education, while enshrining Christian National Education and school apartheid. Clearly, the government means to move with caution on this highly-charged issue. It has given ample scope for responses to be aired, with a special "task-group," headed once again by Professor Jan de Lange, receiving and processing the written responses.

The deadline for reactions to the De Lange report is March 31.

De Lange told the FMI that a team of six at the Human Sciences Research Council is busy processing "several hundred" responses from teachers' organisations, the private sector, and cultural and political groups.

De Lange does not believe the report has been stopped in its tracks. "The government's interim memorandum preserves 85% of the report's recommendations," he said.

Dr Ken Hartshorne, another member of the main De Lange committee, also does not believe that the political risks attached to the report's recommendations have made it a "dead letter." The public debate sparked by the report can't be swept away. The basic reasons for the report are still to be found in the black communities and their needs won't go away.

The recent educational congress in Grahamstown, which represented English-speaking educationalists, backed the report's recommendations to the hilt.

However, last week's w o l k e r s ' c o n g r e s s i n Bloemfontein, called by the Transvaalse Onderwysersvereniging, rejected by a massive majority all the core recommendations and principles. The congress voted overwhelmingly in favour of separate educational systems. It accepted the De Lange report's 11 basic principles, but imposed three crippling "qualifications":

- That Christian National Education be preserved;
- That the standard of white education never be sacrificed;
- That the commission's principles be interpreted on "philosophical and educational" grounds only.

De Lange deadline

Has the core of the De Lange report's recommendations on education been shot down in the broader white political crossfire over power-sharing?
31/4-m workers in SA
have no education

Own Correspondent

Two-thirds of South Africa's workforce have only primary school education, Mr. Dennis Etheridge, an executive of the Anglo American Corporation, said in Pretoria last night.

He was addressing the annual meeting of the Manpower Management Foundation.

He said of the 16,000,000 economically active workers in South Africa, 30 percent have no education, and 36 percent reached only primary school. These figures included whites.

This lack of education seriously hampered people who aspired to better positions because they did not have the qualifications for further training.

Mr. Etheridge added that only three percent of the workforce had education beyond matric, and a third of the population produced less than five percent of the gross national product.

The situation was a challenge to be put right. And there was also a real need for involvement by other races because the initiative should not rest with the whites alone.

But more control and co-ordination was needed, said Mr. Etheridge, because many organisations overlapped when trying to alleviate the problem.

Decentralisation was also a key factor to be taken into account by the Manpower Management Foundation because problems could be solved more easily by people on the spot who understood the situation than by someone in a central office.

Notice should be taken of the Manpower Commission report, said Mr. Etheridge, because it was important to determine what high-level management requirements were.

But the private sector was becoming more aware, and there was an increase in training schemes for employees.

There was a growing number of black apprentices, and a considerable increase in immigrants to fill skilled positions.
Political Correspondent

HOUSE OF ASSEMBLY

— For the second successive year, South Africa is to spend more on education than it is spending on defence.

The Minister of Finance, Mr Owen Horwood, said in his Budget speech this week that the total amount to be spent on education for 1982-83 was R3 160 million.

The budget estimates show the amount planned for defence spending this year as R2 660m — nearly R500m less than Mr Horwood's total for education.

A senior official in the Department of Finance said yesterday that total education spending overlooked total defence spending for the first time in the 1981-82 financial year.

The estimates then were R2 860m for education and R2 465m for defence.

While the defence estimate is provided as a total in the defence department's budget, total education spending is a complicated task involving figures from at least five departments.

Education itself is divided into four racial compartments falling under three ministries. These are the Department of National Education (white education), the Department of Education and Training (black education), and the Department of Internal Affairs (coloured and Indian education).

Other departments

Mr Horwood's calculations include in addition money spent on schools and other educational institutions by the public works section of the Department of Community Development and the budgetary aid paid to various homelands by the Department of Co-operation and Development which is used for educational purposes.

This year's estimates show, however, that the government is still spending more on white education than for any other race group.

The Department of National Education Budget is R631.8m compared to R473.8m for education and training of black people, R391m for coloured education and R167.4m for Indian education.
the Cabinet decided that party policy needed to be speeded up. About 100 people attended the mid-morning meeting where Dr de Klerk said a large group of people working together around a healthy, clear policy was probably one of the best weapons with which to overcome South Africa’s problems.

"The situation was a challenge to be put right. And there was also a real need for involvement by other races because the initiative should not rest with the whites alone. But more control and co-ordination was needed," said Mr Etheredge because many organisations overlapped when trying to alleviate the problem. Decentralisation was also a key factor to be taken into a career by the Manpower Commission report, said Mr Etheredge, because it was important to determine what high-level management requirements were.

But the private sector was becoming more aware, and there was an increase in training schemes for employees. There was a growing number of black apprentices, and a considerable increase in immigrants to fill skilled positions.

**3 1/4-m workers in SA have no education**

Own Correspondent

Two-thirds of South Africa’s 2.5-million workers have only primary school education, Mr Dennis Phipps, executive of the Anglo American Corporation, said in Pretoria last night.

He was addressing the annual meeting of the Manpower Management Foundation.

He said of the 1.5-million black and coloured active workers in South Africa, 30 percent have no education, and 36 percent reached primary school. These figures included whites.

This lack of education seriously hampered people who aspired to better positions, because they did not have the qualifications for further training.

Mr Etheredge said that only three percent of the workers had education beyond matric and a third of the population produced less than five percent of the gross national product.

The situation was a challenge to be put right. And there was also a real need for involvement by other races because the initiative should not rest with the whites alone. But more control and co-ordination was needed, said Mr Etheredge, because many organisations overlapped when trying to alleviate the problem. Decentralisation was also a key factor to be taken into a career by the Manpower Commission report, said Mr Etheredge, because it was important to determine what high-level management requirements were.

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Farm schools: casual neglect, dilapidation

By CLIFF FOSTER

WHEN a bomb hit out of its nest in the classroom, school, such was the pandemonium among the R100 crowds that it is surprising that the fabric of the room itself was not torn apart.

The same explosive reaction greeted the appearance of a book cupboard a few weeks later.

The room itself is of mud and wood, constructed with gaping cracks in the walls — in one of which the book cupboard took a nest — and when 61 children surged for the door and windows of this room was placed in imminent danger of collapse.

In this instance, the situation at the Griﬃn School in Sunland would have moved swiftly from bad to worse.

But the room survives to this day a crumbling ediﬁce — with staff — a casual regard for thousands of black children acquiring elementary education in South Africa’s dilapidated farm schools.

At Griﬃn, more than 400 youngsters are being tutored in conditions the school principal, Mr Hein Wolmarans, admits are “hauntingful”. And more than 100 others are knocking at the door but being “chased away”.

Griﬃn serves as a terrible insight into the rickety system of farm schools which struggle to maintain themselves on their own resources (apart from salaries) and on which whole communities depend for any kind of education at all.

It has no toilets (the children are sent out into the bush), no water (buckets are drawn from a canal up the dust track for only two classrooms (both mud) of its own. Other classes are held in road near Afri-can churches, or in the open air under the trees.

But the Department of Education and Training at some stage intends to build a new African school at Addo, where there is no chance of the State providing a proper school for the Griﬃn School. The Griﬃn Addo school will be 10 kilometres from Griﬃn where it is most likely to be traversed.

The Griﬃn Government Department of Education and Training at some stage intends to build a new African school at Addo, where there is no chance of the State providing a proper school for the Griﬃn School. The Griﬃn Addo school will be 10 kilometres from Griﬃn where it is most likely to be traversed.

Mrs Olivia Manyakama, before class of 61 Standard 2 pupils is to see at a glance what schooldays in the farm schools can be like.

Mrs Manyakama’s desk is piled high with books.

Near the cupboard stands the plastic tackle containing what is left of the drinking water supply.

The room is compacted mud, apart from a section below Mrs Manyakama’s desk which is boarded.

The roof is rusting, second-hand sheets of corrugated iron, supported by second-hand timbers on the mud walls. There is no ceiling. A crack several centimetres wide, from which the boomslang emerged, extends over the whole of one gable wall and there are gaping cracks in other walls.

Windows are missing or broken. There is no heating and, in winter, the wind whistles through windows and under the eaves so that the children are given “warming” exercises in the yard. In summer they roast beneath the craf-

tured iron sheets.

There are only eight desks to go round between the 61, so most learn to write, and, in fact, go through school, with their exercise books on their knees.

There are no toilets at all (except for staff who can share with one of the church missions) so the children are sent out into the neighbouring bush — boys in one direction, girls in another.

Surprisingly, the children remain healthy and abstemious though sickness is low. This week, says the principal, Mr Jeffrey Tom, was told the health inspector was coming to look at the school — perhaps in view of the plague outbreak at Coega, some suspected.

In case you are tempted to think Mrs Manyakama’s classroom is a particularly bad example, it is actually the neatest of all the school buildings — out by par-

ents in 1975 — and the only purpose-built classroom in the place. The churches alongside revert to places of worship on Sundays.

There is no playing field outside the windows. The familiar rugby posts are one kilometre away on a community recreation ground and this is where the children go to play their games.

It is almost unbearably hot in the classroom and the caked mud walls con-

vert the air into the at-

mosphere of a kiln. There are no backs to the benches upon which the children sit, elbow to elbow, and per-

spiration breaks out on contact.

But should you regard this room as crowded, take a look two doors away at the situation in the An-

glican Church. Here 88 Sub-

A children squat in a room five metres by five and a half metres, where the air simmers with heat.

Everything is smaller here — the teacher’s desk (there are no children’s desks), the room, even the children. The goods and chattels of the church itself have had to be hoisted up onto a platform in the rafters to clear space.

The door of this room is boarded, but the planks have given way in places, a mousehole for the unwary.

During the daylight hours, the room is hardly ever empty. The Sub-Bs surrender the room at noon to the Sub-As who occupy it until 4pm.

Mrs Zelpha Hlloyd arrives with great good humour to hold her class’s attention in this hothouse.

To make a more accurate picture of Griﬃn, one could chronicle the things it hasn’t got, that are such ac-
cepted features of ordinary schools — like a library, electricity or even a play-
ground.

This is how things have been for many years and how it must continue unless the energy of Mr Wedemann, and the appeal for funds from any quarter, can lift the old school out of the dust. The net must be cast wide if there is to be any hope.

The farms here are small and the farmers can’t provide the money on their own,” Mr Wedemann points out.

“The Community of the Resurrection of Our Lord in Grahamstown has undertaken to contribute rand for rand on anything that is raised up to R5 000.”

“The African artist, Coiswana, has donated three pictures which will be put up for sale. One is a large oil and there is a pen-

work drawing. They are pres-

ently on view in the office of the secretary of the Soci-

ety of Fine Arts at the King George VI Art Gallery in Port Elizabeth.”

These offers are from the following quarters. Between lies a broad sec-

tion of the community which Mr Wedemann hopes will offer some help.
Seminar urges move on the De Lange report

IN recognition of the need for reform in education, representatives of senior management of Durban commerce and industry resolved unanimously that the findings of the De Lange report should be implemented as soon as possible.

Resolutions to this effect, taken yesterday at a one-day seminar organised by the School of Education and Industrial Training at Natal Technikon, will be forwarded to the Minister of National Education, Dr Gerrit Viljoen.

In a comprehensive programme which included a keynote address by Prof de Lange, delegates were given insight and clarification into the proposals outlined in the report.

These were essentially concerned with the demand for continuing education outside the formal provision of education.

They were also concerned with its special importance in providing the economy with necessary manpower in the short term and in improving the quality of life of unskilled adults in particular.

In emphasising that non-formal education (education that proceeded in a planned but highly adaptable way in institutions or organisations outside the sphere of formal education) must become an indispensable part of the planned provision of education in South Africa, Prof de Lange stressed that the private sector would be opting out of the trading situation if it opted out of training.

Irreversible

Curricula for this non-formal education would be prepared by educators, but financing would be the responsibility of the private sector, he said.

'You must not ask the State to accept the responsibility because you will start a form of socialism which is irreversible and unsuitable, because non-formal curricula will be determined by bureaucrats rather than by educators,' he said.

Describing South Africa 'as never before being so ready for educational change', Prof de Lange and the rest of the panel — which included Prof F van der Stope of Pretoria University, Mr J B Haasbroek of the HSRC and Prof N Boyce of JCE — described how sweeping the changes would be.

Schools would become community centres available at the weekends to take up learning needs of the community.

A significant proportion of the school-age community would be educated in practical life working situations and there would be a huge development of technical schools.
Nurse’s death: Case a farce, says father

London Bureau

LONDON. - The father of Helen Smith, the British nurse who died an illegal drinking party in Saudi Arabia three years ago, stunned out of the High Court in London as lawyers argued whether an Inquest should be held into her death.

Mr Ronald Smith, 55, a former policeman, said angrily: "This is a farce." He claimed that his plea for an Inquest had already been "pre-judged".

Minutes later Lord Justice Ormrod and Mr Justice Forbes reserved judgment "because of the complexities of the case".

Mr Smith, of Guiseley, Leeds, appealed against the refusal of Mr Philip Gill, West Yorkshire coroner, to hold an Inquest. Mr Gill had decided that because Helen died abroad her death was outside his jurisdiction.

The body of Helen Smith, 22, was found outside a block of flats in Jeddah in May 1978.

Saudi authorities said Helen and a Dutch captain fell alive from to their deaths from a top-floor apartment ten days after a party was being held.

But the Dutch captain's engineer, convicted his daughter was murdered.

Woman gets 10 years for killing second wife

DURBAN. - A Durban woman was sentenced to 10 years' jail yesterday for murdering her husband's common-law wife.

Mrs Farida Caje, 31, was found guilty of the murder by the Durban Supreme Court.

Her husband, Mr Issa Caje, 31, and Mr Jeffrey Naidoo, 26, were acquitted of the murder of Mrs Sabera Caje on September 17 last year.

In his judgment, Mr Justice Boyesen said the court was satisfied that one of the State witnesses, Mr Issi Mather, had either probed someone to do the killing, or had carried out the crime himself.

He said the court could not give indemnity to Mr Mather or another State witness who had given evidence - "Mr Issi Mather".

Ex-mayor of Durban dies

DURBAN. - A former mayor of Durban, Mr Dick Adams, collapsed and died at his Durban North home yesterday as he was about to leave for work.

Mr Adams, 68, leaves a son Peter, daughter Mrs Helen Smith, and four grandchildren.

At the time of his death he was managing director of Adams and Company bookshop in West Street.

He served on the Durban City Council for 16 years and was mayor from 1974 to 1976. He was also president of the Durban and Districts Business and Professional Women's Association.
MIXED EDUCATION REJECTED: THE LAAGER TIGHTENS

AS a delegate at the Afrikaner Volkskongres on education in Bloemfontein I gained the impression that the more than 1 600 delegates had collectively slept through the last five years of unrest in black education.

Only 1 600 modern-day Rip van Winkels could in some way have rejected virtually every major recommendation of the De Lange Committee aimed at bringing about a more equitable education system in South Africa. They did exactly that.

By writing a congress off as merely representing the rantings of a few misplaced HNP supporters or merely to claim that the congress was hijacked by the far right may be tempting — but also very stupid.

This Volkskongres represented a formidable cross-section of organized Afrikanerdom. I emphasize the word conservative, because those in control of the congress make it quite clear that the more enlightened Afrikaner is not really welcome there.

And therein lies the failure of this congress. At a time when the Afrikaner needs allies, organized Afrikanerdom as represented at this congress, drew the laager so tight that they not only chased away all Statistical allies but even scared away fellow-Afrikaners.

Professor C G de Klerk, Stellenbosch educational and chairman of the Suid-Afrikanse Onderwysunie (SAOU) succeeded admirably in this by defining an Afrikaner as "someone who must enjoy brievenome, who partakes in volkspies and "someone who supports the union for education to ensure the racial purity of the Afrikanervolk." (This was also a sign of maturity, he added!)

The tragedy of this narrow exclusivity is that although it will in the short term ensure a strong Afrikaner presence in the long run it will also ensure that the laager will be a shrinking one with more and more Afrikaners either being defined as belonging outside it.

The narrow exclusivity, the aggressive tribalism, the unashamed prejudice and the total lack of comprehension of need for change which was exhibited will make Afrikanerdens as defined by the Afrikaners' conservative gurus present at this congress, totally unacceptable to thousands of more enlightened modern Afrikaners.

The second tragedy of this congress is that the mass mobilization of organized conservative Afrikanerdom probably effectively sank the main recommendations of the De Lange Committee.

For, make no mistake, this Government, with or without Andries Treurnicht, will be unable to disregard or oppose those sentiments expressed with great unanimity by this congress.

As the Rev Dirk Viljoen, chairman of the organizing committee of the congress put it: "Big changes are coming in education. Congress will have to . . . indicate in which direction the Afrikanervolk is prepared to go and in which direction it is not willing to go."

By the time the congress ended, it was quite clear that they were unwilling to accept a new educational system incorporating all South Africans. The crucial recommendation of De Lange that one umbrella ministry for education should be created was rejected by 89.67 percent of the 1 600 plus delegates. (185 delegates supported the idea of a single ministry.)

Speaker upon speaker from the so-called verite SABC boss, Professor Wymand Mouton, who chaired the congress to the HNP-dominated from Namibia, stressed the need for racially segregated education departments. Separate schools.

Small World

FOR lack of space, David Blaauw's "Small World" column is being held over until tomorrow.

The Volkskongres
270. Dr. A. L. BORaine asked the Minister of Education and Training:

1. What is the average annual cost of stationery, textbooks and prescribed books per (a) primary and (b) secondary school pupil?

2. What will be the cost to his Department in the first year of supplying free stationery, textbooks and prescribed books in (a) primary and (b) secondary schools?

3. What date was used as the basis for calculating the above costs?

The MINISTER OF EDUCATION AND TRAINING:

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2. (a) and (b) If the existing provision of stationery, textbooks and prescribed books is not taken into account and the provision thereof is regarded as a new service, the estimated cost in the first year will be as follows:

- Primary .................. R24 000 000
- Secondary ................. R10 500 000

3. 1981
Teachers find an alternative to education philosophy

Mercury Reporter

A PHILOSOPHY of education for English-speaking teachers compiled by Natal teachers in 1980 could serve as the basis for an alternative to Christian National Education.

Mrs Pixie Hardman, president of the Natal Teachers' Society, said the alternative philosophy had been drawn up so that all Natal English-speaking teachers could use it as a guide, but that it could serve a national need just as well.

She was commenting on the move by South African English-speaking teachers to form a philosophy based on their own cultural values, one that would be incorporated into the Education Act along with Christian National Education.

The teachers — Transvaal teachers in particular — said this was a reaction to attempts to impose on English speakers a centralised education system based on Afrikaner values. There was a strong feeling that Christian National Education was too narrow, too Calvinistic and too authoritarian to be acceptable.

Mrs Hardman said the essence of the Natal teachers' philosophy was the development of rational and responsible individuals for South African society — individuals who were able to adapt and adjust to changes.

Mrs Hardman said that religion would continue to play an important part because Natal teachers believed that education without spiritual content was incomplete.
Pay scales pushed up for Indian headmasters

Mail Correspondent

DURBAN. — Maximum salaries for Indian headmasters of large primary (P1) and secondary (S1) schools have been pushed up to R38 185.

Mr Dhana Nair, secretary of the Teachers' Association of South Africa, said at the weekend there was still a great deal of pay dissatisfaction among teachers in categories below B.

"We have made representations to the Minister of Internal Affairs, Mr Chris Heunis, on behalf of these teachers," he said.

Mr Nair said, however, his association was displeased that salary scales for teachers were being bundled about in public, even though his association and principals had not yet been supplied with full details.

The new scales provide for a general 15.2% increase, and up to 33.7% for some teachers.

Mr Amiehnd Rajbansi, executive chairman of the South African Indian Council, said yesterday he had signed the salary structure for Indian teachers on Friday, and detailed pay rises would be posted by the Department of Indian Education to principals.

He said he was furious that the new scales, which were confidential and personal to teachers, had been leaked.

"My executive member in charge of education, Mr P I Deven, and I had insisted on tight security in the council and in the department for these scales.

"I am going to hold an urgent inquiry as to how they were leaked," he said.
Non-formal education for adults

By Fred Ferreira

The De Lange report dealt with all education, not only formal schooling. One of its topics was non-formal adult education.

The private sector could also be involved in career counselling, cooperating with teacher psychologists.

The State should mainly be concerned with the provision of an infrastructure coordination of training schemes as well as the provision of facilities and funding. It could also, for example, develop audio-visual aids, such as closed-circuit television and computers.

In particular the Government could form tax concessions. Many smaller companies cannot meet complex demands for registration of training schemes qualifying for tax relief. Concessions could be extended to basic language, literacy and communication courses.

Tax rebates should be more readily granted for industry-based training. Finally, training levies should be imposed on firms which do not, or cannot, train their own employees.

In the end adult education must be brought under the regulation and to possible exclusion from...
either through pooling their resources or through buying services from each other to teach basic skills common to many undertakings. Groups of firms could also jointly build community centres for non-formal education.

At present firms and Government bodies such as the Department of Manpower control some training but co-ordination needs to be expanded right across.
Law on blacks in private schools delayed

The ordinance was published in the Provincial Gazette earlier this month—a move which surprised principals who had been told it would not be proceeded with.

"We are not going ahead with the matter, even during this session of the Provincial Council as the whole matter is still being considered—a broad sense of the word," Mr. Schoeman said.

We don't want to create too many problems in the area. Parliament has changed the law and we must have some sort of ordinance in the future," he said referring to last year's Financial Relations Amendment Act which empowered provincial councils to govern the admission of blacks to private schools.

"The wording has yet to be decided and we are still talking about the matter," he added.

Typhoon Nelson was a calamity

Forty-one people were reported missing after the 158 km/h winds blew down 17,000 houses and partially damaged 24,000 others. — Sapa-AP.

Court told of R500 plot to divert presidential plane

He said the October 1989 plot to overthrow the Zambian Government saw key leaders such as the then Secretary General of the ruling party, Mr. Mainza Chona, and Secretary of State for Defence and Security, Mr. Grey Zuwe, on the verge of being arrested by the plotters.

Other high-ranking government officials would also have been arrested following the announcement over television and radio that President Kaunda had renounced the leadership of the country.

Among the 12 men being tried for their part in the abortive coup plot are former High Court Commissioner, Mr. Edward Shamwana, former Bank of Zambia Governor, Mr. Valentine Musakanya and Major Anderson Mporokoso.

The trial continues.

Grace a granny?

Los Angeles. — Princess Grace of Monaco wants her daughter Caroline to remarry.

She hopes that 25-year-old Caroline, now separated from her French playboy husband Philippe Junot, will then present her with grandchildren.

"Being a grandmother would be an exciting experience," said Prince Grace in a magazine interview.

"Of course, I would like to see Caroline married again one day, with children and a happy family life like I've had."

"But that is in the future," said Sapa.
The pupil can never escape the pupil's environment in which education into a rigid code "hovers." Without the middle and upper income class and less educated lower class the tensorflow system is not social and only the middle class is so affected that mental increases that mental decrease, Louisiana because so few of us are more educated a wedge more can be excluded. The top down model is a child's life. However, education is not a room.
Brick schools — they took SA by storm

By SELLO RABOTHATA

Johannesburg, September 1966. The school consisted of twelve two-hour classes (one class a week), for which an amount of R29 had to be paid in fees. In addition, the pupil had to pay R27.50 for a prescribed set of tools.

One hundred and eighty seven pupils enrolled for the course, consisting of 12 facets of brickwork. The basic consideration being that the work must be straight, level and plumb. It did not take long for the association to realise that the pupils were fully absorbed in the task of acquiring this elementary skill.

As conversation took place between the organisers, tutors and pupils, it became obvious that the organisers were looking for a way out in placing the school, as the major objective in this exercise, the creation of a retail market. The retail market was entirely incidental to the whole project. The motivating factor was the desire of the pupil to learn the trade. The school is under the direct control of the Brick Development Association of South Africa Limited on a national basis. Architectural students and building science students from the University of Witwatersrand are also said to have attended the courses. In 1977 a major break through was achieved by the successful opening of three bricklaying schools for blacks in Soweto, and more recently, in Lamontville, Katlehong, Sebokeng and Thabong. Since 1966, more than 20 000 members of the public, of all races and from all walks of life have attended the schools.

The Brick Development Association emphasises that it does not, and cannot train building artisans — its schools are run purely to train amateur do-it-yourselfers. Many past pupils have substantiated the Association's claim that the first job a pupil does at home will reimburse the amount of money spent on fees and tools.

The course is designed for the simpler jobs, such as building a retaining wall, a dog kennel, a braai or an elementary boundary fence. Many pupils have undertaken work of much more complicated nature, including garages, outhouses, driveways, extensions to homes and even the construction of a house.

With an eye on the future and in order to associate the BDA with black self-help and home improvements, the Association during the latter half of 1980 ran a most successful competition for blacks. 

DUTCH IRISSES

Dr. Blue White
Kits to solve skills shortage

These children are holding seed packets and bags of fertiliser from the "Little Farmer Kit".

By Rob Scutter

The Star TEACH fund is selling educational kits designed to help overcome the chronic skills shortage in South Africa's underdeveloped areas. Each kit sold will benefit an individual child and his family and add to the funds of Teach Them the Basics.

One man's idea could help find a solution to the problems in South Africa's underdeveloped rural areas — and help TEACH.

TEACH which aims to "Teach Every African Child".

A R100 donation will provide a classroom with the whole set of kits to help children develop skills in:

- **Farming** — seeds, fertiliser and buckets are provided to start a garden at home or at school.
- **Engineering** — simple tools enable a child to make toys for himself, while learning their application at the same time.
- **Nursing** — a uniform and a booklet help teach principles of health care, cleanliness and nutrition.
- **Trading** — helps teach concepts of money, profit, buying and selling.
- **Mechanic** — a plastic nut, bolt and spanner enables a very young child to understand the relationships of simple tools.

Further information can be obtained from TEACH Fund, c/o the Rural Trust, 784-0520 (Mr Vic Allen).
skills in early childhood, so that children can cope with difficult situations when they grow up. Many blacks leaving school may know the three R's but some, faced with a nut and bolt, cannot conceive how they fit together. Many have never dug soil and most have never had the opportunity to try their hands at skills which would stimulate them to work towards a career.

Children must be taught the use of tools to make and repair farming equipment. Basic health and nutrition and how to adapt their farming to changes in the weather, says Mr Allen.

"The national reaction to drought is wrong. This country will always experience fluctuating rainfall. The answer is education — not water trucks and prayer meetings."

The "Little Farmers Kit" provides a child with vegetable seeds, fertiliser and instructions on how to care for plants. Once the child has proved to himself that he can grow crops — even on a tiny scale — he can become self-sufficient and teach the rest of his family, said Mr Allen.

Combining this with skills created by the "Engineer's Kit," he can build an irrigation system so he is not at the mercy of the weather.

"Drought is inevitable followed by a serious breakdown in health and our 'Nurses Kit' inculcates in children knowledge of basic health and nutrition," he said.
Cape teacher body slams ethnic concept

By SHELagh BLACKMAN

A RECOMMENDATION by the South African Teachers' Council has been strongly criticised by the association to which teachers at English schools in the Cape belong, for its conservative approach to reform.

The council, which ostensibly represents teachers at white schools throughout the country, wants a new professional structure for teachers comprising a national registration council and four ethnically-constituted councils — one each for Indians, whites, blacks and coloureds.

But an editorial in the latest edition of Education News, the official newsletter of the South African Teachers Association, says the initiative is "doomed" and describes it as "ill-timed and ill-conceived".

The four proposed ethnic councils would set their own standards according to the needs of the "education community" they served.

"It is sad that a proposal like this could have emerged and be propagated in all seriousness by professional people at a time when South Africa is, albeit tentatively, moving away from segregation," the editorial states.

"It is surprising that the initiators did not appreciate that the idea is not viable simply because any institution which is racially constituted will be totally rejected by the coloureds, Indians and blacks, for whom it is designed," the editorial states.

The proposed bodies were racially structured and therefore "doomed".

It was unacceptable to most South Africans teachers and would not work.

"Like any other product of racist thinking, it has no future," the editorial maintains.

"Let us hope our Government is more sensitive to this fact than the initiators of the idea appear to have been."

The editorial goes on to say that the initiative was particularly ill-timed, coming as it did at a time when white teachers' associations were seeking the cooperation of black teachers to set up a statutory salary negotiating body.

"In one instance, the black associations are being approached to work together with the whites, and in the other they are being offered their own 'separate but equal' councils beneath the umbrella registration in council."

It was "small wonder" that the talks in Cape Town got off to a shaky start, the editorial states, adding that the move by the Teachers' Council could have done the discussions with the black bodies no good at all.
Equal quality in education a dead commitment

In Soweto, the beacon of black educational developments in South Africa since the 1976 riots, more than 12,000 adults will write literacy, Standard 5 and 8 and matric examinations next month.

Among these are 130 in-service teachers who have plied their trade with the Department of Education and Training that they will obtain a senior certificate and improve the quality of teaching in Soweto.

Both of these are encouraging signs that at last the vicious cycle perpetuating inferior black education may begin to be broken.

But both are placed in doubt by the introduction of Bantu Education and the course changes, which begin with the children in the grip of a Catch 22 situation.

The phenomenon of high dropout rates - less than two percent of the black children who enrolled in 1965, reached Standard 10 - led to a minimal number of successful matriculants and subsequently a majority of underqualified student teachers returning to the schools.

Accompanied by inadequate facilities, a shortage of accommodation and extreme pupil dissatisfaction with the education system, the situation evolved in a downward spiral to the point where today only 14.5 percent of all black teachers can be considered to be qualified (matric plus teacher and higher training).

More than 70,000 of the country's 95,000 teachers do not have the basis Standard 10 qualification, at least 22 percent of the lower primary school teachers are professionally unqualified and the majority of those who are qualified have reached only Standard 8 level.

In addition to this, ill-equipped teachers are often promoted to secondary school posts (because of the shortage of personnel) where their morale is shattered by an inability to cope.

In 1975, adult education programmes were introduced as a measure to counter the rapidly deteriorating situation and both adults and in-service teachers were given the opportunity to improve their education at nominal cost - outside the formal system.

The student rebellion of 1976 and 1980, which resulted in government concessions, resulted in a massive monetary outlay on black education, a re-examination of the department and a renewed commitment to the intensive upgrading and training of more teachers.

Other developments which have taken place since then include:

- The introduction of compulsory education.
- The introduction of parity in salary with white teachers.
- The building of two additional teacher training colleges in 1979.
- A matric qualification became necessary for entry to teacher training colleges in 1981.
- At from January 1980, post matric courses for primary teachers were established in line with "school readiness" programmes.
- Millions of rands and seven years of intensive adult education programmes have forged the beginning of a bridge across the "backlog gulf" of black education. But however sincere the quest for higher standards, better quality and more qualified teachers, the improvements carry with them the shackles of apartheid.

Carolyn Dempster reports.

The student rebellion of 1976 and 1980, which resulted in government concessions, resulted in a massive monetary outlay on black education, a re-examination of the department and a renewed commitment to the intensive upgrading and training of more teachers.

All of these developments have been hailed as education reforms, but the question remains: how significant are the plans to upgrade teacher quality and promote quantity, within the present apartheid system?

On the positive side, the Department of Education and Training still point to a surge in the number of matric candidates, evidence of "teacher holding power."

In 1980, 9,009 black pupils wrote matric. Last year the number had increased by 45 percent to 11,704.

On the adult education front, this year 65,000 students committed themselves to courses being conducted at 250 centres countrywide.

But on the other hand, it remains a fact that most of the part-time teachers and lecturers who take the adult education courses have qualifications only fractionally higher than their "pupils." Most are drawn from the schools in the area and are given permission to teach an additional six hours a week by the department.

Last year, only one in 13 students who wrote matric through the adult education programmes in Soweto and Alexandra, passed. In one case, a man who had been giving instruction in Standard 10 Afrikaans took the exam with his students at the end of the year and failed with them.

A survey conducted by the African Teacher's Association of South Africa (ATASA) in 1979 showed that of the 4,500 teachers in 15 black teacher training institutions, more than 50 percent had qualifications equal to their students. In some cases they were worse. Only 25 percent were in possession of a post-matric or university qualification.

All of these developments have been hailed as education reforms, but the question remains: how significant are the plans to upgrade teacher quality and promote quantity, within the present apartheid system?

The net result is that whatever improvements are being made, they are being achieved within the restrictive and inferior confines of separate education.

Considering that by the year 2000 a drop of 20,000 white teachers compared with an increase of 144,442 black teachers has been calculated to bring the teacher pupil ratio to 1:30; "it would be sheer folly to keep the teaching corps of the various groups racially exclusive," emphasized Mr. Harold Herman, senior lecturer at the University of the Western Cape, in a recent address on teacher training.

"Without a well-trained teacher corps the increased economic outlay on education cannot have an effective payoff."

His views are echoed by Professor Pieter de Lange, chairman of the HSC, who stated recently that R400 million had already been wasted in black education because of a 55 percent drop-out rate among black school children.

Although the Government has committed itself to the principle of "equal quality in education for all population groups as presented by the De Lange committee, it has killed the initiative firmly that the principles will have to be applied within the separate education department system."

"Until you attend to all the socio-economic and political problems of this country, equality in education, at all points is an ideal dream," expressed Dr. A.J. Thembela, vice-president of ATASA and Professor of Education at the University of Zululand.
Education chief says change may be on the way

THE Government was considering changes to the education system that would involve all sectors of the community to a far greater degree, the Director-General of National Education, Dr P. S. Meyer, said yesterday.

Opening the congress of the South African Association for Technical and Vocational Education in Durban, Dr Meyer said the proposed changes were recommended in a report to the Government by the Human Sciences Research Council (HSRC).

If adopted, the new system would also involve the private sector to a much greater extent, particularly in the field of non-formal education.

He did not divulge the nature of the proposed changes, but said they implied "a reasonable and just distribution of restricted funds" and would make available "the right kind of education that will produce the type of products visualised."

Referring to the shortage of skilled labour, Dr Meyer said education was depicted as being the "key to urgently sought after solutions."

"This has led to the raising of hopes and expectations, even of a social and political nature, that must purportedly be met through the system of education."

And even though it is known that education is an ineffective means of solving some of these problems, education institutions can be confronted with these in the future," he said. — Supa.
Computer teachers?  
Never, says Hosking

Mercury Reporter
NATAL'S Director of Education, Dr Gerald Hosking, said yesterday that computers would never replace teachers while he was in charge of education in Natal.

Dr Hosking disclosed that the Province was in the process of buying a number of computers to teach computer theory to secondary school pupils in Pietermaritzburg and Durban, but emphasised that there were no plans to introduce computer-assisted teaching of other subjects.

He was commenting on statements made in Stellenbosch by Mr Ian Jones, the managing director of a computer firm, who said that it was possible for one teacher to handle up to 200 pupils with the assistance of computers.

Computers would 'bypass' the debate on the ideal teacher-pupil ratio, Mr Jones said, pointing out that while the De Lange report had recommended a pupil-teacher ratio of 20:1, the present black rate was 50:1 and the white rate was 30:1.

Mr Jones told the South African Conference for Computers in Education that his company had designed systems whereby secondary school pupils could learn maths and science on computer and computer lessons in biology, accounting and English were to follow.

In an interview yesterday, Dr Hosking said that it was 'foolish' to postulate that one teacher could adequately encompass 200 pupils. Vast classes were simply not a workable proposition.

While he conceded that computer technology could be of assistance in teaching, he did not foresee that it would have a radical effect on the profession.

The Province had, however, recognised the need for computer theory to be taught in secondary schools and a number of computers would soon be operative at the Russell High School in Pietermaritzburg and Glenwood High School in Durban to teach this subject.

Pupils from other high schools could arrange to take computer theory as a subject at these two schools after normal school hours, he said.
mixed schools

Unions back logical design for education

FOUR trade unions in the clothing industry representing 140 000 workers have expressed their full support for the De Lannoy Report on education. The unions involved are the National Clothing Workers Union of South Africa, the Clothing and Allied Workers Union of South Africa, and the Clothing Industry Union of South Africa. The unions have called for the implementation of the recommendations of the De Lannoy Report, which includes the establishment of mixed schools. They believe that this will benefit all students and lead to a more integrated society. The unions also support the establishment of separate educational institutions, as this will ensure the right to education and development of individuals. They believe that separate education will uphold the principle of non-racialism and promote equality. The unions have also called for the immediate implementation of the report's recommendations to ensure quality education for all. They have also expressed their willingness to work with the government to implement the recommendations and make education accessible to all.
30% of workforce is uneducated

By Pieter De Vos

Of more than 10.6 million economically active people in South Africa, 50 percent had no education and a further 30 percent had only primary school education, Mr. L. A. O. Barth, president of the Manpower and Management Foundation of Southern Africa, said today.

"It follows that South Africa has an under-trained workforce and that productivity is commensurately low," he said at a seminar in Johannesburg.

This low productivity was a major ingredient in the high rate of inflation and in turn raised the cost of exports, without which the country could not possibly fund its development programme.

"Only through improved work performance could the wealth of the individual, business and nation be increased," Mr. Barth said.

"More pay for the same output is nothing more than a redistribution of wealth and not a creation of new wealth."

"To a degree redistribution might be defensible in the short term, but it is not a long term solution to the development task," he said.

A key objective of the newly founded MMFSA, would be to stimulate private sector activities, particularly to counter the shortage of skills. Other related objectives are:

"It would also strive to ensure that public sector policies and activities met the needs of the private sector."

The foundation is a merger of Manpower 2000 and the National Development and Management Foundation."
Soweto rejects enforced learning

By LEN MASEKO

WHILE the Department of Education and Training has so far introduced compulsory education in 250 black schools throughout the country, most Soweto schools have remained dead against the scheme.

Of the 23 townships in Soweto, only two — Klipspruit and Jabulani — are participating in the scheme which involves thousands of sub A and B standards. The remaining 21 townships have come out against the scheme.

Det's chief liaison officer, Mr Gerhard Engelbrecht, said yesterday that the scheme had so far been introduced in 250 schools throughout the country, meaning that 70,000 black schoolchildren will be forced to remain at school until the end of standard five or until they are 16.

Last year 205 schools catering for about 45,000 schoolchildren agreed to participate in the programme, with Soweto being the only major region not unanimously agreeing to its introduction.

"In fact, the majority of schools in Soweto did ask for the introduction of the scheme, while some opposed it," Mr Engelbrecht said.

According to the policy of the department, compulsory education cannot be introduced in one school while others in the same township are dead against it," Mr Engelbrecht said.

The regional director for the Department of Education and Training in Springs could not be reached for comment.

THE South African Council of Churches has hit the recent spate of bannings, saying it can keep quiet in the face of the State's arbitrary exercise of power.

"Can the Foreign Minister, Mr Pik Botha, still say to the Africa people are presumed to be innocent until they are proven guilty? Which people? Or is it only some people?" The statement was made by Bishop Desmond Tutu, General Secretary of the SACC, citing the Press.

The SACC has been censured for its own anti-government activities in Mozambique and has been praised by the government for its anti-apartheid activities in South Africa.

TUTU: "Tomorrow it could be you."

THEMBISA PUPILS FEEL THE PINCH

THERE is a shortage of toilets at the Thembisa High School. Overcrowding also occurs when the school personnel themselves have to use the toilets. There are only 10 students admitted at a time. According to the information given, the shortage resulted from the building of an additional classroom which came into operation in February this year.

According to the chairman of the school committee, Mr Verney Mathabathe, they submitted a memorandum to the Department of Education and Training on March 1 this year, requesting several things among them was the building of toilet facilities for the new block.

He says the Department seems to be doing nothing about it as they have not yet had any response from them.

It was initially planned that the 14 classrooms would be built with two blocks of toilets, each having 10 single toilets.

Mr Mathabathe pointed out that the Department of Education and Training had overruled the local authorities who at that time had a preference for two buildings.

Dr. E. S. N. M. D. C.

THE body of a young anti-government activist was found in Mozambique this weekend by a missionary who was on the way to the funeral of a Zambian activist.

A spokesman for the missionary, whose name has been kept secret, said documents and lists of names were found on the body.

Mr Cele six drivers
Teachers lash out at Afrikaner academic

By JOUBERT MALHERBE

THE powerful Rightwing Transvaalse Onderwyseers-
vereniging will resist at-
ttempts to use education to
bring about political change
in South Africa.

In an editorial in the latest
issue of Mondstuk, their offi-
cial mouthpiece, the TO says
it believes it has no party
political role to play.

There has been intense
speculation recently that the
TO chairman and principal
of the Pretoria Teachers'
Training College, Professor
Hennie Maree, has been in-
fluencing his students in fa-
vour of the Conservative
Party.

Senior Nationalists earlier
expressed concern at the ap-
parent dwindling support on
the PITTC campus for the NP,
and said a concerted "infor-
mation campaign" would be
launched on the campus ear-
ly in the coming term.

Earlier this week, Mr Attie
Shymen, a senior PITTC stu-
dent, denied in a letter to an
Afrikans newspaper that
Prof Maree had in any way
"influenced" students.

The Mondstuk editorial
says attempts to sow suspi-
cion over its role in the poli-
tical arena probably origi-
nated not only in malicious
newspaper reports. It did not
elaborate.

The TO has no party politi-
cal concerns, and when it en-
ters the party political arena,
it does so only from an educa-
tional perspective, it said.

Teachers may be actively
involved in party politics in
their private lives, but this
involvement cannot be per-
mitted to cause tension
within the ambit of the
school.

"It has become clear that
there are certain groups in
South Africa who want to uti-
ilise education to bring about
political changes. The TO
will resist this with all the
measures at its disposal," the
article said.

Prof Maree is on holiday
and was not available for
comment yesterday.

Table tennis
Any liberal education must be for everyone

RECENTLY, Weekend Argus publicised a controversial proposal by the Transvaal Teachers' Association for an alternative education philosophy to Christian National Education. In this article, PROFESSOR MICHAEL ASHLEY of the Faculty of Education at the University of Cape Town responds to the suggestion.

The emergence of a movement in the Transvaal by the Transvaal Teachers' Association to define clearly an alternative education philosophy to Christian nationalism is an interesting development for all English-speakers, but one which needs to be carefully analysed.

It appears to be an attempt to formulate a liberal philosophy on the basis of a set of values which are held to be located in one group of the population, English-speakers, and to make independent judgments regarding politics, history, patriotism and their own identities. The curriculum (aims, method and content of education) will reflect this, and this is what the Transvaal Teachers' Association appears to be arguing for.

The forces prevalent in modern society, given a reasonably free rein, encourage its growth. Urban living, small families, the demise of traditional community influences, put us all very much on our own, and the economic system rewards us as individuals. Millions of South Africans from all backgrounds experience this reality as they increasingly participate in the modern society that is being created here.

The liberal position is, however, a powerful influence in South Africa at the moment, backed as it is by the Western nations, and closely allied to the dominant economic system. Although Christian nationalism is officially important in education, unofficially it is under severe pressure, mainly because it does not suit a modern society.

I would have thought that the TTA would be better advised to seek others who hold their beliefs and who are located across the broad spectrum of people of all types who hold moderate opinions.

By linking the liberal philosophy of education to one group of the population, the TTA is buttressing apartheid. By officially accepting existing ethnic definitions, it enables that viewpoint to be written off as emanating from a comparatively powerless and politically insignificant group, the English-speaking whites.

It is my belief that if South Africa is to get the modern education system it needs and deserves, it will be helped by the broad alliance of moderate opinion standing together on issues such as the need for open educational institutions, non-statutory bodies such as the Teachers Council, an educational dispensation based on principles of participation and equitable sharing of resources.

The De Lange Report has shown how much consensus over these issues already exists and white English-speaking educators should be working strategically towards the realisation of these progressive goals.

My guess is that black and coloured teachers' associations have not refused to co-operate because they differ in principle, The Cape Teachers' Professional Association, for example, has a firm commitment to non-racialism and progressive educational principles.

The great majority of English-speaking whites are moderates and should seek accord with all other South Africans of the same persuasion.
Meet Plato, your new computer teacher.

In a world of computer-programmed knowledge, the future of education is poised to be revolutionized. The use of technology in the classroom has long been a topic of debate, with some educators advocating for its integration to enhance learning outcomes, while others express concern over the potential for dependence on digital tools. However, in the context of the current educational landscape, it becomes increasingly evident that the traditional methods of instruction may not suffice to prepare students for the highly technical and fast-paced demands of the modern world.

The role of a teacher, as we know it, is evolving. The essence of teaching is not merely to impart information but to facilitate the development of critical thinking, creativity, and problem-solving skills. While the use of technology can assist in this endeavor, it must be integrated into the learning process in a way that complements, rather than replaces, the traditional methods.

In response to these challenges, the concept of the computer teacher has emerged. This is a new paradigm in education that leverages technology to provide personalized and adaptive learning experiences. The computer teacher is not a mere tool but a living, breathing entity designed to adapt to the needs of each student, delivering content in a manner that is both engaging and effective.

The computer teacher is not just a repository of information but a guide, a mentor, and a facilitator of learning. It can adapt its approach based on the individual learning style of each student, ensuring that every learner is challenged at a level that is appropriate for their abilities.

The introduction of the computer teacher marks a significant shift in how education is delivered. It is a step towards a future where technology becomes an integral part of the learning process, offering a platform for students to explore and learn in ways that were previously unimaginable. However, this transformation requires careful consideration and planning to ensure that the benefits of such an integration are maximized.

In conclusion, the computer teacher represents a leap forward in educational technology. It is a testament to our commitment to fostering a learning environment that is dynamic, inclusive, and responsive to the needs of the 21st-century student. While the road ahead may be filled with challenges, the potential for transformative change is immense. Together, we can chart a course that prepares our students for the future, empowering them with the skills and knowledge they will need to navigate a rapidly changing world.
Teacher training a top priority in ‘task force’ report

By MARTIN FEINSTEIN
Education Reporter

THE “task force” which is advising the Government on how to implement the De Lange report on education is to make its first recommendations to the Cabinet in three months.

This was revealed by the task force chairman, Professor J P de Lange, in an interview yesterday.

Prof De Lange said 195 individual responses to the De Lange/Human Sciences Research Council report and the Government’s interim white paper had been received by the end of last month.

Prof De Lange said the task force, officially known as the Interim Education Working Party, had already pinpointed two areas for priority treatment: education management and teacher training.

The De Lange report proposed wide-ranging changes to SA’s education system, including a single education ministry for all races, the principles of local autonomy and free association, and a revamp of technical education.

“Our first recommendations to the Cabinet will come in roughly mid-year,” Prof De Lange said.

“The exact time depended on how long the task force took to reach consensus, as well as the length of the current session of Parliament.

“I personally had hoped that by the end of June we could have brought out a report which might have led to a first White Paper this session ... but if this session ends soon, the Government will have to decide how to deal with this matter without Parliament being in session.”

Prof De Lange also reiterated his view that a single ministry of education for all races was essential if SA wanted to ensure orderly educational change.

“I cannot see this Government fulfilling its responsibility regarding the provision of education on an equitable basis without creating the necessary machinery at the central Government level to make rational and responsible decisions,” he said.

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Empirical Research
A reliable reference

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78
Black education is 'striding out'

Political Correspondent

RAPID progress has been made with the improvement of black education facilities since a 32 percent increase in the budget of the Department of Education and Training, the department says in its 1981 report.

The report, which has been tabled in Parliament, says that apart from the renovation of existing schools and the construction of centres for practical subjects and other facilities, an estimated 3,000 new classrooms were expected to be completed by March 31 of this year.

This means that the creation of additional posts and the building of additional classrooms can be synchronised far more effectively.

All black teachers' training colleges from this year accept a two-year certificate as the entry qualification.

The existing courses are being replaced by three-year diploma courses, while the qualifications of existing teachers are being upgraded.

By 1980, 5,483 teachers had obtained matric and last year this number increased to 9,943.

Dealing with university training, the report says that the creation of the new Vista University in the new era improved the availability of matriculants.

This institution will provide additional posts and bring university training on a decentralised basis to the doorstep of the community.

It will make use mainly of existing facilities and staff and will maintain accepted standards while providing for the specific needs of the communities in question.

It will also not be in competition with existing tertiary institutions but will fulfill a complementary function.

The total number of black students at universities, including those studying at UJ, is increased from 19,225 in 1980 to 20,525 in 1981.

Greater differentiation in teacher training courses in being introduced and the general standard of training is being improved due to the greater availability of matriculants.

At present there are 35 colleges of education for blacks in the Republic.

TAAD

OWN

Examination Paper:

STUDIEKURSUS:

No. of Answer Books handed in
Aantal antwoordboeke ingelewer

3

Number of this book
Nommer van hierdie boek

3

NOTICE TO CANDIDATES
WAARSkuwing

1. Candidates must not use both sides of the paper for their answers. The left-hand pages may be used for rough work, but the examiners will only give credit for answers written on the right-hand pages.

2. Candidates are reminded to indicate their names on all loose sheets accompanying an answer to an examination question.

3. No candidate may have with him in the examination room any books or notes whatsoever unless specially instructed by the Registrar by written notice to bring such with him, when he may take into the room the books indicated but no other books or notes.

4. A candidate attempting to help or obtain help from any other candidate, or having any unauthorised books or notes in his possession will be liable to be disqualified and to be further dealt with as may be determined by the Senate.

5. A candidate must not take out of the examination room any examination books supplied by the University.

6. Pages must not be extracted from this book.

1. Eksamenantwoorde mag net aan een kant van die papier gekry word. Kluswerk mag op die agterkant van 'n bladje gedaan word, maar die eksamensal vir eksamendoeleinders uiteen in aanmerking neem wat op die voorkant gekry is.

2. Kandidate word herinner om hulle naam op alle los blaaie wat 'n antwoord op 'n eksamenvraag vergel, te skryf.

3. Geen kandidaat mag boekte of aanteekeninge van watter aard ookal by hom in die eksamenkamer hê nie ten spyte die Registratur deur skriftelike kennisgewing las gee of het om bepaalde boekte mee te bring.

4. 'n Kandidaat wat probeer om 'n ander kandidaat te help of om hulp van 'n ander kandidaat te verkry, of wat ongeoorloofde boekte of aanteekeninge in sy bus in die eksamenkamer het, stel homself bloot aan diskuwerlikasie en sulke verdere stappe as wat die Senaat nodig mag ag.

5. Geen eksamenskrifte deur die Universiteit verskaf, mag uit die eksamenkamer weggeneem word nie.

6. Geen bladsye mag uit hierdie eksamenskrif gekreun word nie.
Hosking to vacate hot seat in July

Political Reporter

DR. GERALD HOSKING will retire at the end of July after five-and-a-half years as Natal's Director of Education.

The appointment of Mr. Solly Levinsohn, the deputy director responsible for planning, already has been approved by the Cabinet.

Mr. Levinsohn will serve as director for 18 months before he reaches the mandatory retiring age of 65. His most likely successor is the present deputy director responsible for schools and inspectors, Mr. Willie Van Rooyen.

Within the space of five years, the entire top echelon in the department would have changed because Mr. van Rooyen already has turned 60 and would serve as director for about three years if he were appointed.

There have been murmurings about the possible appointment of Mr. van Rooyen to the post of director because he was named in the book. The Super Afrikaners, as being a member of the Broederbond.

The first Broederbonders to control white education in Natal was Mr. P. T. Nel, who retired more than five years ago and was replaced by the present director.

Dr. Hosking said yesterday that people outside the Education Department seemed far more conscious of the possibility that there could be a Broederbonder on his staff.
CLOSING DOWN

Plato for Pupils

Dr. Donald L. Blitzer shows Plato, the system that took him more than 20 years of research to develop.

COMMUNITY on computer

In addition, Plato is also able to perform complex computations on computers and can do so much more quickly. This means that students will be able to access the information they need more efficiently and effectively. In addition, the computer can be used to improve the educational experience of students, as it can provide them with a more personalized and engaging learning experience.

The computer can also be used to enhance the educational experience of students, as it can provide them with a more personalized and engaging learning experience. By using the computer, teachers can create a more interactive and engaging environment for students, which can help to improve their understanding of the material.

In conclusion, the computer can be a powerful tool in the education of students. With its ability to perform complex computations, it can be used to enhance the educational experience of students, and it can also be used to improve the educational experience of teachers. Overall, the computer is an important tool in the education of students, and it is essential that it be used effectively to maximize its potential.

By Carlema
A solution to the teacher shortage?
11. Whether he has received any (a) submissions and (b) recommendations from (i) education bodies, (ii) persons and (iii) organizations as invited in the Interim Memorandum on the Report of the Human Sciences Research Council on the Inquiry into the Provision of Education in the RSA; if so,

12. from which (a) education bodies, (b) persons and (c) organizations were such (i) submissions and (ii) recommendations received;

13. whether the Interim Education Working Party has completed its study of such submissions and recommendations; if not, when is it expected to complete this study; if so,

14. whether a report on this study will be tabled upon the Table; if so, when?

The MINISTER OF ENVIRONMENT AFFAIRS (for the Minister of National Education):

(1) (a) and (b). Yes.

(2) More than two hundred education bodies, persons and public and private organizations submitted memoranda, letters and comments to the Department of National Education. It is not deemed feasible to make the names public.

(3) No. As soon as possible.

(4) The Government will in due course make known its decisions on the findings and recommendations of the HSRC Report after also considering the memoranda, letters and comments referred to in (2) above.

Inquiry into the Provision of Education in the RSA

*13. Dr. A. L. BORaine asked the Minister of National Education:

Whether any legislation will be introduced during the current session arising out of the (a) Human Sciences Research Council Inquiry into the Provision of Education in the RSA and (b) report of the Interim Education Working Party; if not, when is it expected that such legislation will be introduced?

The MINISTER OF ENVIRONMENT AFFAIRS (for the Minister of National Education):

(a) and (b). No. At the earliest during the 1983-Session of Parliament.
Dr. A. L. BORAIINE asked the Minister of Community Development:

What was the capital expenditure on schools for Coloured pupils in the Republic in the financial years 1979:80 and 1980:81, respectively?

The MINISTER OF COMMUNITY DEVELOPMENT:

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Mr. J. W. E. WILLY asked the Minister of Community Development:

Whether the Foreshore Board leases property on the Foreshore in Cape Town for parking operations, if so, (a) to whom is the land leased, (b) what is the length and (c) what amounts have been paid by the lessees in respect of each lease?

The MINISTER OF COMMUNITY DEVELOPMENT:

The Cape Town Foreshore Board was abolished on 1 April 1979 and the administration of leases entered into by that Board now vests in the Department of Community Development.

(a) Land is leased for parking operations to:

- A. B. F. G. Investments Ltd
- Emslie Investments Ltd
- H. Heitman
- Cape Medical Centre
- S. F. Master, and
- National News Papers Ltd

Address: E

We: (011) 834 8029

Officials: E

Area of Operations:

Founded: 1979

Registration: Yes
Trust to boost education

THE Urban Foundation has registered an educational trust into which millions of Rand from the private sector will eventually flow.

Announcing this in Johannesburg, the foundation's director of planning and development, Dr Robin Lee, said it was the first registration of such a trust under amendments to the Income Tax Act.

The Act was amended last year to allow the deduction for income tax purposes of donations to certain classes of education projects.

The Urban Foundation is the first organisation to register an educational trust whose purpose will be the channelling of such finance into education.

The trust will be directed by a board of trustees which includes Mr H Oppenheimer, Dr A Rutgers, Mr A Rusholme, Dr R Lee, Mr J Steyn, Mr P Sear and Prof J P de Lange. — Sapa.
Hundreds of pupils are shut out

HUNDREDS of Free State children were turned away from their schools after an official announcement that their parents had to have lodgers' permits.

A community worker told the Sunday Express that last week — at the beginning of the second term — hundreds of Onverwacht residents queued outside the commissioner's office to obtain lodgers' permits.

"It was one of the most distressing scenes I had seen at Onverwacht," said the community worker. "People had queued for kilometres for about seven days."

School attendance figures dropped dramatically. Children whose parents did not have lodgers' permits were not allowed to go to school.

"At the moment there are about 559 children from Std A to Std 5 and 323 pre-school children who are not allowed to attend the primary schools.

"Two Onverwacht women have now tried to start a sort of creche for these children, temporarily using the Catholic Church's hall at Onverwacht."
Black pupils ‘less enthusiastic’

SINCE the 1976 unrest, pupils and teachers at black schools have been less enthusiastic and have not tried to achieve the best results. It was claimed at the Guguletu South Teachers’ Union conference yesterday.

About 50 teachers, mainly women, attended the meeting which was held at the Vuyani Higher Primary School. Some teachers said pupils today were content with the aggregate marks. Others blamed the behaviour of the teachers who failed to make the school life of pupils interesting.

It was said the pupils did not make an effort to do extra work at home. At school they destroyed teaching aids left for their use in classrooms, making the work of dedicated teachers difficult.

Dr Alex Boraine, MP for Finelands, will open a regional conference of the Peninsula Teachers’ Association at the Chiuntu Community Centre in Guguletu next Saturday at 9 am.
Cape Peninsula: chief inspectors of schools

3. Dr. A. L. BORAINE asked the Minister of Internal Affairs:

(1) How many posts are there in his Department for chief inspectors of schools in the Cape Peninsula?

(2) whether any such posts are filled on a temporary basis; if so, (a) how many and (b) for how long have they been so filled;

(3) whether any steps are being taken to fill such posts on a permanent basis; if not; why not; if so, what is the nature of such steps;

(4) whether he will make a statement on the matter?

The MINISTER OF INTERNAL AFFAIRS:

(1) 2

(2) Yes.

   (a) 1

   (b) 1 year and 4 months.

(3) Yes, the Commission for Administration has already been approached for the promotion of an inspector of education in order to have the post filled on a permanent basis.

(4) No.
Do you know who Teacher is?

THE TEACH Every African Child on the East Rand (TEACHER) organisation, which was formed eight years ago by the Golden East Round Table with the purpose of helping black schools in the area, feels the community does not know enough about its existence.

Reverend George Irvine and Mr John Walton of the Central Methodist Church in Benoni, together with the Round Table, seeing the need of black scholars in the townships, founded the organisation in order to provide schools in Daveyton and Wattville with equipment and facilities on a cost sharing basis. The organisation has since been spread over the entire East Rand.

A Teacher report read: "There are some 25 000 children at school in the two townships, Daveyton and Wattville, and in order to supplement the serious shortages, Teacher has supplied desks, exercise books, radios, pencils, tape recorders, blackboards, heaters, teaching aids, bursaries and books, mostly on a 50/50 basis. Teacher's biggest acquisition is a library built at a high school in Daveyton.

"Finance for the organisation comes from the public, institutions and the municipality. In the last two years Teacher has gone in for bigger undertakings such as educational holidays through the Natal Reerves, the box library concept and science kits. It is now run by a multi-racial committee composed mostly of black school principals, teachers and businessmen.

"The thinking behind the Teacher venture is that young black people are coming into our society in ever increasing numbers — into factories, shops and offices, thus helping in a small way to fill the large skilled labour gap. For this reason alone, they should be properly educated."

In common with other forms of private assistance, Teacher is able to bring shortfalls to the notice of the public and emphasise them to the authorities and also forms a valuable means of liaison between many principals and teachers. As branches have now been formed in Germiston, Springs and Nigel, this has become increasingly important.

Black education is not a popular subject and is associated with riots and the burning of schools. People interested in the subject should pay a visit to the schools in Daveyton and Wattville and see for themselves how well behaved most of these children are, especially in the primary schools. Such a trip may motivate voluntary helpers to help with extra-mural activities.

There is scope here for young people who would like to help their black age group in developing hobbies and sporting activities. Mrs Shirley Shuter, an artist, has arranged an art competition for schools and Miss L Schlemmer has attracted a number of black children to her ballet classes on Saturdays.

Teacher will hold its eighth annual general meeting on Wednesday next week at 8pm in the Methodist church hall. Speakers will include Mr D W E Peenz, principal of the new Ulwazi secondary school in Daveyton, and well-known educationist, Mr T W Kambule. All interested people are welcome to attend.

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One education for coloured and whites 'inevitable'

Parliamentary Staff

THE new dispensation for coloured people in South Africa inevitably had to lead to an educational system which at least incorporated whites and coloureds together, Dr Alex Boraine (PPF Pinelands) told the Assembly yesterday.

Speaking in the budget debate on the National Education vote, he said that according to the Prime Minister, Mr P W Botha, the coloured people — together with whites and Asians — were part of one nation which had the right to determine its own common destiny.

Dr Boraine based his argument on a statement by Mr Botha during the Assembly debate on the Prime Minister's vote that whites, coloureds and Asians could be seen relatively as one nation for the purpose of self-determination.

The Prime Minister's statement was "very, very important" and there were many implications flowing from it, Dr Boraine said.

Moving away from an exclusive white understanding of self-determination to a self-determination shared by white, coloured and Indian was by implication a major step away from separate development towards a common society in South Africa.

"How is it possible to continue separate education departments and schools for whites and coloureds?" Dr Boraine said.

He asked the Minister of National Education, Dr Gerrit Viljoen, to say specifically on what he based this policy now.

"I put it to him that the new dispensation for coloured people in South Africa must inevitably lead to an educational system which at least incorporates whites and coloureds together.

"We strongly welcome this and hope that the prejudices of the past will not betray the logic of the new, anticipated developments," Dr Boraine said.

The only honest way in which the Government could justify its stance on separate departments was "to admit openly that here at least is necessary discrimination or racism."

Mr Tarr of the National Party spoke on education, Sir P J Claise (NP Virginia) rejected Dr Boraine's arguments and said separate schools for the different population groups was still Government policy and was non-negotiable.

Later in the debate Mr M A Tarr (PPF Maritzburg South) called on the Government to reconsider its rejection of the De Lange Commission's recommendation that one education department be established with three different levels of control.

Mr Tarr said there were good reasons why the Government should review its stand on the question of a single education department.

It was the Government's stated policy to provide equal educational opportunities for all.

Education had to prepare people to compete in the same economy and to work shoulder to shoulder in their jobs. This fact had been recognised by the Minister of Manpower, Mr Fanie Botha, in his department's legislation.

There was also a desperate need in South Africa for people to begin to understand one another and to build bridges.

NRP plea to rationalise universities

MR Ron Miller (NRP Durban North) yesterday urged the Minister of National Education to move away from regionalisation of white tertiary education.

He said every one of the country's 10 universities offered similar BA and BSc courses.

"Isn't the time right to move away from regionalisation to rationalisation of courses offered by different universities in South Africa?" he said.

The fact that almost every faculty was duplicated in at least half of the 10 universities surely contributed significantly to the costs of running such universities.

"We are shortly going to face a very serious financial crisis in our white universities," he said.

The intake at white universities was starting to decline and it was therefore axiomatic that the cost per student would, in the next five years, increase by a minimum of 20 percent a year.

The State alone could not finance education and the greatest portion of the 20 percent escalating cost a year would have to be borne by parents.

Of the white population, 1.82 percent were at university.

"That sort of ratio must be maintained if we are to have the leadership, expertise and skill needed from university graduates," he said.
Call for more skilled workers

Argus Bureau
PORT. ELIZABETH. — The far-reaching recommendations proposed by the De Lange report on education had come to a time when South Africa was in "dire need" of a revised system that would be able to cope with the demands of the years ahead.

This was said by Mr P. M. Scarle, managing director of Volkswagen of South Africa, at the Port Elizabeth Technical College's diploma ceremony yesterday.

Mr Scarle said the recent economic boom brought into sharp focus the shortcomings of this country's educational system as vacancies for skilled manpower soared to record levels in all sectors of the economy.

"At the same time, however, the boom brought little prosperity to the thousands of unfortunate who lacked even the most rudimentary skills required for employment. "Steps must be taken to prevent the recurrence of such senseless paradoxes," he said.

Mr Scarle said it was generally recognised that a minimum of 55 percent growth rate was necessary for South Africa to come close to employing the new job seekers of the future but this was impossible to achieve unless the shortage of skilled manpower was overcome.

**TRAINING RATE**

"To maintain an economic growth rate of even 4.5 percent requires an annual output of 23,000 artisans into the labour market and the present training rate of 10,000 a year is obviously inadequate."

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R1-m target for our new bursary fund

Staff Reporter

THE Cape Times today announces the establishment of a major bursary fund to meet the challenges of education in this region.

Called the CAPE TIMES BURSARY FUND, it is launched against the background of an urgent and growing need for skilled manpower in South Africa and the lack of opportunities for higher education among a large section of the population, with consequent squandering of talent.

The announcement was made by Mr Denis Hennessy, chairman of the Cape Times, after a meeting of the trustees of the newly-registered fund — all prominent members of the community.

Mr Hennessy, chairman of the trustees, said the fund was being launched with an initial capital of more than R300,000 in cash and promises. The aim was to increase this to R1-million, through approaches to businessmen, industrialists and others and appeals to the public.

The money would be invested and the income used to provide study bursaries for promising young people in the Western and South-Western Cape and Midlands who were keen to matriculate or go to university or technikon, but who could not afford to do so.

It was hoped the first bursaries would be awarded for next year. The fund will have the advantage of the experience and expertise of the South African Institute of Race Relations Educational Trust, which for some years has awarded study bursaries but which has been handicapped through the discontinuance of major financial support from overseas.

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The fund was registered under the Companies Act, 1956, and its objectives are as follows:

- To provide study bursaries for promising young people in the Western and South-Western Cape and Midlands who are keen to matriculate or go to university or technikon, but who cannot afford to do so.
- To further the aims of the CAPE TIMES BURSARY FUND.

The fund is managed by a committee of trustees, all prominent members of the community. Contributions to the fund should be sent to:

Cape Times Bursary Fund
P.O. Box 11
CAPE TOWN 8000

See page 15
See leading article, page 14
For written reply:

Harare Q. 601, 739
Indian school pupils: per capita expenditure
30/4/82

277. Dr. A. L. BORaine asked the Minister of Internal Affairs:

What was the per capita expenditure (a) including and (b) excluding expenditure of a capital nature on Indian school pupils in the Republic in the financial year 1980-'81?

The MINISTER OF INTERNAL AFFAIRS:

During the 1980-'81 financial year on an average approximately 219,559 pupils daily attended schools and colleges under the control of the Division of Indian Education. The expenditure of the Division amounted to R97,801,000. According to the Department of Community Development capital expenditure on Indian education for 1980-'81 amounted to R18,220,253.
Bursaries: Key to many futures

Chief Reporter

THE CAPE TIMES Bursary Fund has been established to provide study bursaries for promising young men and women living in the Western and South Western Cape and Midlands who are keen to matriculate or go to university or technikon, but who cannot afford to do so.

People with a problem similar to that faced by Mr Chris Dalé, 26, of Guguletu, now a schools' liaison officer, whose skills and talents could have been lost to the community but for a study bursary received from the South African Institute of Race Relations.

This is his story:

Mr Dalé applied for bursary funds to enable him to study at the University of Cape Town. He was assisted by the Cape Times Bursary Fund.

I received the telegram stating that I should come to Fort Hare. It was some days later — and not without R100 in my pocket.

Mr Chris Dalé

At that stage my father was in effect capitalizing on my state of confusion, and pressing me to look for a job and help him to educate my younger five sisters.

I knew my father was struggling, but the idea of discontinuing my education and going to work at that early stage was like a nightmare.

Unisa

By this time I had enrolled with Unisa, but because of the pressures of being principal I managed to pass only one module — Sociology of Education, at honours level.

After two years at Worcester I became a school counsellor at the Careers Research and Information Centre, in Claremont, where I am at present.

The scope for studying is much wider here, and I intend taking a B Ed course in counselling, part-time at UCT.

Without the SAIRR and that old lady (Professor Hansi Pollak) I don't think I would be where I am today.

FOOTNOTE: The Cape Times Bursary Fund is administered by a board of trustees, in conjunction with a management/finance committee. The SAIRR Educational Trust will continue to screen applicants, recommend awards and supervise bursaries in consultation with the trustees and management/finance committee.

Donations should be sent to:

The Cape Times Bursary Fund, P O Box 11, Cape Town, 8000.
De Lange discloses strong support

By MARTIN FEINSTEIN
Education Reporter

MOST of the 266 official responses to the Human Sciences Research Council (HSRC) education report supported its main recommendations, the head of the mammoth inquiry into the education system said yesterday.

Professor J P de Lange, principal of the Rand Afrikaans University, was speaking at the first full meeting of the Interim Education Working Party, formed to make concrete recommendations to the Cabinet on education reform.

The 16-man committee—which includes university principals, the directors of education for the four provinces and teacher representatives—carries on where the De Lange report left off.

Prof De Lange said: "My main impression is that, with some qualifications, the responses support the HSRC report and the education changes it proposes."

The responses papers came from commerce, industry, Government departments, private institutions and 22 individuals.

Once the committee has assessed the responses, recommendations in six key areas—education management, support systems, teacher training, physical facilities, financing and education structures—will be submitted to the Cabinet.

The recommendations are expected to be finalised by July at the earliest and November at the latest.

The members of the working party are:

Dr A de Toit, Director of Education for the Free State; Mr G Nwag, Director of Indian Education; Dr P Phehlukwayo, representing the private sector; Professor H van Logtestain, chairman of the SA Teachers' Council for Whites; Mr A J Aosade, Director of Coloured Education; Professor H D Clevis, chairman of the Committee of University Principals; Dr R Cilley, chairman of the Advisory Council for Education and Training; Professor J H Jacobs, Director of Education for the Transvaal; and Dr A B Farnell, Director-General of Education and Training.

Mr J P Smith, secretary of the Federal Council of Teachers' Associations; Mr A Amsden, director of the National textbook; Professor A A van der Ross, master of the University of the Western Cape; Mr L L Charles, chief inspector of Indian education; Professor F P Riet, chairman of the Committee of University Rectors; and G A Hulding, Director of Education for the Natal; Mr A Lamberts, Director of Education for the Cape; Mr L J Tromp, chairman of the Transvaal United African Teachers' Association; and Mr P S Meyer, Director-General of Indian Education.

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By Carolyn Dempster

Education Reporter

There is "by and large" majority support for the De Lange report recommendations on education, Professor J P de Lange, chairman of the Government-appointed interim working party, said yesterday.

He was commenting on the 206 commentaries submitted to the working party by the private sector, educational institutions, teacher bodies and individuals.

The working party, consisting of 18 selected educationists, teacher representatives and academics, hopes to report back to the Government on the commentaries within the next six months, said Professor de Lange.

Of the 206 submissions, 184 came from education departments and the private sector, with 22 individual responses.

Altogether the working party task force has to process 2 500 pages on training of teachers, education facilities, finance and educational support structures, systems and management.

Professor de Lange said it was impossible to ascertain whether there was support for a single Ministry of Education, one of the most controversial aspects of the De Lange report, and was not prepared to comment as chairman of the working party.

The working party, when it was constituted by the Government, was accused of being "top-heavy with bureaucrats," with not enough representation from teacher and black organisations.

Professor de Lange said this had been rectified with the addition of five further members to the working party. These were: Mr L Taunyane, president of the Transvaal Union of African Teachers' Association, Mr J S Steyn, secretary of the Federal Council of Teachers' Association, Professor N T van Loggerenberg, of the Suid-Afrikaanse Onderwysersraad, Mr A Pittendrigh, director of the Natal Technikon, and Dr F Drummond, previously director of Seleta.

Action on computer in class

A committee on computer-aided instruction has been formed following one of the main recommendations of the De Lange report.

Professor de Lange said it was not necessary to wait for the working party report on the De Lange investigation before this particular recommendation was adopted.

"A group of experts in this field is already giving utmost attention to this particular area of education," he said.

The committee investigating the use of computers in schools and universities hopes to submit the results of their investigations in December.
SOUTH Africa needs good leadership and the only way to get it is to start with the youth, Mr Jaap Strydom, the Johannesburg regional director of the Department of Education and Training, said at the weekend.

He was speaking at the official opening of the Soweto Saturday School at the Soweto Teachers’ Training College. The school started two weeks ago to offer a special enrichment course for 200 top pupils from Soweto and Alexandra.

The pupils were selected from 12,000 children after undergoing extensive testing. The courses they are being offered are aimed at academic, cultural and social enrichment.

The school is the first of its kind for blacks in the country and is headed by Mr Stan Edkins, recently retired headmaster of Grey College in Port Elizabeth and now inspector with DET.

"We need to develop South Africa and must give our children proper training. "The community will expect these children to plough back what they have learnt for the development of mankind. I must also warn these children that they should not think they are better than other children who have not been selected. "They should consider themselves fortunate that they are gifted but must also bear in mind that they have to use their talents for the upliftment of their fellow men," said Mr Strydom.
Most responses back report, says De Lange

Own Correspondent

JOHANNESBURG — Most of the 208 official responses to the Human Sciences Research Council education report supported its main recommendations, the head of the inquiry into South Africa's education system said yesterday.

Professor J P de Lange, principal of the Rand Afrikaans University, said this at the first full meeting of the interim education working party, formed to make concrete recommendations on education reform to the cabinet.

The 19-man committee includes university principals, the directors of education for the four provinces and teacher representatives. It will carry on where the De Lange report left off.

"My main impression is that, with some qualifications, the responses support the HSRC report and the education changes it proposes," Professor de Lange said of the half-metre-high pile of papers from commerce, industry, government departments, private institutions and 22 individuals.

The recommendations are expected to be finalized by July at the earliest and November at the latest.

Members of the working party are: Dr A du Toit, Director of Education for the Free State; Mr G Krog, Director of Indian Education; Dr G P Durnesmond, representing the private sector; Prof N van Loggerenberg, chairman of the South African Teachers' Council; Mr A J Erens, Director of Coloured Education; Prof N D Coleman, chairman of the Committee of University Principals; Dr R Cogar, chairman of the Advisory Council for Education and Training; Prof J H Joubert, Director of Education for the Transvaal; Dr G A Hugueni, Director of Education for Natal; Mr J H van der Ross, Director of Education for the Western Cape; Mr J L Charles, chief inspector of Indian education; Prof F P Reale, chairman of the Committee of University Principals; Dr G A Hoekling, Director of Education for Natal; Mr II A Lambakulu, Director of Education for the Cape; Mr B L S Tseemane, chairman of the Transvaal United African Teachers' Association; and Dr P S Meyer, Director General of National Education.

Registration cancelled 30/7/76

VENTURE BlIND AND Allied Products Workers UNION

235
Educationists praise new bursary fund

Staff Reporter

THE newly founded Cape Times Bursary Fund, which will afford promising young people a chance to further their education, was commend-

ed by top Cape Town educationists this week.

"I want to congratulate the Cape Times on this," Mr. Franklin Sonn, director of the Peninsula Technikon, said. "It is an ex-

cellent gesture which is highly appreciated especially when it is under-

stood that the majority of our students, at tertiary level in particular, have great financial need."

Professor R.B. van der Ross, rector of the Uni-

versity of the Western Cape, said he too wel-

comed the bursary fund.

'Special problems'

"We have very special problems in a large sec-

tion of the community which are disadvantaged. People are poor. The Cape has great human re-

sources which need to be developed, which means education of the people."

"This fund and other similar funds will play a big role in getting more students through, not only as teachers, but also in management, industrial skills and in commerce. "The country needs this very badly."

R1-m aim

The fund, launched with an initial capital of more than R300 000 in cash and promises, aims to reach its R1-million tar-

get through approaches to businessmen, industrial-

ists and public appeals. It will provide bursar-

ies to young people in the Western and South-Western Cape and Midlands who are keen to matricu-

late or go to university or technikon, but who would otherwise not be able to do so.

The fund will be admini-

stered by the S.A Institute of Race Relations. Members of the institute's bursary committee in-

clude representatives from the University of the Western Cape, the Penin-

sula Technikon and the University of Cape Town.

Wood & Wood Products, including Furniture

National Union of Furniture & Allied Workers of S.A.
Paper, Wood and Allied Workers Union
South African Allied Workers Union (SAWU)

Paper & Paper Products, Printing & Publishing

Amalgamated Engineering Union of South Africa
Media Workers Association of South Africa
Paper, Wood & Allied Workers Union
S.A. Boilermakers, Iron & Steelworkers, Shipbuilders & Welders
S.A. Electrical Workers Association
S.A. Society of Journalists
S.A. Typographical Union
South African Allied Workers Union (SAWU)
Education inequalities 'still cry out'

Political Staff

THE chief Opposition spokesman on education, Dr Alex Boraine, said today that there had been two major shifts in policy in black education last year, but there was no room for complacency.

Glimpse inequalities still existed which cried out for even greater effort.

Dr Boraine was speaking during the debate on the education and training budget vote.

He welcomed two aspects in the 1981 report of the Department of Education and Training.

One was a provision that school committees could decide on the medium of instruction to be used from Standard 3 upwards.

UPRISING

"When we bear in mind the 1976 uprising and subsequent disasters in schools almost throughout the country, this is a very welcome decision indeed.

The other was a regulation of the Joint Matriculation Board which meant that candidates offering a black first language higher grade would not be obliged to offer both official languages.

Dr Boraine also welcomed an announcement that parity of salaries would be brought to all teachers who had completed three years study beyond matriculation.

He listed some of the "glimpse inequalities" which still had to be dealt with.

SPENDING

The per capita expenditure on black pupils in the Republic was R176.20, in stark contrast to more than R1,000 spent on white pupils.

Ideological attitudes still overrode educational needs.

The Government would not allow the use of under-utilised school facilities for whites in rural areas, although the De Lange Report had recommended this.

"This is total nonsense and ideological claptrap when seen against the desperate need for urgent extension of educational opportunities for blacks."

All white pupils received free stationery.

This was received only by blacks at schools where compulsory education had been introduced.
Strife over education task group

EDUCATIONISTS involved in drawing up the De Lange report on education have dissociated themselves from the interim task group set up by the Government to evaluate reaction and make recommendations on the report.

A report in The Argus this week, saying that the De Lange committee was expected to present its final recommendations within six months, drew strong reaction.

Mr Franklin Sonn, president of the Union of Teachers’ Associations of South Africa (Utassa) and a member of the original committee, said the committee was disbanded last year.

LETTER

The task group, which was considering implementation of the report “in terms of the Government interim memorandum,” consisted mainly of directors of education, officials and bureaucrats, Mr Sonn said.

Utassa, which submitted a report to the head committee, sent a strongly worded letter to the Director-General of National Education after the task group was set up, rejecting any further involvement in the report or the task group’s activities.

The letter said Utassa had found it extremely difficult to persuade its members that it was worth the effort to take part in the investigation.

The Government interim memorandum had confirmed apartheid education and torn out the heart of the De Lange report, namely the principle of free association.

“Utassa’s further participation in either the activity of the task group or the report will be seen as co-operating in the dispensation of a blatantly improved apartheid education system, and Utassa cannot be associated with apartheid,” the letter said.

Mr Owen van den Berg of the UCT education faculty, which also submitted a report, said that even the decision to set up an interim working group was a negation of one of the key recommendations of the report.

REPORT

The report called for a South African Council of Education, and as a matter of urgency an interim committee should be appointed which reflected as closely as possible bodies involved in education.

“This committee is dominated by bureaucrats. It is an exercise in futility,” Mr van den Berg said.

“Assurances by Dr Gerrit Viljoen that improvements in education will not be at the expense of white education show that the moves towards ‘equality’ in segregated education is seen by the Government as a matter that can be tackled gradually and not as a matter of urgency.

“Recent changes to the composition of the interim working group can make no difference to the way the Government has already decided to proceed with its education policy. The root causes of education unrest remain intact.”
White teachers in Black schools

Mr. P. R. C. ROGERS asked the
Minister of Education and Training

Whether vacant teaching posts in
schools in his Department may be

filled by White teachers appointed on
a temporary basis; if so, (a) what pro-
cedure is followed in (i) advertising,
and (ii) appointing White teachers to,
posts that may be so filled and (b) how
many White teachers were so
employed by his Department as at the
latest specified date for which figures
are available:

(2) whether all such White persons teach-
ing in Black schools are in the employ
of his Department;

(3) whether he will make a statement on
the matter?

The MINISTER OF EDUCATION AND
TRAINING:

(1) (a) (i) Yes, vacant teaching
posts in schools may be filled
by White teachers on a tem-
porary or permanent basis.
White teachers are, how-
ever, only appointed in posts
for which no suitably qua-
lified Black teachers are
available. The requirements
for each post are thoroughly
taken into consideration in
all such cases. Promotion
posts are advertised in the
press by the Department,
whereas teachers are nor-
manly recruited locally by
way of advertisement or per-
sonally by principals or cir-
cuit inspectors. The appoint-
ment of White teachers in
posts on the establishment of
Government schools or in
posts that are subsidized by
the Department is subject to
the approval of the Minister.
This function is, however,
delegated to officers within
the Department.

(b) The hon. member is referred to
table 2.4.2, p. 223 of the Depart-
ment's Annual Report for 1981.

(2) All teachers attached to Government
and community schools are in the em-
ploy of the Department. Teachers at-
tached to State-aided schools are in
Problems in black education outlined

EAST LONDON — South Africa’s greatest tragedy was that the teaching profession had been discredited in the black community, the president of the African Teachers’ Association of South Africa, Mr R. L. Peteni, said here at the weekend.

Mr Peteni was guest speaker at a dinner organised by the Zingisa Educational Project — an organisation which seeks to develop educational development of black South Africans.

Speaking on Education for Emancipation, Mr Peteni said emancipation involved the individual’s choice of the kind of life he wished to lead, as determined by the resources of the country.

“Every person, black or white, man or woman, had the right to choose where to live, what profession to follow, what school or university to attend, and what church to belong to,” Mr Peteni said.

As long as there were restrictions on the individual in these respects, the claim that there was freedom in South Africa would remain hollow.

He said there were many conflicts in the world today as men and women sought to reform society, put an end to injustices of the past, remove denial of opportunities for pursuing a meaningful and full life, outlaw racial discrimination and inequalities and to root out monopolies in commerce and industry and the unequal distribution of natural resources.

Many former colonies that had won their fight for political independence were still engaged in a resolute fight for economic independence from their former overlords.

“It is the fervent hope of men and women that these conflicts will be so resolved that the world of tomorrow will see a more equitable distribution of natural resources and that education will concentrate on the teaching of true democratic ideals.

“We seek a truly democratic South Africa, a country that is governed according to the wishes of the majority. Those wishes should be expressed at a proper general election in which every adult, irrespective of sex, colour or creed will have the right to vote.

“We do not seek a world in which undemocratically elected white rulers are replaced by black dictators,” Mr Peteni said.

On misconceptions about education in South Africa, he said it was often claimed that black schools were compared favourably with those for white schools and that schools in developed countries.

He said people who made these claims sought to prove that there was no discrimination against blacks in education.

“People who make these claims ignore the fact that education does not consist only of syllabuses and curricula.

“Building equipment, teaching aids, laboratories, school libraries and teachers also determine the quality of education.

“When people condemn black education, it is primarily because of the physical proof in the visible form of poor buildings, poor and insufficient equipment and teaching aids, overcrowded classes, and the shortage of adequately qualified teachers.”

He attributed the lack of qualified teachers primarily to the fact that the profession, through years of neglect, had been discredited in the black community and young people were not attracted to it.

“Surely a sense of fair play alone should persuade the decision-makers to effect changes immediately and provide all children with equal opportunities for education,” Mr Peteni said.

Another misconception was the claim that black children were congenitally weak at mathematics and science. Nothing could be farther from the truth.

He said some pupils, regardless of colour, had higher IQs than others.

“But for many generations all things have not been equal between black and white schools. Poor performances are more often than not due to unsatisfactory conditions at black schools, to poor teaching by black teachers who were themselves victims of inefficiency or bad teaching conditions when they were schoolchildren.”

He said yet another misconception was the belief that whites operated effectively in senior posts in the Department of Education and Training (Det) and other state departments. “One of the most vivid cases of discrimination in high places is in the fact that there is no black person occupying any post higher than inspector of schools, unless the solitary post of secretary of the council for Det is graded higher than that of inspector of schools.”

He hoped the authorities would realise this was abnormal and take steps to normalise it.

He said education was the most effective weapon for the black man’s emancipation.

“No ruler can promote individual prosperity and national development without the support and loyalty of the majority of his people, and it is the people themselves who must put the pressure on their rulers to introduce economic, political and social reforms for the benefit of present and future generations,” Mr Peteni said.

He said education and educators should promote full development of society, equal opportunities for all children to develop their full potential and meaningful involvement in the quality of life — DDR.
(1) (a) How many (1) primary and (ii) secondary schools are there in Tembisa and (b) how many pupils are there at each such school;

(2) how many teachers are there in each such (a) primary and (b) secondary school?

The MINISTER OF EDUCATION AND TRAINING:

<table>
<thead>
<tr>
<th>School</th>
<th>Pupils</th>
<th>Teachers</th>
</tr>
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<tbody>
<tr>
<td><strong>Secondary</strong></td>
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<tr>
<td>Boitumelong</td>
<td>1177</td>
<td>31</td>
</tr>
<tr>
<td>Jiyana Junior</td>
<td>1104</td>
<td>25</td>
</tr>
<tr>
<td>Tembisa</td>
<td>1190</td>
<td>37</td>
</tr>
<tr>
<td><strong>Primary</strong></td>
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<tr>
<td>Mashemong</td>
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<td>Bojeckong</td>
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<tr>
<td>Umthambeiko</td>
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<tr>
<td>Thakanang</td>
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<td>Tamattama</td>
<td>913</td>
<td>15</td>
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<td>Khatlamping</td>
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<td>18</td>
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<td>Iziziba</td>
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<td>Emmangweni</td>
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<td>Maritng</td>
<td>495</td>
<td>12</td>
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<tr>
<td>Tshepsa</td>
<td>925</td>
<td>10</td>
</tr>
<tr>
<td>Thuthuka</td>
<td>1034</td>
<td>21</td>
</tr>
</tbody>
</table>

12 MAY 1982
Champ

This newspaper article discusses the impact of machinery on the American workforce. The author emphasizes the importance of workers' rights and the necessity of protecting the workforce from the harmful effects of machinery. The article highlights the struggles of workers in the textile industry and their fight for better conditions.

Stolen

The article continues with a discussion of the impact of machinery on workers' rights. It mentions the theft of machinery and the efforts of workers to recover it. The author calls for stronger labor laws to protect workers from such abuses.

Durham strikes fail

The article concludes with a discussion of the Durham strikes and the failure of workers to achieve their goals. It highlights the challenges faced by workers in the Durham area and the need for continued efforts to improve working conditions.

The text also includes a quote from a government official, emphasizing the importance of workers' rights and the need for fair labor practices.

The image also contains a smaller section discussing the impact of machinery on women's hair, with a reference to a quote from someone named Stellenabandla.
Mr. P. R. C. ROGERS asked the Minister of Education and Training:

Whether he is considering the introduction of facilities which provide for the educational needs of the gifted child in Black schools in the Republic; if so, what facilities are envisaged?

The MINISTER OF INDUSTRIES, COMMERCE AND TOURISM (for the Minister of Education and Training):

No, not at this stage. It should, however, be pointed out that differentiated syllabuses (higher grade and standard grade), as well as teaching method and the grouping of pupils into homogeneous classes do provide opportunities for the development of the gifted child.
School aid for thousands of black children

By STAN MAHER

PRE-SCHOOL education for hundreds of thousands of black children will be subsidised by the Government for the first time this year.

The decision by the Department of Education and Training will mean a R100-a-year subsidy for all five-year-olds, provided they attend registered pre-primary institutions with recognised educational programmes.

Mr Gerard Engelbrecht, liaison officer for the Department, confirmed yesterday that there was a growing list of institutions which had been registered, with "many more in the pipeline".

And Mr Jaap Strydom, Regional Director of Education for Soweto, described the decision as a breakthrough for the department's plans for upgrading black education generally.

"This clearly shows that the department is now accepting responsibility for children of this age," he said.

Mr Engelbrecht said there were plans to extend the subsidy to four-year-olds - possibly next year - and later to three-year-olds.

"But we are still at the beginning," he said. "We are seeing a birth. How it grows depends on the reaction of the community and the various bodies which may get involved.

"We want to encourage people to involve themselves and put pre-primary schooling on a sound basis."

He said the subsidy offer was subject to certain provisos.

"The institution must be following an efficient programme, if possible with suitably qualified teachers. The necessary accommodation must be available and the institution must be registered. The subsidy is not for creches, but for pre-schools."

Transport & General Workers Union
National Union of Brick and Allied Workers
Class Workers Union
Class & Allied Workers Union
Building & Construction and Allied Workers Union

Non-Metallic Mineral Products

Westmead Workers Union
Chemical & General Workers Union
Unemployed Industrial Workers Union
Steel & Engineering and Allied Workers Union
South African Allied Workers Union (SAAWU)

"SAAWU's Duma, the Allied Workers Union General Workers Union"

South African Federation of Trade Unions
South African Union of Metalworkers & Allied Workers Union

Coal & Allied Workers Union
Chemical & Allied Workers Union

Central & Allied Workers Union
Central & Allied Workers Union

Cape Explosives Industrial Workers Union

Black Allied Workers Union
Plans to spend millions on Eastern Cape schools

CAPE TOWN — The Cape Provincial Council has been asked, among other school projects to be undertaken in 1983-84, to approve additions to the Tjaart van der Walt Primary School in Port Elizabeth costing R1 500 000.

Three other Port Elizabeth projects are additions to Diaz Primary School costing R1 668 000, additions to Lawson Brown High School costing R993 000 and additions to Victoria Park High School costing R1 400 000.

Appearing on the budget for the first time are repairs to the Commercial High School in Port Elizabeth at a cost of R4 632 000.

The final R1 113 000 is also provided in this year's budget for the R3 349 000 new hall for Riebeek College Girls' High School in Uitenhage.

A further R50 000 is provided for additions to Kirkwood Primary School, to cost nearly R1 million at Humansdorp. R797 000 is to be spent on additions and modernising the Nico Maten High School, and R750 000 on additions to Stilting Primary School.

The final R52 000 is provided this year to complete additions to Port Rex Technical High School in East London, a project with a total cost of R2 822 000.

Cambridge Primary School additions will cost R641 000.

Repairs and renovations are to be made to Umtata High School, which falls within the East London School Board area, at a cost of R246 000.
Provincial Staff

A TOTAL of 37 coloured, 33 Indian and 882 white children attended non-aided private schools for whites in the first quarter of 1982. Mr Willem Bouwer, MEC in charge of education said yesterday.

Mr Bouwer was answering a question by Mr Herbert Hirsch (PPP Sea Point), leader of the opposition.

Answering questions on the number of senior certificate pupils who wrote examinations on black languages in the Cape last year, Mr Bouwer said 24 had written in Xhosa, 78 in Lozi and 24 in Nama.

A total of 130 senior certificate pupils wrote Xhosa. The number of schools teaching Xhosa as a subject was not readily available.
Education
cuts costs

THE Cape Education Department has introduced drastic cuts in expenditure ranging from furniture to supplementary text books and a tightening up of official transport arrangements and subsistence expenses.

A circular from the department comes at the same time as the announcement that new teachers’ posts have been pared to 194 for 1982/83 compared with 520 for the 1981/82 year.

The circular says the entire public sector is under pressure to reduce drastically its expenditure because of the drop in the price of gold, the unfavourable balance of payments, inflation, the world-wide economic recession and the rising costs of fuel, electricity, water and security services.

Departmental supply of supplementary primary school readers and secondary textbooks has been terminated until further notice and principals must certify that any books requested are not supplementary.

SPORTSFIELDS
The department is concerned about excessive water used to irrigate sportsfields and sprayers may not be used after working hours unless supervised for the entire period of irrigation.

Until further notice no requests for rand-for-rand assistance should be submitted.

All applications for permission to retain teaching posts above the number permitted by the approved staffing quotas will be strictly evaluated.

To cut down on transport expenditure, correspondence should be used wherever possible and public transport should be considered where this is not possible. Officials going in the same direction at the same time should arrange to travel together.

HOSTELS
Officials are also requested wherever possible to stay at school hostels when travelling and should submit meal claims only for the actual expenses incurred.

No “serviceable” furniture and equipment will be replaced and details of surpluses will be circulated for consideration by institutions in need of such equipment.

The requisition system has been streamlined.
R80-m assigned to E Rand schools

THE Department of Education and Training (Det) is to spend more than R80-m to build an educational centre, about 450 additional class rooms at existing schools and an administration block in the East Rand, during the current financial year.

This was announced yesterday by Mr D A Scholtz, Det Regional Director in the Highveld region, who also said that building funds for these projects were already available and that the building plans had been completed.

He said the Department was going to start the building of these projects within the next few weeks.

He said the Department was going to spend more than R9-m in Thembisa alone, to build a technical college costing R4.5m, a technical centre costing R1-m, as well as a high school and a primary school, both costing R4-m.

The building of these four educational centres was announced last October by the then Minister of Education and Training, Dr F Hartzberg. Mr Scholtz said the Department could not start with these four projects then because of technical problems. But, he said, everything was now running smoothly and the centre would be ready for use early next year.

He said: "The Department is also going to build three new laboratory centres, a homecraft centre and an administration block at the Thembisa High School at a cost of about R250 000. We hope to complete all these projects, including the 450 additional class rooms, before the end of the year."

Mr Scholtz said that the Government has already made funds available to the Department for these projects, and that the amounts allocated to the different townships in the area will be made available soon after the building plans have been completed.
Model 'community school' on the cards

Kwa MASHU principal plans to make his school a 'model community school', where education and instruction will be offered to children and their parents until late at night.

Black and white teachers have undertaken to instruct the Kwa Masha community in subjects ranging from how to fill in official documents and sign their names, to speaking and reading English and Afrikaans.

In an interview, Dr Thulani Mkhize, the principal of Nhlanzani High School, said he was in the process of having plans drawn up for large-scale expansion to his school.

Dr Mkhize, who recently returned from Pittsburgh University in America where he obtained a PhD degree, said he planned to make the school available to the community.

Vandalism

There were many educational needs which could be met, and teachers of all races had offered to meet them.

'Costly as these schools are to operate, they close at 3 pm. They could be used more profitably by providing more education for the rest of the community,' he said.

Dr Mkhize also pointed out that activity on the premises at night would do away with vandalism, which plagued the school.

The provision of more activities and facilities at the school would also give otherwise idle and bored children something to do, and a way of channeling their energy 'in a non-destructive way'.

Part of what was needed was an expansion programme, and an appeal for funds had gone out to businesses and institutions which had indicated their interest.

The immediate problem was overcrowding in classrooms, so much so that a junior certificate class had 111 pupils whereas the approved ratio was between 30 and 35 pupils in a class per teacher.

An administration block and an enlarged school hall and library was necessary. There were also no showers in the school, although there was a very active and successful sports programme.
Many black pupils left illiterate

By Carolyn Dempster
Education Reporter

More than half the 622,000 black pupils who left school last year dropped out before they had learned to read and write properly.

A staggering 175,000 pupils, over a quarter of those leaving school last year, were totally illiterate and did not complete Grade 1.

A further 160,000 black children left school without completing Standard 2.

These figures emerge from the second report of the University of the Orange Free State's Research Unit for Education System Planning and illustrate the massive employment problems faced by the South African economy.

In the past decade the number of black pupils has increased by 73 percent to stand at just over 5 million.

By 1886 the figure is expected to have topped 70 million.

NOTICE

1. Enter at the top of each page and in column (1) of the block on this cover the number of the question you are answering.

2. Blue or black ink must be used for written answers. The use of a ball point pen is acceptable. Red or green ink may be used only for underlining, emphasis or for diagrams, for which pencil may also be used.

3. Names must be printed on each separate sheet (e.g. graph paper) where sheets additional to examination book(s) are used.

4. Do not write in the left hand margin.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University
Staff shortage at TED headquarters

Pretoria Bureau

MORE than 20% of posts at the headquarters of the Transvaal Education Department in Pretoria are vacant, the MEC in charge of education, Mr Fanie Schoeman, said yesterday in the Provincial Council.

Of the 500 administrative, clerical and general division posts, 103 were unfilled.

Replies were also given to the following questions:

• The purchase price of the Golden Oaks flats in Hillbrow for nurses was R2 541 655 and no other buildings were being sought in Hillbrow for nursing accommodation.

• The number of cholera cases reported last year was 112 while 53 cases had already been reported this year.

• Up to the end of March, 70 beds in provincial hospitals were taken out of commission but 236 beds were re-commissioned, mainly in black hospitals.

• Patients are being refused admission to the Johannesburg Hospital but the number is not known.

• Thirty-five posts were abolished at colleges of education during 1981, because of decreased enrolments.
The task continues

The storm of controversy around the De Lange education report has generated thousands of pages of written responses — currently being summarised by a Human Sciences Research Council team.

The summary was due for completion yesterday (Thursday). It will be handed to an interim education working party, or "task-force," constituted to study the responses and to present to government by year's end a final document on implementing recommendations of the report. On the basis of this, government will table its final white paper.

"We have received 200 responses so far, from a wide range of groups," RAU rector Jan de Lange told the FM. "Every State department directly or indirectly concerned with education has responded, as have semi-public bodies such as the CSIR. Every university in SA has submitted a response.

"In the private sector, national and local organisations from Assocom to local chambers of commerce, as well as several large companies, have responded. Church groups, individuals, and of course the English-speaking Grahamstown educational conference and the Bloemfontein Afrikaner Volkskongres have replied."

Integrating the spectrum of responses may present problems for the task-group. The Grahamstown conference endorsed the report's recommendations, including the controversial proposal for a single Ministry of Education for all races.

The Volkskongres reacted defensively, specifying Christian National Education, mother-tongue instruction, and racially separate education departments as "non-negotiables."

Other educational bodies are critical of the De Lange report from another perspective. The non-racial National Education Union of SA (Neusa) has spelled out a number of trenchant criticisms.

At a recent seminar, Neusa president Michael Gardiner said: "The De Lange recommendations provide for management and control of education in such a way as to defuse symptoms of dissatisfaction with educational inequality without fundamentally tackling the issues of economic and political inequality in SA.

"Implementation of the recommendations may serve government and industry's need to stabilise relationships between the predominantly black urban workforce and the industrial powerbase. But this approach uses education to plug holes in the dyke of SA's political and economic inequalities, by creating other inequities — for example between urban and rural blacks, as the report completely neglects black rural education."

Neusa general secretary Ian Moll argued that the report's proposal that the local level provide increasing important financial support for schooling contains hidden inequalities: "Poor areas will only be able to afford poor schooling, and privileged areas can continue to provide special facilities for their children. Educational inequality is perpetuated."
Mr. P. R. C. ROGERS asked the
Minister of Education and Training:

(1) Whether his Department (a) recognizes and (b) subsidizes organizations offering educational facilities for the gifted Black child; if so, (i) how many such organizations are there in the Republic, (ii) where are they situated, (iii) how many children do they cater for in each case and (iv) what amount is allocated for each child, if any?

(2) Whether gifted Black children are catered for in the Republic; if so what procedures are followed in this regard?

The MINISTER OF EDUCATION AND TRAINING:

(1) (a) No.

(b) No, subsidies are only granted to State-aided schools.

(2) Although no specific facilities are provided for the gifted child the differentiated syllabuses (higher grade and standard grade), as well as teaching method and the grouping of pupils into homogeneous classes do provide opportunities for the development of the gifted child.

645 Mr. P. R. C. ROGERS asked the
Minister of Education and Training:

Whether any specialist courses providing for the education of the gifted Black child are available for teachers trained at universities and colleges falling under his Department, if so, (a) what courses and (b) at which (i) universities and (ii) colleges?

The MINISTER OF EDUCATION AND TRAINING:

No.
(1) How many Black children of school-going age were attending schools as at the latest specified date for which figures are available;

(2) how many schools for Black children are there in the Republic;

(3) (a) how many Black (i) pupils and (ii) schools are affected by compulsory

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**The MINISTER OF EDUCATION AND TRAINING:**

(1) The number of pupils who attended school were as follows:

<table>
<thead>
<tr>
<th>Department of Education and Training</th>
<th>National States</th>
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</thead>
<tbody>
<tr>
<td>Department of Education and Training</td>
<td>1,595,403</td>
</tr>
<tr>
<td>National States</td>
<td>2,123,065</td>
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</table>

Total: 3,718,468*

(2) Department of Education and Training | National States |
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</thead>
<tbody>
<tr>
<td>Department of Education and Training</td>
<td>6,908</td>
</tr>
<tr>
<td>National States</td>
<td>4,812</td>
</tr>
</tbody>
</table>

Total: 11,720*

(3) (a) (i) Approximately 70,000

(ii) Approximately 250

(b) The schools are situated in urban residential areas throughout the country.

*Statistics as on 3 March 1991.
are being combined and separate figures for farm, mine and hospital schools are no longer available.

Farm schools

658. Mr. R. W. HARDINGHAM asked the Minister of Education and Training:

(1) (a) How many applications for the subsidization of farm schools were received by his Department in each of the latest specified three years for which figures are available and (b) how many such applications (i) were (aa) granted and (bb) refused and (ii) are pending;

(2) what estimated number of pupils benefited from the subsidization of farm schools in each such year?

The MINISTER OF EDUCATION AND TRAINING:

<table>
<thead>
<tr>
<th>Year</th>
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<th>1980-81</th>
<th>1981-82</th>
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<tr>
<td>1</td>
<td>185</td>
<td>193</td>
<td>327</td>
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<td>(b)</td>
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<td>1</td>
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<td>326</td>
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<td>(ii)</td>
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<td>1</td>
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</table>

635. Mr. R. W. HARDINGHAM asked the Minister of Education and Training:

What amount was allocated by his Department for the subsidization of farm schools in each of the latest specified three years for which figures are available?

The MINISTER OF EDUCATION AND TRAINING:

<table>
<thead>
<tr>
<th>Year</th>
<th></th>
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<tbody>
<tr>
<td>1978-79</td>
<td>R16 986 000</td>
</tr>
<tr>
<td>1979-80</td>
<td>R18 081 000</td>
</tr>
<tr>
<td>1980-81</td>
<td>R23 167 000</td>
</tr>
</tbody>
</table>

As from 1981-82 all amounts which are allocated for the subsidization of schools
Assocom plugs 
single schools 
Ministry plan

By MARTIN FEINSTEIN
Education Reporter

ORGANISED commerce has thrown its weight behind the move for a single education Ministry for all races.

In its official response to the De Lange report, the Association of Chambers of Commerce (Assocom) says a single Ministry is an "essential factor in the development of the educational system."

Assocom, representing about 600 businessmen, says in its response: "The disparity between the educational systems for whites and non-whites is an evil attached to black education in South Africa and the attitude of employers towards certificates obtained under the present system are all reasons for support of the abolition of separate educational systems and the creation of a single system.

"The association suggests the establishment of three separate education departments under one umbrella Ministry, but whatever the structure, the aim should be to properly utilise available resources and create equal opportunities for all.

"Until the education systems for all race groups are equal, or nearly equal, material differences in the respective systems will be seen to need continual training after taking up positions of responsibility."

On financing education, Assocom says it supports the idea of free, compulsory education and recommends that this should be extended to the black population as soon as possible, taking due regard to the many difficulties involved in its implementation.

The association also urges:
- Greater emphasis on technical education.
- Further investigation of the idea of "career" schools in which pupils enter the work situation immediately after primary school.
- Close involvement by the Government in the development of community education, especially in rural areas.
- Subsidies for private schools and tax relief for parents who send their children to such schools.

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Assocom offers 5-point test for PC's proposals

By MAURITZ MOOLMAN

THE President's Council constitutional proposals raised five key questions which should be used as yardsticks by all businessmen in evaluating them, Assocom's chief executive, Mr. Raymond Parsons, said yesterday.

Mr. Parsons was speaking to the OPS Goldfields Chamber of Commerce and Industries in Welkom on the economic and business implications of the proposals. He summarised the key questions as:
- Do the proposals contribute to political stability?
- Are they broadly acceptable to the race groups most affected?
- Are they cost-effective from the business point of view, and what is their impact on the daily running of businesses?
- Do they promote the evolutionary process of change in a way which would be understood by the people in general and Assocom in particular?
- How do the proposals affect the association's "fair" hearing? They were not beyond criticism.

Through the major employers organisations, businessmen must make a reasonable contribution to the final decision, he said.

There was interdependence between economic and political stability.

A commitment to the private enterprise system means giving all groups a stake in the system to uphold and defend, Mr. Parsons said.

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Society toasts Margaret Lessing

Mail Reporter

SOUTH Africa's Businesswoman of the Year, Mrs. Margaret Lessing, was recently awarded the Toastmaster's Trophy for her contribution in the field of communication and leadership in South Africa.

The award was presented to her by Toastmaster International District 74, Mr. Clive Knoke, at a banquet in the course of their 41st District Conference at the Sheraton Park Hotel on Saturday.

Mrs. Lessing is a member of the President's Council and a director of the women's Bureau of South Africa.

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Appeal Board bans 'call to violence' record

Preatoria Bureau

"Give Me What You Want," has been banned by the Publications Appeal Board after a State Law Enforcement order warned that blacks would view it as a call to violence.

The album had been available for almost a year and about 6,000 copies were sold before a publications committee found the record undesirable.

The distributors, WEA records, appealed against the board's decision.

Johannesburg attorney, Mr. Keith Lister, appearing for WEA, disputed that a call to violence was implied in the songs.

He pointed out that many of the songs had strong Christian undertones. A Publications Appeal Board member, Mr. J. de Jager, agreed that a reference to the "wicked" was a reference to "the wicked" in the eyes of God.

Mr. Lister denied that the album was a plea for black unity in the face of white oppression. He said the record urged people to fight their political expression in non-violent ways.

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French acclaim for Brink

Mail Correspondent

PARIS - Dr. Andre Brink's new novel "A Chain of Voices" was yesterday listed as one of the top ten novels in France by the weekly news magazine "L'Express."

The book was published in October in French by French authors.

"The novel tells of the life of a young man who is black and his struggle for survival.

Publishers said yesterday that the novel would probably sell about 20,000 copies in its first week.

The book is expected to be available at the end of the month.

Previous records of the novel included a 21-day period.

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Child's death 'was an accident'

Lake Springs told the court she had left the bucket of water on the veranda.

"My daughter, Elizabeth, was in the lounge with my husband and our three other children. I went to the bedroom to get Elizabeth's pyjamas because I wanted to take her to bed. That's when I heard her yell."

---

BY JOHN BOWYERS

The 17-year-old Springs girl was hospitalised after she was left in a bucket of water after her father died. According to the kitchen floor, she was saved by special consultant to one of the foremost public relations companies in the country. The man who was responsible for the publicity on the death of the 17-year-old Springs girl was on his way to the hospital when the girl was saved. He was a special consultant to one of the foremost public relations companies in the country.
Farm school subsidy increased

Argus Correspondent

PRETORIA. — Subsidies for farm school buildings have been substantially increased.

The Minister of Education and Training, Dr D J de Villiers, has announced that buildings built after April 1 could be subsidised to half the construction cost.

There was a maximum limit of R9 000 a classroom, he said. The previous limit was R2 000 a classroom.

To provide for escalating costs, however, the unit construction cost of a classroom would be revised annually.

One of the conditions of the subsidy is that the school owner must build additional services and facilities as stipulated by the department.

Where three classrooms are built, a storeroom must be added, and with four or more a storeroom and office must be built.

TOILETS

"Under normal circumstances the buildings must be completed before the subsidy can be paid to the farmer," said Dr de Villiers.

"However, should the farmer be unable to finance them up to completion, special arrangements can be made for the subsidy to be paid as the work progresses."

For each classroom two toilets and drinking water must be provided. At existing schools where no toilets, storerooms, or offices have been built, the owners will be subsidised.

Up to half the construction cost for each toilet will be paid, with a maximum amount of R100. The same will apply to storerooms and offices, except for the maximum level, which rises to R500.

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Essay 2: Fair Presentation

The 15th
The MINISTER OF EDUCATION AND TRAINING:

(1) Rugby ................................ 30 365
Soccer .................................. 262 784
Cocked ................................ 3 174
Boxing ................................ 4 075
Netball ................................ 300 435
Hockey ................................ 102
Basketball ............................. 84 046
Athletics ............................... 243 679
Tennis ................................ 15 615
Table tennis ........................... 8 740
Tennis court ........................... 10 863
Volleyball ............................. 12 228
Softball ................................ 12 201

(2) Yes.

(a) School committees which consist of elected parent members have been given the task to see the provision and development of sporting facilities in cooperation with the Community Council. School committees control school funds which may also be appropriated—

- for the purchase of sports equipment including sports wear for team members;
- for the payment of affiliation fees for membership of sports unions;
- for subsidising transport for sports teams; and
- for the improvement and beautifying of sportgrounds.

(b) Good progress is made and school committees were already involved in the acquisition of various sportgrounds.
what progress has been made in this regard over the past two years?

The MINISTER OF EDUCATION AND TRAINING:

(1) Rugby ................................ 30,366
Soccer ................................ 262,784
Cricket ................................ 3,373
Boxing ................................ 2,975
Netball ................................ 200,435
Hockey ................................ 102
Basketball ................................. 73,046
Athletics ................................. 245,670
Tennis ................................ 15,615
Table tennis ............................ 7,640
Tennisquash ............................ 10,563
Volleyball ............................... 12,228
Softball ................................. 12,201

(2) Yes.

(a) School committees which consist of elected parent members have been given the task to see the provision and development of sporting facilities in co-operation with the Community Councils. School committees control school funds which may also be appropriated—

for the purchase of sports equipment including sportswear for team members;

for the payment of affiliation fees for membership of sports unions;

for subsidising transport for sports teams; and

for the improvement and beautifying of sportsgrounds.

(b) Good progress is made and school committees were already involved in the acquisition of various sportsgrounds.
Coloured pupils: per capita expenditure
28/5/82

9. Dr. A. L. BORAIN asked the Minister of Internal Affairs:

What was the per capita expenditure (a) including and (b) excluding expenditure of a capital nature on Coloured school pupils in the Republic in the 1979-'80 and 1980-'81 financial years, respectively?

The MINISTER OF CO-OPERATION AND DEVELOPMENT (for the Minister of Internal Affairs):

During the 1979-'80 financial year on an average approximately 726 330 pupils daily attended schools and colleges under the control of the Directorate of Coloured Education. The expenditure of the Directorate of Coloured Education amounted to R166 455 696 for the financial year 1979-'80. According to the Department of Community Development capital expenditure on Coloured Education amounted to R28 409 227.

During the 1980-'81 financial year the corresponding figures were 739 389 pupils and R211 515 975 and R35 187 645 respectively.

MAY 1982
Mr. P. R. C. ROGERS asked the Minister of Internal Affairs:

1. Whether his Department (a) recognizes and (b) subsidizes organizations offering educational facilities for the gifted (i) Coloured and (ii) Indian child; if so, (aa) how many such organizations are there in the Republic, (bb) where are they situated, (cc) how many children do they cater for in each case and (dd) what amount is allocated for each child; if not,

2. whether gifted (a) Coloured and (b) Indian children are catered for in the Republic; if so, what procedure is followed in this regard?

The MINISTER OF INTERNAL AFFAIRS

1. (a) and (b) No. Rest of part (1) of question falls away.

2. (a) and (b) No.

Gifted Coloured/Indian children

647. Mr. P. R. C. ROGERS asked the Minister of Internal Affairs:

Whether any specialist courses providing for the education of the gifted (a) Coloured and (b) Indian child are available for teachers trained at universities and colleges falling under his Department.

The MINISTER OF INTERNAL AFFAIRS.

(a) and (b) No

Rest of question falls away.
THE De Lange report on education will be debated at the 95th annual conference of the South African Teachers' Association which takes place at the Wilderness Hotel from June 25 to 29.

Three motions on the report have been submitted by the association's Cape Town branch.

One motion calls on the association's general committee to set up a programme to "educate" teachers concerning the "education and social implications" of the full recommendations of the De Lange report.

Teachers should be prepared so that they can "participate meaningfully" in implementing recommendations which are accepted as policy by the Government.

In addition, the parent bodies and schools committees should be "educated and prepared" to participate in the implementation of the recommendations concerning the third (local) level of education administration.

The second motion urges the Minister of Finance to revise the tax structure so that more favourable tax rebates are given to the private sector for their contributions to welfare and educational institutions and students.

These tax concessions are asked for in the light of the "positive aspects" of the De Lange report, such as the urgent need for better and equal educational opportunities for all the inhabitants of South Africa.

The third motion urges the Government to spend an "increasingly larger percentage" of state revenues on education in order to "facilitate the implementation" of the recommendations of the De Lange Report.

Other motions include one by the Uitenhage and Port Elizabeth branch which asks conference to "reaffirm" its "belief in and commitment to" a single South African Teachers' Council for all teachers.

Port Elizabeth requests the Cape Education Department to extend the programme for gifted children to all schools.

This branch has also submitted a motion which asks the department to remove all discrimination against married women teachers from its conditions of service.
Parents were not forced to send their children to Transvaal Veld Schools—described by the Progressive Federal Party as "indocritination camps", the MEC in charge of education, Mr Fanie Schoeman, said today.

FFP speakers in the Transvaal Provincial Council yesterday slammed the programme as being paramilitary and a propagation of one-sided political, religious and cultural viewpoints.

A FFP motion condemning the use of the schools for propaganda purposes was defeated.

The controversy concerns lectures given to Standard 5 and Standard 8 pupils.

The FFP maintains these lectures are one-sided propaganda.

Mr Schoeman said the lectures were discussion periods for pupils.

He said attendance at the schools was not compulsory. Parents need not send their children if they did not wish to do so.

Mr Schoeman said the controversial lectures formed a small part of the syllabus at the schools, which were largely aimed at bringing city children into contact with nature and teaching them the team spirit.

The controversy exploded earlier this year when a confidential study by the Johannesburg College of Education was leaked to the Press.

The study was highly critical of certain aspects of the schools.

Mr Schoeman said the Province had received overwhelming support from hundreds of teachers and thousands of pupils who had attended the veld schools.

He said that because the syllabuses at the schools were set by the Transvaal Education Department, complaints should be directed to the Director of Education, Professor H J Jooste.
Post Reporter

THERE were slightly more Afrikaans-speaking pupils than English-speaking pupils at provincial schools in the city last year, according to the annual report of the Port Elizabeth School Board.

The total enrolment at schools in the area under the control of the board was 25 593, of whom 204 were Chinese.

Of the remainder, 12 887 were Afrikaans speaking and 12 612 English speaking.

But a further breakdown in the statistics reveals that while there were 3 802 Afrikaans-speaking high school pupils, the number of English-speaking high school pupils was 4 613.

In addition there were 319 at Afrikaans-medium "special" high schools and 171 at similar English-medium establishments.

The Afrikaans section of the population provided 47.2% of the total of high school pupils and the English speaking 52.8%.

The situation for primary schools was almost exactly the reverse — 51.5% of all pupils being Afrikaans speaking and 48.5% English speaking.

The previous year the figures were 50.1% Afrikaans speaking to 49.2% English speaking.

The last time more English-speaking pupils were enrolled at provincial schools in Port Elizabeth was in 1977. Since then the number of Afrikaans-speaking pupils has pulled slowly but steadily ahead.

The report also states that construction work to the value of almost R4 million was undertaken at four Port Elizabeth schools last year.

A total of R1 859 745 was spent on additions at the Lawson Brown High School and R1 239 175 at the Victoria Park High School in Walmer.

The Diaz Primary School had additions to the value of R1 805 800 and the Albatross Primary School conversion work to the value of R69 621.
Pupil numbers up by 90,000

Own Correspondent

The number of primary and secondary pupils at Transvaal provincial schools has increased by more than 90,000 since 1972.

Reviewing education in the province during the past year the MEC responsible for education, Mr Fanie Schoeman, told the Transvaal Provincial Council in Pretoria that enrolments at high and primary schools stood at 512,231 in January this year.

The birthrate had dropped, causing a decline in the number of Grade 1 pupils since 1978, but there had been an overall increase in the number of primary school pupils.

This could be attributed to an inflow from other provinces and to immigration to growth points in the Transvaal.

Mr Schoeman said the number of high school pupils had also increased, and the percentage of children who persevered beyond Standard 6 to Standard 10 had risen from 54 percent in 1972 to 64 percent last year.

He said this showed the success of the differentiated school system.

The number of teachers' posts created since 1972 had risen from 19,941 to 27,275, a growth rate faster than that of the pupil population.

Mr Schoeman said the annual loss of teachers dropped from 19.8 percent in 1980 to 10 percent in 1981.

This was due mainly to new salary structures for teachers, which came into effect in April last year.
Black schools closed

Education Reporter

BLACK schools closed this week, days before the anniversary of the June 16 and 17 unrest in Soweto in 1976.

African schools closed yesterday and today coloured pupils will pack their bags for the July holidays while their white counterparts will stay at school till June 24.

Last year the anniversary was marked by stay-aways throughout the country. Action was taken against coloured teachers in the Cape who commemorated the unrest by staying away from school.

TRANSFERRED

Many were transferred, dismissed or had salary deductions.

When the term timetables were published, officials of the Departments of Internal Affairs and Education and Training denied that there was any link between the early closing dates and June 16.

Mr J A Schoeman, deputy chief public liaison officer for Education and Training, said African schools were closing on June 10 because South African Railways officials said they could not close on the same day as the coloured schools.

African schools reopen on July 5, coloured on July 6 and white on July 20.
Kids subsidised

THE Department of Education and Training has paid a total of R27 482 in subsidies towards pre-primary education this year so far, according to Mr Engelbrecht, DET's chief liaison officer.

Responding to questions on the progress made on the newly established project for pre-primary children, Mr Engelbrecht said 26 of such schools had been registered with the Department and that 19 of them benefitted from the subsidy while others were still being processed.

This amount, which covers the first quarter, was just the beginning, Mr Engelbrecht said.

The pre-school classes designed to prepare toddlers for school were introduced by DET earlier this year. And the Department has called for the community's involvement in order to make the venture a success.
Confer with pupils says Njokweni

MDANTSANE — Teachers were faced with the problem of mental and physical change in their pupils, the president of the Ciskei Teachers' Union (Citsu), Mr. J. S. Njokweni, said here yesterday.

Mr. Njokweni was delivering his presidential address at the Citsu conference.

He said because of these changes it was important for teachers to confer with pupils.

"We would like to see these boys and girls blossom and develop along their own lines with the teacher guiding them," he said.

He added it was easier to build up boys and girls than to repair men and women and then called for the involvement of parents in playing their role in the struggle of change.

Teachers had not only to consider what was desirable but had to find out whether what was desirable was possible.

He referred to the fact that primary school teachers had to teach six subjects and pointed out that this spread of work had to result in a thin veneer of knowledge and technique in some subjects.

He said a lot of parents were of the mistake of thinking the grades children brought home were an indication of their children's intelligence.

There were instances where children were a lot brighter than their performances showed.

Mr. Njokweni pointed to the need for vocational guidance for black children and criticised attitudes which hold teachers to firm guidelines.

The duty of the teacher was to assist the child to adulthood and the question was how this should be done, he stressed.

In this, the school was the institution and the teacher the agent, Mr. Njokweni said. — DDR.

Listing what he considered characteristics of an open ideal society, he said it would be a society that had:

- The basic freedom to speak, worship and move about;
- Had equality of opportunity;
- A democratic system of government where there was the domination of the majority and protection of the minority.

Referring to the De Lange commission report he said it pointed out forcefully to every educationist the great discrepancy in allocation of resources to various education departments in South Africa. "What came out as well is that many inequalities and failures resulted from living conditions of certain pupils," he said.

He mentioned it had been pointed out that in some cases 42 percent of those who started school did not get as far as standard two.

He said equal education had to come but it would be important to find out what this meant. In some instances one had to give preferences to others while bringing up the levels of some groups where they would be able to realise what would be tantamount to equal education. He referred to Swedish, British and American experiments and studies to illustrate the point.

Turning to education and freedom, Mr. Webster asked if education brought about freedom.

While accepting it was one of the greatest forces to liberate individuals, he wondered how far this could be applied.

On schools, he wondered whether neighbourhood schools or the development of private schools should be encouraged.

He also pointed out that sociologists had established that pupils did not necessarily rise through schooling as working class children returned to working class jobs — emphasising that schools reflected society. — DDR.
Peteni: SA must settle own affairs

EAST LONDON — No group has the right or the authority to enforce policies which the majority of people reject and the people of South Africa alone have the right and authority to determine the future of this country.

The chairman of the Joint Council of Teachers’ Associations of South Africa, Mr R. L. Peteni, said this when he opened the 10th annual conference of the Cape Teachers’ Professional Association at the John Bisseker Hall, Parkside, here last night.

He said South Africa had been since 1961, when Dr H. F. Verwoerd led the country out of the British Commonwealth, an integrated, independent and sovereign state.

“No country in the world, not even the super-powers, has the right to direct our affairs. The people of South Africa alone have the right and the authority to determine the future of this country.

“Similarly, there is no group inside South Africa which has the sole and exclusive right or authority to prescribe to other groups and tell them how to direct their affairs if those groups are unwilling to be so directed,” he said.

Mr Peteni said cabinet ministers, the administrators and directors held their positions of power in trust for all the people of South Africa.

“If or when they exercise this power and authority in a biased manner, if they promote the interests of one group at the disadvantage of the other groups, they lose the trust of the people and they are no longer qualified to hold those elevated positions.

“It is the right of all the people of South Africa to express their acceptance or rejection of national policies, including national education,” he said.

Mr Peteni said any policy the people rejected could not be successfully applied.

He said one of the worst evasions of the realities of the South African situation was the President’s Council and its recommendations.

“How can any sincere, country-loving person believe that he is laying solid foundations on which to build the future of the country if the majority of the people destined to live within the structure are left out of the architect’s plan and specifications?

“The President’s Council exercise was undertaken because the present constitution, which discriminates against the Indians, Blacks and so-called coloureds, does not meet the needs and does not satisfy the aspirations of these groups,” Mr Peteni said.

He said the teachers’ association must perform the functions of a trade union and professional association.

They must continually fight for better working conditions and better salaries for teachers.

Sonn: education at crossroads

EAST LONDON — The president of the Cape Teachers’ Professional Association (CTPA), Mr F. A. Sonn, said last night at the opening of their annual conference, it was due to the influence of two missionaries that black and white intermarried and a South African of colour emerged in the Eastern Cape — not in shame, but with dignity and self-respect.

He said history revealed that it was in the Eastern Cape that white racism manifested itself significantly and gave the Coloureds and Poagies cause to abandon their farms and pack their “kakebeen waens” and trekked, rather than to consort on an equal basis with people of Africa.

Mr Sonn said the overt race consciousness which was brought to these shores by the settlers from Europe and which was institutionalised by custom and structuralised by the apartheid policy “turned the land of our birth to the home of our sorrow.”

“It is not correct to blame the Nationalist government or African people for this. This government must not take the blame, however, for institutionalising our misery by legislation, notably the Race Classification Act, the Group Areas Act and the Prohibition of Mixed Marriages Act,” he said.

Mr Sonn said education was at the crossroads because there was an ever-increasing demand from the clients of education to be treated as South Africans and not as coloureds, blacks or Indians.

“We must help our children to realise that South Africa will not change just because we are angry enough and because we are livid with hatred.

“It will take much, much more. We must let them know that racism is evil whether practised by white or black,” he said. — DDR.
Total of black pupils over 5m

BLOEMFONTEIN — The number of black pupils in South Africa and the four independent states increased by 2.1 million during the past decade and currently stands at more than 5 million. Forecasts show that the total number of black pupils will, by 1988, exceed 6.5 million.

The total number of pupils of KwaZulu and Transkei represents more than one third of all black pupils. According to pupil pyramids most pupils are in the lower standards.

These facts are among the highlights of the current publication, Education and Manpower Production (Blacks) No. 2, compiled by the research unit for education system planning at the University of the Orange Free State.

This publication is the second in the series, which appears annually and is sent to 3,000 businessmen, state departments and interested bodies.

The goal of the publication is to give those who require manpower (the employers) the opportunity to co-operate more closely with the "producers" of manpower (education). This co-operation is seen as important in the fight against unemployment. Job creation should be given priority when the fact that more than 5 million future black employees will soon flow from the education department into the economy of the country, is taken into consideration.

The publication contains several full-colour illustrations and is compiled in such a way that within ten minutes a busy businessman can...
By Carolyn Dempster, Education Reporter

The De Lange Report was being aborted because of blatant racism and a Government policy of separate and unequal development, the president of the Transvaal Association of Teachers, Mr Stan Jacobs, said last night.

He spoke at the opening of the 1200-member coloured teacher body's two-day annual conference.

Criticalising the Government's commitment to a policy of "separate but equal" on future educational arrangements, Mr Jacobs said the words were a contradiction in terms.

The De Lange Report had shown the inequalities in 1976/7, 15.6 percent of the population (whites) received 64.5 percent of the money allocated to education, and the other 84.4 percent had received only 35.5 percent of the money.

"In our schools we are still experiencing the old bureaucratic incompetence and irresponsibility, the same inadequate monetary allocations and a severe teacher shortage," Mr Jacobs said.

"More than 60 percent of our teachers are being subjected to a humiliating salary structure."

The reason was racism, "a tool used by certain groups to reinforce their political and economic power," he added.

The Government had indicated it would not change its stance when it effectively "torpedoed" the De Lange Report's recommendations for a national educational policy aimed at equal opportunity and equal standards of education, Mr Jacobs said.

The theme for the TAT conference had been "Education in a new society," but neither the De Lange Report nor the proposals of the President's Council would lead to such a society.

Mr Jacobs said the proposals of the President's Council were based on separatism, a mode of thinking for which the non-citizens of this country have always had a deep-seated repugnance.

"We should remember that our fight and our ideal for generations has been the full franchise for all citizens. Only in such a new society can education function effectively," he said.
Prof urges commitment

EAST LONDON — Educationists had to choose between passive grumbling or active commitment to a more just society, a leading educationist said here yesterday.

Addressing the 15th annual conference of the Cape Teachers' Professional Association (CTPA) here, Professor Owen van den Berg said teachers had to stop stating “patiently and persistently” that they had certain non-negotiables — and stick to them.

“We need to hold firm on the crucial truths to which the De Lange report gave so much support — equal opportunities, free association and democratised decision-making,” Prof Van den Berg said.

“And the only way we can hold firm on those crucial truths is by reiterating at every opportunity that the problems have not been educational at all, but political.”

Educational policy was presently a political issue, he said, something politicians were loathe to leave to educationists.

“But there is an alternative and broader view of policy that can be mooted. The Cillie report on the Soweto revolt of 1976 pointed out that within two weeks of the end of the revolt, the issue that sparked off all the bloodshed — the Afrikaans medium issue — had been resolved.

“Those in power had responded to a policy decision taken by the students.”

The 1980 schools boycott in the Western Cape led to a “wondrous fixing of broken windows, delivery of textbooks and so on,” Prof Van den Berg said.

“Policy only becomes and remains something determined from above when others quietly accept their passive role in the whole procedure. To accept the status quo is ultimately to say one prefers it to any alternatives — that opposing it is not as worthy as meekly turning under it.”

Speculating on the government's long-term reaction to the De Lange report, Prof Van den Berg pointed out that segregated education was a cornerstone of government policy and was likely to stay that way despite repeated calls for a single education ministry.

Despite the fact that education was “at the crossroads”, he said, the government had rejected De Lange's major recommendations “and torn the heart out of the document”.

“If De Lange was the road sign at the crossroads of education then the government, in its interim report, has taken it down and replaced it with a 'road closed' sign,” the University of Cape Town professor said.

“But the government needs to implement the report's recommendations if an imminent and cataclysmic educational and societal upheaval is to be avoided.” Prof Van den Berg said the government needed to use their own positions to formulate policy and overcome their feelings of “powerlessness”.

To sit back and wait for things to happen was just as bad as to hamper their fulfilment. Prof Van den Berg said.

“Changes in education bring about changes in society. We need to give up the hope that change will come about through the goodwill of others, or without us getting involved.”

“We need to act upon the sure knowledge that we are not powerless in the present situation and can bring about change by acting consistently, determinedly and democratically.”

And one of the most vital parts of this change, Prof Van den Berg concluded, was the “humanisation” of students.

Teaching could either destroy or cultivate human dignity — and if teachers failed to encourage this “changing all the trappings of no avail”.

D. DISPATCH 16/6/82
Delegates call for more democracy

EAST LONDON — Teachers may not be able to control their pupils during future outbreaks of unrest, delegates at the annual conference of the Cape Teachers’ Professional Association warned yesterday.

Delegates called for greater participation in educational decision-making as an essential way of easing frustration, and two resolutions were submitted in this regard, to be considered by conference later this week.

The first objected strongly to “arbitrary conditions” and “bureaucratic decision-making” that ignores the views of teachers, students and parents.

The second resolution stressed the CTPA’s belief in free association and “democratised decision-making”, but said it was impossible to achieve them in “today’s unjust and unequal society”.

“Why must blood be spilt before the authorities are prepared to listen?” asked Mr Randell van den Heever, a Cape Town school principal.

“As long as there is apartheid and discrimination there will be a state of turmoil and resistance.”

“Why must blood be spilt before the authorities are prepared to listen?” asked Mr Randell van den Heever, a Cape Town school principal.

“The only thing equal in education today is salaries. But dishing up these changes won’t control us...we want full democratic rights.” — DDR

Play bigger role women urged

EAST LONDON — Women teachers were urged to play a greater role in their schools during yesterday’s seating of the Cape Teachers’ Professional Association (CTPA) conference here.

Two speakers — Ms Faith Gaza, women’s consultant for the African Teachers’ Association of South Africa, and Ms M. Richter, a member of the CTPA — stressed the role of female teachers in “shaping the personalities of the nation’s young resources”. Ms Gaza called for women teachers to be put on an equal footing with men instead of being given the “spade work” to do.

“The time has come for women to stand and be counted,” she told delegates. “Unity and enthusiasm could let women cause this organisation to vibrate with vitality.”

Ms Richter said there was “no need” for any discrimination against women in the teaching profession, particularly their role as mothers.

MISS FAITH GAZA

No sittings today in memory of June 16

EAST LONDON — Sittings of the Cape Teachers’ Professional Association have been suspended today “in remembrance of the importance of June 16”.

CTPA president Mr Franklin Sonn issued a statement yesterday stating the “singular significance” of June 16 to all disenfranchised people and those striving towards a just South Africa.

The day will be spent in “re-affirmation of an overriding commitment to attain the goals we have set ourselves.”

Delegates could spend the day as they pleased. Mr Sonn said afterwards, but would “come together” tonight for a communal meal. The conference continues tomorrow and on Friday.

Red tape ties up Cape school supplies

EAST LONDON — Red tape has got Cape teachers tied up in knots, with some of them waiting more than eight months for the delivery of supplies for their schools.

This was disclosed during yesterday’s sitting of the Cape Teachers’ Professional Association conference.

There was so much red tape, teachers said, that schools had often been left without books, desks or stationery at the start of a new term.

One teacher said he had travelled 110 km to borrow supplies from another school, while another said he had waited eight months for an urgent delivery of text-books.

“It takes too long to draw up a resolution. So we must get CTPA to act for us,” one delegate urged.

The CTPA president, Mr Franklin Sonn, urged teachers to report any problems to the association so they could take the matter up with the Provincial Administration.

— DDR

The shortage is serious. The problem is that the necessary accept skilled labourers is not present. As a consequence of this, the abolition of S.B. has secured the level of charges to increase. The whole of the labourers should be determined to have the wages increased. Therefore, the education and training is too expensive. In accordance with the principle, the shortage should be removed. This can only be the result of the resolution of the shortage. Although the labourers are of the highest level, they have a chance to become master craftsmen.
Jacobs rails at SA education 'incompetence'

By MARTIN FEINSTEIN
Education Reporter

COLOURED schools are the victims of bureaucratic incompetence, inadequate budgets, humiliating salaries and a rampant teacher shortage, the president of the Transvaal Association of Teachers (TAT), Mr Stan Jacobs, said in Johannesburg yesterday.

Opening the association's annual conference at the University of the Witwatersrand, he said the situation indicated that the De Lange report on the future of education in South Africa was "in the process of being aborted".

The TAT represents 1,300 Transvaal coloured teachers — about 83% of the total in the province.

Mr Jacobs said the fact that whites, who made up only 15.6% of the population, received 64.6% of the money spent on education, was a "deplorable deprivation" for blacks.

"This will continue to have tragic consequences for the well-being of South African society as a whole, and not only for its black non-citizens," he said.

"And let us please not be told about the taxes paid by the affluent in our society, because those taxes can come only from incomes that have accrued from the massive and merciless exploitation of black workers."

Mr Jacobs said the Government's rejection of one of the most important recommendations of the De Lange report — a single education Ministry for all races — indicated that Government policy was "separate and unequal".

"In our schools we are still experiencing much of the old bureaucratic; incompetence and intransigence, the same inadequate monetary allocations, a rampant teacher shortage, and more than 60% of our teachers are being subjected to a humiliating salary structure."

Referring to the President's Council recommendations on a new dispensation for coloureds and Indians, Mr Jacobs said that, whatever the Government's eventual decision on the recommendations, it would be "rammed down the throats of everybody else."

And he asked: "How can any constitutional arrangement hope to succeed by consigning the vast majority of the indigenous people of this country to non-viable homelands and sham, 'independent' states that have to exist by handouts from the central Government?"
call to keep fighting

ENOS AIRES. — Argentine police wielding rubber batons today dispersed demonstrators urging government to continue fighting in the Falkland Islands and to issue information on the reported surrender of Argentine forces.

Witnesses said about 900 people shouting “We want to win” and “We want guns” had clashed with police in front of the presidential palace. Some police were injured.

The ruling military junta, whose latest official report is that a ceasefire and withdrawal of troops had been discussed by British and Argentine commanders, met at Navy headquarters.

Military sources said the Argentine leaders were considering a ceasefire proposal made by Britain. — Sapa

Drug abuse at schools alleged

By MARK VAN DER VELDEN
Crime Reporter

A REHABILITATED drug addict said yesterday that drug abuse at City schools had reached an alarming level and that the general attitude was to ignore the problem, hoping it would disappear.

Mr Carl Neethling, 28, who said he was heavily addicted to drugs last year, made this claim in an interview after he had been told at a lunch meeting of the President 100 Club how he had found five dagga “pipers” on the premises of a Penneule school.

“I am not out to run certain schools into the mud, but the problem definitely has reached a level where action must be taken.”

‘Total addict’

He said he was speaking from personal experience. Information had been given to him by members of youth groups and scripture unions at schools.

He said he had been introduced to drugs while still a child, and was a total addict for about 13 years, “taking anything I could lay my hands on”, until police arrested him in the docks last year for possession of dagga.

He was sentenced to three months suspended for 10 years on condition that he submitted himself for rehabilitation.

“With the help of my church, I went through ‘cold turkey’ and became a Christian. I now have a steady job and consider myself cured, although still vulnerable to drugs. I now want to help others in the way I was helped,” he said.

Brigadier “Dries” van den Heever, Divisional CI Chief for the Western Cape, said more police were aware of a drug problem at Cape Town schools.

“By this stage we are not aware of the extent of the problem and we cannot single out certain schools as specific problem areas.”

Appeal to teachers

He appealed to teachers and parents to help police combat the problem by giving them information on drug abuse.

Members of the local branch of the Narcotics Bureau regularly talked at schools on the dangers of drugs and this facility was freely available, he said.

The principal of a school mentioned by Mr Neethling said that in his view drug abuse at schools was not as serious as it was made out.

“The dagga ‘pipers’ mentioned were probably found at a spot on the school grounds, often used as a short-cut by other elements,” and really don’t think the children are responsible.

He said his impression was that drug abuse among schoolchildren was lower than it had been in the late 60’s and early 70’s, but that alcohol abuse was now becoming more prevalent among the young.

10 years’ jail

PRETORIA.—Cathy Odendaal was sentenced by a Pretoria Supreme Court judge yesterday to 10 years’ jail for the murder of her mistress’ lover, Mr Martinus Stephanus Bekker.

The judge said: “She is a young, intelligent woman with a complex and sensitive personality and has a good academic record.”

He said Justice Henk van Dyk.

“What must be remembered is that she had a lot of time to consider the consequences of her act, and also had enough opportunity to bring her emotions under control.”

He said the crime had been planned over a considerable period of time. The court had heard that after Miss Odendaal had discovered two teenage girls staying with Mr Bekker she had formed the intention at work to murder him the following day.

Odendaal was convicted

10 years’ jail

INSIDE
Schools 'months without books'

EAST LONDON. — Angry delegates at the Cape Teachers' Professional Association conference here told yesterday of delays of up to nine months in the delivery of books, stationery and apparatus requisitioned from the Department of Internal Affairs.

During the session on monetary allocation and requisitions more than a dozen principals gave their requisition case histories.

A principal in Prieska ordered apparatus on August 28.

When the school opened, the items had not arrived and he drove 110 km to a school that had received its apparatus, having made the requisition in March.

He borrowed apparatus until April, when his order arrived.

Borrowed

A principal from Upington ordered textbooks and stationery in January. The textbooks arrived but the stationery has still not arrived. He, too, borrowed stationery from a neighbouring school.

Other principals told of requisitions made on August 28 which had still not been attended to.

Mr V R Pitt, principal of Mitchell's Plain Senior Secondary School and one of the main speakers, said departmental quota lists were often outdated.

Expensive

This gave principals the task of buying stocks at a more expensive price than the allocation allowed for.

At new schools, teachers' handbooks and text books were ordered five days after school began.

The orders had to go through official channels and the result was that pupils received their books during February "if they are lucky." "You therefore have to control children who do not have work to do and this often has a negative effect on discipline right from the beginning," he said.
Thefts from schools may lead to added security

Political Reporter

The huge increase in deliberate acts of vandalism and thefts from provincial schools could lead to action being taken to tighten security, Mr Ray Haslam, MEC in charge of education, said yesterday.

Natal’s Department of Education had carried out a survey and was preparing a report on measures which would be considered by the Executive Committee.

‘The committee is perturbed at the situation. It seems that there are planned, deliberate acts of vandalism at schools and they are on the increase.’

Thefts from schools had jumped from R30 903 in 1978-79 to R48 628 in the past financial year.

Mr Haslam said parents at a school at Amanzimtoti had taken turns standing guard in an effort to halt the spate of burglaries. But on one night a parent could not stand guard, the school had been burgled.

Items such as tape recorders, typewriters and tapes were taken by burglars, who sometimes damaged or destroyed goods which they could not remove.

The provincial auditor said in his annual report tabled in the Provincial Council in May that there had been 228 burglaries from 119 educational institutions in the last financial year.

The value of goods stolen was an estimated R40 693 and the cost of repairs arising from the break-ins was R7 583.
EAST LONDON — Teachers, students and their communities were fighting a desperate struggle against poor health services, bad environments, hunger and hostile education authorities. Mr Lionel Kearns said at the Cape Professional Teachers' Association (CPTA) conference here yesterday.

He was addressing more than 500 delegates on 'The Teacher, the School and the Community at the Crossroads.'

Mr Kearns is a CPTA committee member and principal of the Balnie Primary School in Etics River.

He said that prescriptions "from above" were daily narrowing the space for initiative for the teachers. The attitude that the regional office officials sometimes took towards principals, and the abuse of their authority, could serve no good purpose.

"MISCONDUCT"

He was particularly concerned about the wide interpretation given to the "misconduct". He quoted the case of a teacher who had been transferred for "routine reasons."

When the teacher resigned, he received a letter from the Department of Internal Affairs saying he could no longer teach at any schools falling under that department.

"How must one interpret this? What are the implications when 'Routine transfers' are talked about?" Mr Kearns said.

THIRD WORLD

Referring to other problems encountered by teachers, he said many schools operated in Third World conditions. Health services and state-aided feeding schemes were essential.

Furthermore, not only in schools but in communities there was a complete lack of sport and relaxation facilities. School social workers were in urgent need for children who came from homes which were frequently economically depressed and beset with social problems.

Finally, teachers faced the difficult problem of helping to 'reat a community robbed of its rights.'
CHRS VICK REPORTS FROM THE CAPE

TREATMENT AT ROADBLOCK

Teachers protest over non-racial council

Call to establish

[Image of the page with text]

[Handwritten note on the side] 9/July 87
Finally, despite the drawbacks of the above point, the point is the fact that the deskillling of the home has led to the fact that the home sector has been made to be well developed. Further, the restriction of skilled workers have led to an endless supply of the economy. This has led on an endless supply of the economy. Furthermore, the need for skilled workers has been increased. If semi-skilled labour was to be used, this would have been less costly and more efficient. Therefore, this would have been less costly and more efficient.
Educational standards low — De Jager

EAST LONDON — The standard of education in coloured schools is dropping each year because of frustration with the existing "apartheid" school system.

This was said by the treasurer of the Cape Teachers’ Professional Association, Mr C. J. de Jager, during the association's annual conference here yesterday.

"Frustrated and unhappy people cannot give their best, no matter what good intentions they may have," Mr De Jager said. "Too many negative elements are hampering their success."

Outlining reasons for student-teacher frustration, Mr De Jager mentioned:

- The shortage of classrooms and teachers.
- The minimal amounts spent on coloured education.
- Social conditions, such as poverty and hunger, which made studying difficult.
- Training and standards of teachers.
- Bureaucratic interference in classroom activities.
- An abnormal, separate education system.
- The political situation; coloured people found themselves in.

"A nation without the vote in the land of its birth is like a voice in the desert," Mr De Jager said. "The striving for political recognition often brings about friction because of different approaches."

A second speaker, Mr T. J. Leonie, said the basic facilities were still missing in coloured education, and these had to be provided before there was any talk of a single education system.

"We find ourselves in a situation where, in spite of a fast-developing technological world, we still don’t have enough cardboard or chalk."

If a unitary education system was eventually introduced, Mr Leonie said, it had to be based on a universally-acceptable base — not the present white education system.

"It must be our aim to get one education system without sub-systems based on skin colour, culture or other arguments."

"Even though we constantly compare our standards with the white education system, this is not necessarily the ideal system for all."

"If we used the white system as base it would be aiming at things we have never believed in."

— DDR
Any state interference condemned

EAST LONDON — Teachers issued a strongly worded condemnation of any state interference in their work at yesterday’s sitting of the Cape Teachers’ Professional Association here.

In resolutions adopted at the end of the day’s meeting, delegates expressed concern over the “continual erosion” of their professional status, which left them as “nothing more than exhaust pipes for orders from above.”

“We insist upon our right as professional educators to participate meaningfully in the taking of decisions about education,” the resolution stated. In another resolution, teachers demanded protection against “arbitrary actions” against teachers to prevent “the desecration of the principles of a democratic society.”

In cases of misconduct, the conference called for teachers to be informed of allegations against themselves and the right to be defended by a representative. Teachers also asked for teachers to be informed in writing of any decisions reached, and for reasons to be given and the right to appeal against whatever decision was passed down.

Another resolution noted the “strongest objection” to bureaucratic decision-making “that ignored the views of teachers, students and parents.”

The conference also called for a single non-racial teachers council to be introduced “as a matter of the highest priority.”

CHIRS VICK reports from the Cape Teachers Professional Association conference.

Police actions slammed

EAST LONDON — Security police harassment was condemned “in the strongest possible form” during yesterday’s sitting of the Cape Teachers’ Professional Association here.

A member of the CTPA executive, Mr. Lionel Kears, pleaded for teachers to be allowed to “do their job without victimisation or intimidation from the security police.”

A delegate at the conference, Mrs. L. Adams, mentioned two specific cases in Upington where teachers had been questioned by security police because of their links with non-racial sport.

Mr. Kears said teachers in small towns felt the brunt of this “harassment” as often they were not only teachers, but community leaders too.

“There are definite laws for criminals, and we have nothing against them, but teachers mustn’t be exposed to security police harassment,” he said.

“EAST LONDON — Teachers at coloured schools in the Cape Province yesterday committed themselves to “the struggle against political oppression and economic denial.”

A resolution to this effect was passed unanimously during the final sitting of the Cape Teachers’ Professional Association (CTPA) here, attended by more than 250 delegates.

“The CTPA is committed to fundamental socio-political change and perceived educational reform as a crucial element of the total struggle to liberate people of colour in this country,” the resolution stated.

“We want the world to know that we are on the march for what is right,” the resolution called for.

The conference also called for a single non-racial teachers council to be introduced “as a matter of the highest priority.”

A full commitment by government to uphold fundamental human rights in a free, open and just society.

An open education system which allowed any child free access to any education institution.

A single ministry of education.

Positive efforts to be made to “eradicate the historic backlogs and disadvantages prevalent in black education.”

The democratic participation of local parent communities in education.

DAILY DISPATCH, SATURDAY, JUNE 19, 1982 — 7

MR SONN

Sonn is elected 9th time

EAST LONDON — Mr. Franklin Sonn was re-elected president of the Cape Teachers’ Professional Association for a ninth term here yesterday on the final day of the association’s annual conference.

The body’s entire upper echelon was re-elected during the conference’s final sitting: Mr. V. R. Put as vice-president, Mr. C. J. de Jager as treasurer, and Mr. R. F. van den Heever as editor of the association’s publication, Education.

Mr. J. C. Humphreys, Mr. L. W. Kears and Mr. J. C. Strauss were re-elected conference representatives for next year’s gathering.

CHRIS VICK reports from the Cape Teachers Professional Association conference.
Black children, private schools

By EDGAR MAURICE

Mr Freddie, also a leading sports official, ran foul of SACOS's very strong disapproval of their members making use of the special government-aided grants to send their children to white private schools.

SACOS (quite rightly) has very decided views on certain matters. Its special concern is the important area of the politics of sport. And it is passionately opposed to the permit system, both in principle and in practice.

It allows no room whatsoever for the exercise of personal freedoms, something it believes should be subordinated for the common purpose.

Both events, of course, are responses by the two bodies, albeit politically poles apart, to the same evolving situation in the private schools.

In the Cape Province last year 41 private schools admitted black pupils, and there were a total of 40 African, Asian and coloured pupils enrolled at these schools. They are officially subsidised in the same way as other pupils.

They come from three main streams.

Firstly, there are the children of the African diplomats from the homeland, who regard it as their special prerogative and, in any case, as a necessary protection for their children against the political pressures in African schools.

Secondly, there are the children (mainly coloured) from the burgeoning and affluent middle class, sometimes overly ambitious for their children and often quite apolitical.

Thirdly, there are those who, often as a result of church connections, secure scholarships, or have the benefit of patronage and sponsorship.

Are the numbers likely to grow? There are two very definite restrictions on the total number who will be allowed to enrol.

On the one hand, the Provincial Councils have the right to authorise and regulate the admissions.

And, on the other side, every private school itself has the constant sword of Damocles dangling over its head: that, if it admits too many black children, the Minister of National Education may exercise his legal right to declare it an African or Indian or coloured school and transfer it to the relevant department of state.

That would raise a host of questions, including ownership and occupation under the Group Areas Act.

But, within these restrictions, are the numbers likely to increase?

It is noteworthy that, confronted with the options, Mr Freddie chose what he perceived (rightly or wrongly) as being in the interests of his child.

Experience has certainly shown that, parents being parents, very few, if any, will place their considerations before the welfare of their children as they see fit.

And as long as inferior black education persists, more and more will consider the alternatives. Perhaps it is not widely known that there is an influential group in the country which has the resources and is actively organising to increase the number of non-racial private schools and so expand the alternatives.

But, should you send your child to a private school? In giving the answer, there are certain things you have to face quite realistically.

Your solution is a pure personal remedy, which contributes nothing to and may harm the solution of the very serious educational and political problems that confront the community of which you are a member.

Private schools are still tainted with the notion of exclusivity and snobbery (based on material wealth). Some of that must inevitably brush off on to your child. And he may become personally objectionable and socially ostracised.

But, more importantly, it will become perceived by you, turning your child into a maverick. Sending him to a private school does not make him white. It certainly can expose him, both inside and outside, to some very embarrassing situations (the caddies, the history lessons, separate railway coaches, visits to the cinema, and so on).

And, of course, whether you like it or not, he will have to make his way through South Africa as a black person, and he will be suitably equipped to do so.

Yet, even if you take the limited view of a better education, there are several things to be borne in mind. Passing exams, top priority as no doubt it is, is certainly not the only thing there is to a school.

The hidden curriculum of schools, attitudes, values, priorities and outlook on life, although not consciously taught, are nonetheless constituting an important part of school life.

There are major differences in this respect between private and black schools, which is certainly not obvious but true.

But even in the matter of passing exams you might as well be warned: the best of private schools will not turn mother's duck into a swan.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University unless candidates are so instructed.

Candidates are not to communicate with other candidates or with any person except the invigilator.

No part of an answer book is to be torn out.

All answer books must be handed to the commissioner or to an invigilator before leaving the examination.
Private sector’s key role in education

Chief Reporter

WITH donations to the Cape Times Bursary Fund nearing a total of R600,000 — the half-way mark in the drive to raise R1 million — the base of the appeal is being broadened.

This was made clear yesterday by the chairman of the fund, Mr Denis Hennessy, when he was interviewed on Radio Today by Nigel Murphy of the SABC.

Mr Hennessy said there were a number of reasons for broadening the appeal.

“First, we need all the funds we can get. The more money we receive, the more bursaries we can give out. Secondly, a lot of the big companies with head offices on the Rand operate in the Cape and in many other places — so obviously we are making approaches all over the country to try and obtain funds.”

Asked by Mr Murphy whether the Cape Times Bursary Fund was not in many ways taking over what was essentially a government function, Mr Hennessy replied:

“No, I don’t think we are. I believe the government makes a huge contribution to education, but on an individual basis it’s really a matter for the private sector.

“A lot of the big corporations of course have their own funds, so we are directing our efforts mainly at the middle-sized and smaller companies, particularly those that employ non-white labour.

“Then of course there are the individuals; we believe there are a lot of individuals who could help us — no matter how small their donations.”

Mr Denis Hennessy

Cape Times Bursary Fund, which is linked with the SA Institute of Race Relations bursary department, was announced by Mr Hennessy after a meeting of the board of trustees — all prominent citizens of Cape Town — on April 30.

The announcement was made against the background of an urgent and growing need of skilled manpower in South Africa, and of insufficient opportunities for higher education among a large section of the population, with a consequent squandering of much of the country’s talent.

Money donated is being invested and the income will be used to provide study bursaries — hopefully starting next year — for promising young people living in the Western and South-Western Cape and Midlands who are keen to matriculate or go to university or technikon, but who may not be able to afford to do so.

Donations received so far total R462,725.

• Further contributions should be sent to:
  The Cape Times Bursary Fund
  P O Box 11
  CAPE TOWN 8000
Many pupils not realising full potential, says report

Own Correspondent

Ten percent of South African pupils underachieve, — a cause for worry in a country with a growing demand for skilled labour.

In a report released in Pretoria, the assistant head of the Education Bureau, Dr A. van der Merwe, says that within 20 years about 500 000 people a year will enter the labour market, of whom only four percent will be whites.

The report, on the problem of the underachieving child with reference to self-image and future manpower use, was published in the Transvaal Education Department's Education Bulletin.

It says that by the year 2000 black people will constitute 88 percent of the population. There will be more than black matriculants for every white one.

SHORTAGES

Dr van der Merwe lists acute shortages in specialised fields such as physical science and technology.

"Training systems have not kept pace with reality," he says. "Many employees earn more than they deserve — with inflationary results.

"The productivity of workers in South Africa is only one-third of that in the United States and one-fifth of that in countries such as Australia and Canada."

"Certain tendencies point to total abolition of statutory labour reservation. This will result in promotion of workers who traditionally would not have been considered for higher pay levels.

"This will necessitate drastic changes in the wider social field. Greater sensitivity to social inequalities would be brought about by new career opportunities and more severe competition, Dr van der Merwe said.

POTENTIAL

Quality and not quantity counted in the use of manpower. Every pupil ought to be motivated to realise his full potential. This meant the problem of the underachiever had to be tackled and solved.

Under-achievement, said Dr van der Merwe, was reflected when a pupil's achievement in a subject or standard was markedly lower than his intellectual abilities led one to expect. This expectation was usually based on the results of standard intelligence tests.

Dr van der Merwe said some underachievers were chronic, such as a pupil whose achievement was constantly below his potential. Such a pupil could be identified only by a very sensitive observer. The circumstantial under-achiever was one who under-achieved academically because of disruptive circumstances such as illness, death of a parent, developmental problems or transfer to another school. Such under-achievement was usually temporary, Dr van der Merwe said.

PROBLEMS

The over-ambitious parent, who expected too much of the child, or tried to live out his own unrealised ambitions through the child, also presented a problem.

School factors also contributed to under-achievement, such as a biased teacher who transferred lack of interest to the pupils.

"The teacher who is easily satisfied is himself an under-achiever. Pupils must be confronted with challenges but the teacher must accept and understand each child as he is. If he neglects to set realistic goals he could induce discouragement or boredom, both of which occasion under-achievement," the report says.

It found the under-achievers were lazy, apathetic, bored, rebellious, social, dreamy and gifted especially restless.

Under-achievers were transferred from one school to another more often than achievers. The career under-achievers wished to follow were often practical and they tended to leave school early to enter the labour market.

INFERIOR

Twice as many boys as girls under-achieved, Dr van der Merwe said. Under-achievers have a negative self-image and feel inferior. But under-achievement could also result from physical causes such as poor hearing, poor vision, poor teeth or malnutrition.

It was important to detect symptoms early so problems could be remedied. There were several methods of combating under-achievement, which, in effect, changed the negative self-image to a positive one.

Each piece of work should offer a challenge to the pupil, but the teacher should be sure the pupil's chances of success were favourable, the report said.

Under-achievers questioned the relevance of subject matter which, if it was foreign to life, did not interest them. The curriculum should therefore contain subjects more closely related to life.

OPTIMISM

With the necessary respect, warmth and discipline there should be a gradual shift from a negative to a positive self-image which would mean the under-achiever would become optimistic about the future, gain self-confidence, be proud of achievements and become acceptable.

Motivation should be aimed at self-realisation and bringing the pupil to the point where he or she would compete with himself because he wanted to attain better results each time.

Children had difficulty in relating intellectual achievements of the present to career successes in the future, the report said.
Education reform vital for peace, teachers told

Mail Correspondent
CAPE TOWN. — If teachers' associations continue to walk around the real issues and the Government continues to ignore the black issues highlighted in the De Lange Report, "we could find ourselves back with the 1976 and 1980 crises".

Leading SA educationist, Dr Ken Hartshorne, gave this warning to 200 teachers meeting for the 59th Conference of the SA Teachers' Association.

Speaking on school governance as recommended in the De Lange Report, Dr Hartshorne, a key figure in the commission, said that after 45 years in black education he "always felt a sense of unreality" when he met those involved in white education.

He said he wondered at the "enquiries" and remarks about the "congeniality" between the teachers' associations which had come out since the conference started on Friday.

The reason for the congeniality was that teachers' organisations have agreed to differ and they walk around the real issues, Dr Hartshorne said.

"It is the responsibility of the teachers' associations to break this deadlock. How can you expect the common man to come to terms with the problems facing us when the teachers cannot?"

If you don't move ahead you will become part of the problem and not the solution."

Dr Hartshorne said the "main spirit" behind the commission's recommendations for a new education structure - one ministry and department, a South African council for education and compact regional units was to give equal opportunity for all.

Parents and teachers were tired of being prescribed to by distant bureaucracy and wanted to have a say in what the children were taught, he said.

However, one had to guard against paternal decisions causing divisions, limiting the pupils' horizons or inhibiting the broad policy dedicated to non-racialism and equality.

He said this, however, could be solved if parents were given options and that one way to create options would be to give schools more autonomy making them the basic management unit in education.

If schools were to become the basic management unit then the principal should be seen as the managing director with full voting rights and not as an instrument of policy, Dr Hartshorne said.

"His first responsibility is to the children and the society from which they come, his second to the profession and only thirdly to that body which pays his salary."

Dr Hartshorne called on teachers and parents to "stop working in isolation" and "find" each other in the interests of the pupils.
in case of bombs

schools’ security

NATAL EDUCATION DEPARTMENT PLAN TO STEP UP SECURITY

LEVINSON . . . Only with parents’ permission

every school should have some sort of emergency plan,” he said.

“The department had had a number of anonymous callers saying that bombs had been planted in schools. ‘We have received such calls periodically over the years. Fortunately they have all been pranks — but one never knows.’

Mr Levinsohn said he had personally drawn up the circular at the end of last year, consolidating earlier circulars and providing schools with comprehensive emergency guidelines.

The overall document, which was sent to principals, was confidential but Mr Levinsohn gave indication of some of its contents.

Apart from the formation of the various action squads to ensure that different emergencies were dealt with effectively it suggests evacuation and security procedures.

One of these was that every child should ensure that he has picked up all paper from the floor and places his chair on his desk before leaving school.

“It has an educational bias — I am a very strong protagonist that children should learn from the start to keep their environment clean — but it also has the dimension that you can recognise any foreign element placed in a class,” said Mr Levinsohn.

He said the department was also sending some money training teachers in first aid so they could instruct children in first aid teams.

He said schools had always had fire fighting equipment and fire procedures. “There are other things that can happen in this day and age.”

Asked about the bomb-search teams, he said: “Well I think wherever at all possible that would be put in the hands of the authorities like the police.”

“I want to emphasise that the department does not want to create a fear psychosis. We must be very careful not to create the impression that the department is suddenly saying to schools that they are on the verge of suffering some emergency, civil disturbance or anything, that is not the attitude.”

“But I believe in the old adage that a stitch in time is worth nine. Let’s assume something should happen in one of our schools — we would be very seriously criticised if we had done absolutely nothing.”

Asked whether the new guidelines were akin to those found in siege states like Rhodesia and Israel, Mr Levinsohn said: “Nowhere near anything like that. We have never seen ourselves as being in the situation of having to turn our schools into sort of fortresses.”

The proposals were “timely action to make people aware of the type of possibility and in such event ensure our schools would be prepared, know where to seek assistance and proceed so as to ensure minimum possibility of injury to our children.”

Mr Chris Heese, president of the Afrikaans Teachers Society (NOC), said his organisation favoured the increased emergency vigilance, while the chairman of the Natal Teachers Society, Mrs P. H. Hardman, said the NTS was currently involved in discussions with the NED on the matter and so would not care to comment at this stage.
Free books prepare society for dole – De Lange

WILDERNESS — South Africans should get rid of the idea of free education, Professor J P de Lange, chairman of the Human Sciences Research Council committee, which investigated education last year, said last night.

Professor de Lange said poverty should not exclude anyone from a proper education. Help should be given to those who needed it.

"However, by providing free books, for example, you are preparing a society to live on the dole.

"Besides anything else, you are creating negative learning conditions. A book must be a personal learning instrument," Professor de Lange said.

Fear of spending too much on gifted

WILDERNESS — There was a fear that too much money would be spent on special education, Dr Kobus Netheling, the Cape Education Department planner for gifted children, said yesterday.

He said people had a love-hate relationship with gifted education.

"On the one hand we are proud when a gifted person invents something for the world. But there is a fear that a new elite class will emerge.

"How do you measure the contribution to society of a gifted child? An Einstein cannot be measured in money," he said.
The cost of bringing black education to the level of white education in all respects would be at least R2 000 million, says the new Director-General of the Department of Education and Training, Dr Abraham Foursie.

He added that money alone will not do the trick.

Dr Foursie, who took over the helm of black education from Mr G Rousseau, said: "It would take several years - even if the required funds and qualified manpower were put at the department's disposal."

He has been involved with black education and has been accredited by the department's head office and was appointed at the department's level in his department as long as he were suitably qualified.

When asked why black technicians had not been admitted to the higher echelons of the department's head office and why the employment of black personnel was governed by various Acts, he answered: "Under the Public Service Act, the most senior post held by a black civil servant in the Department of Education and Training had been that of inspector of education.

In terms of the Education Act of 1974, the most senior post held by a black staff member had been that of a teacher's training college."

The various university Acts made provision for the advancement of black personnel to the level of rector of a university and professor. The position of head of a department in the department of education is a sensitive one.

Earlier this year Mr R I Petem, in his presidential address to the annual conference of the African Association of South Africa, launched a blistering attack on the lack of black participation in top-level decision-making in the Department of Education and Training (DET).

"If the majority of officials holding top posts in DET, including those in head office, were black, there would be some validity to claims by the government that blacks have the right of self-determination as far as education is concerned." Mr Petem declared.

Dr Foursie said all his major goals for the key Government Department were:

- Improving the quality of education and the quality of teaching in black classrooms;
- Developing personnel in broadest sense - not only teachers but administrative staff as well;
- Meeting the physical needs of the department by building enough classrooms.

According to the department's policy, there would be not only black educators but also administrative staff as well. There would be a physical need for the department to build classrooms.

Dr Foursie said that the department's policy was to fill suitably qualified blacks to fill existing posts. Dr Foursie said no immediate legal barriers to the advancement of black educators to the highest positions in the department.

Dr Foursie has four major goals for the key Government Department of Education and Training:

- Improving the quality of education and the quality of teaching in black classrooms,
- Developing personnel in broadest sense - not only teachers but administrative staff as well,
- Meeting the physical needs of the department by building enough classrooms,
- Improving the quality of education and the quality of teaching in black classrooms.

"We are decentralising," he said. "I have an idea of an all-powerful head office, no longer accurate."

He said the department's personnel policy was to fill suitably qualified blacks to fill existing posts. Dr Foursie said no immediate legal barriers to the advancement of black educators to the highest positions in the department.

"I have great sympathy for regions which are not so fortunate," said Dr Foursie. "There has been a deliberate apartheid policy throughout the system."

"The riots were just a focal point for the Government to change its policy."

He concluded that he was fortunate to have a new job that would be "a focal point for the Government's positive commitment to black education".

Dr Foursie pointed out significant ideological changes since the days of Bantu education.

Under Bantu education, secondary schooling and university education were to be offered only in black states or homelands. The school education had been the main priority of Bantu education days.

"Today our target is to provide secondary schooling and technical education within South Africa. The launching of Vista University and technical colleges is the only way to provide education within South Africa. The launching of Vista University and technical colleges is the only way to provide education within South Africa."

The riots in other urban areas must often approach us to make changes. We encourage companies to donate funds to other areas too.

But it's not true to say that the black education benefits to the Eastern Cape where unrest has also occurred.

There are several education programmes put into effect just before the violence, including those aimed at training black teachers, said Dr Foursie. He concluded that certain departmental programmes may have been accelerated as a result of the 1976 events.

"There were several education programmes put into effect just before the violence, including those aimed at training black teachers," said Dr Foursie. He concluded that certain departmental programmes may have been accelerated as a result of the 1976 events.
Three weeks of

BLIND MEN HELP

BUILD SPECIAL SCHOOL

BY JANE STRICKLE
Soul-searching by teachers on race exclusivity

By LOUIS BECKERLING at the Wilderness

SOME 250 teachers gathered at the Wilderness Hotel here this week for a conference which could have far-reaching implications for the country’s education system.

The exclusively white, English-speaking SA Teachers’ Association, which represents 3,600 teachers in the Cape, indulged in some searching self-criticism during its 36th annual conference and if positive action flows from this soul searching, the association could disappear altogether.

A recurring refrain running through the seminar speeches and the closed-door “workshops” which followed, was the questionable legitimacy and purpose of the association.

First shot in this “war” against the exclusivity of the association was fired by an observer, Mr. Franklin Sont, president of the coloured Cape Teachers Professional Association.

Extending the good wishes of his association at the formal opening of the Sata conference during a breakfast reception in George last Friday, Mr. Sont said the time had come for the profession to “look long and hard at the issue of the emasculation of the coloured teacher in the profession, and the subjugation of the coloured teacher in the education system.”

Mr. Sont was among those who enthusiastically endorsed Dr. Hartshorn’s hard-hitting address.

Mr. Sont again featured indirectly in the second speech at the conference, when Dr. Allan Hardie beated the English-speaking South Africans for being in the main “arrogant, aesthetic, and irrelevant”.

Dr. Hardie declared that 85% of teachers in this country are less than average, saying that even if the schools were the best in the world, the results we get are below par.

For example, the pass rates in mathematics in the country’s schools are disgraceful, with large numbers of pupils failing at school, and only 30% passing their final examination.

This was the finding of a recent study conducted by the National Institute of Education.

Mr. Sont’s call for a new vision of education and a new role for the educator was in line with Dr. Hardie’s call for a “new lease of life” for the teacher.

The five-year option for headmasters?

Among several contentious debates on service conditions discussed by Cape teachers during their annual conference at the Wilderness this week was a motion calling for a five-yearly review of teaching posts.

The motion, which was accepted by conference delegates, called for an investigation into the feasibility of abandoning the present system of permanent appointments and allowing headmasters to advertise the posts of all teachers automatically every five years.

Several delegates felt this would allow headmasters to weed out inferior or inadequate teachers and also those staff members who failed to make a contribution to the extra-curricular load on teachers.

One of the speakers provoked laughter when he pointed out that such a system was the practice in Yugoslavia, where teachers were re-examined every five years to assess whether they had kept up with the trends in their subject. Among the tests written was one which determined whether the teachers had kept up with developments in Communist Party thinking.

Mr. Sont, who was among those who enthusiastically endorsed Dr. Hartshorn’s hard-hitting address, declared that the time had come for the profession to “look long and hard at the issue of the emasculation of the coloured teacher in the profession, and the subjugation of the coloured teacher in the education system.”

Mr. Sont was among those who enthusiastically endorsed Dr. Hartshorn’s hard-hitting address.

five-yearly Human Sciences Research Council report on education, delivered the keynote address to the conference.

But whereas conference delegates and speakers had focused attention on such controversial aspects of the report as a single ministry of education and racially-open schools, Prof. De Lange himself avoided these aspects of his report.

In an address in which he likened schools to a “production line”, Prof. De Lange emphasised instead the fact that schools would increasingly have to cater for the country’s manpower requirements.

“...it is a form of total madness that 98% of blacks reach matric today with no academic training,” said Prof. De Lange, who added later that it was “incum-
Retarded
Indian
pupils get
a school

A school for retarded
Indian children, the
first in the Transvaal
to provide residential
facilities, is to be
opened early next year
in Lenasia.

The school is expec-
ted to cost nearly
R3-million.

At present classes
are being held at a
temporary site at Vlak-
fontein Farm which be-
longs to the Depart-
ment of Community
Development.

Of the 150 pupils the
school can accept, 90
will be accommodated
at the hostel.

Children of pre-
school age will also be
cared for at the school,
making it the first edu-
cational centre for In-
dian retarded children
to include a nursery
school.

The school will have
two-way mirrors in
each classroom, and
parents will be invited
to spend a day obser-
vining the way their chil-
dren are taught in order
to continue their train-
ing in the home.

The school will have
its own assessment cen-
tre and will employ its
own para-medical staff.

There will be two
teachers for every
group of 10 pupils.

Teenagers will attend
a vocational unit. "We
want to equip these
youngsters with a vaca-
tion so they do not
suffer later in life," said
Mr P Singh, the prin-
cipal of the Johannes-
burg Indian Social
Welfare Association
(Jiswa) training centre.

"We are planning to
build a school hall and
we are hoping to in-
stall a swimming pool
so we can provide
water therapy," he
said.

The state-subsidised
school will be run un-
der the auspices of Jis-
wa which will pay five
percent towards the
costs.

"At the beginning of
the year we had 50
children. Today we
have 80. Now that
people know this facil-
ity is available they
are coming forward, and
we expect even more
in the future.

"There is a real need
for a school of this
kind, especially one
which has a hostel," Mr
Singh said.

A member of the
board of the Jiswa-
training centre, Mr I F
J Mayet, said: "We
started about 12 years
ago with only 10 child-
ren. In those days most
people kept these chil-
dren hidden away. Now
people are becoming
more aware and retar-
dation is becoming
more acceptable."
'Change of heart needed' for the schools

By NAGOOR BISSETTY

The president of the Teachers' Association of South Africa, Mr. Pat Samuels, says people seeking integration in schools through an open-admission system will have to make an 'honest and sincere endeavour' to change the political system so that it may allow for an open society.

Greater freedom in work called for

Mercury Reporter

Teachers should not allow themselves to be reduced to the level of functionaries, appearing to be instruments in the execution of ideology, Prof. M.J. Ashley, dean of the Faculty of Education at the University of Cape Town, said in Durban yesterday.

Opening the annual congress of the Teachers' Association, representing more than 5,000 Indian teachers, he said teachers cast in this role could never enjoy real status because the ethical base of that status was immediately destroyed.

The process would obviously be reinforced if the ideology was unacceptable to the community concerned. Teachers must be seen to be agents of empowerment, not agents of oppression.

"For this to happen they must have individual autonomy and professional freedom in their work, be able to make decisions and be seen as people who are treated with dignity and respect.

"The status of teachers needs to be high if democracy is to have a chance in our country because the ethical base on which such status rests is vital to the development of minds that love and expect individual freedom."

'Unless that happens the integrationists will always be chasing the ends of rainbows,' he said yesterday when addressing more than 1,000 teachers at the association's congress opening in the Durban City Hall.

He said: 'For those who have merely voiced equality in our schools — the foremost voice in recent times has been that of the Human Sciences Research Council's De Lange Report — there is no real need for political change.'

Inspection

"All that is required is a change of heart by those in control so that sad deprivation, wherever it exists, may be eradicated.

"In such circumstances, the "separate but equal" policy of the State will be given a boost and the control and administration of education will reflect the single system image that it is."

Turning to Indian schools and inspections of teachers' work, Mr. Samuels said the association's research bureau had found that restrictions on teachers' academic freedom caused much stress among them.

He said constant 'oversupervision' of a teacher's work and a high incidence of report-making, a feature common in Indian schools, also added to the problem of restrictions on academic freedom.

"This practice has been a most damaging blow to the quality of much of our education and has had the unfortunate effect of lowering the status of the teaching profession before its own eyes," he said.
Matthee reacts to all-race school move

Political Reporter

THE Natal Teachers' Society may as well suggest that schools such as Durban High School, Glenwood and Durban Girls' High be opened to all races, Mr Cliff Matthee, MPCA for Durban Central, said yesterday.

He was reacting to a motion approved by the NTS conference on Thursday calling on the education department to allow all races to share or take over under-utilised white schools.

Among the schools mentioned at the conference as being suitable for sharing were Mansfield Junior and High schools, both of which are in the Durban Central constituency.

Mr Matthee said the New Republic Party supported integration at tertiary level but not at school level — be it secondary or primary school.

"There are good cultural, sociological and religious grounds for this. Also, I don't believe parents or pupils would accept mixed education at school level.

"As far as the NRP is concerned, if there are schools totally vacant in white areas we would negotiate with the Government to have them used by pupils of other race groups. But we don't believe in forced integration."

Mr Matthee said that private schools were well equipped to cater for multiracial education.

"Anyone who suggests that we open provincial schools is out of touch with the situation.

"There is scope at tertiary level. I've said before that Edgewood Training College should be made available to train coloured teachers so that they can provide a high standard of education to pupils. I base my reasons on a practical point of view."

Dr Gerald Hosking, Director of Education in Natal, said recommendations of the type proposed by the NTS were political decisions.

"What does strike me is that, judging from the report in the Mercury, little cognisance appears to have been taken of demographic, social and cultural realities and the impact of these on any system of education, be it in South Africa, Belgium, the Soviet Union or elsewhere."

Dr Hosking said the De Lange Commission recommendations were not nearly as specific as the 'tenor of the Mercury report suggests' as the case with the motion passed at the NTS conference.

"There are open questions (in education) which are being considered by a working group appointed by the Cabinet."
Handicapped kids may lose out

A SCHOOL for heavily handicapped kindergarten children in Port Elizabeth could be forced to close because it has to vacate its premises.

The welfare committee that runs the Aurora Nursery School for Handicapped Children has been told it has to vacate the premises in Harrow Road as soon as it finds alternative accommodation.

The child welfare organisation which owns the building needs the former creche for its own use.

Mrs Joan Goosen, chairman of the Aurora committee, said this week that her committee hoped to build a school but that their fund-raising drive had netted only R20 000.

**Struggling**

A new school would cost about R100 000.

"We will do anything to keep the school going, but we are struggling at the moment."

She said that when she had talked of closure, parents had reacted with great dismay.

"While the schooling is good for the development of the child, it also makes it easier for their families to cope," said Mrs Goosen.

The Aurora school is the only nursery school for handicapped children in Port Elizabeth.

At present the school has 17 students, including a few older children who cannot be accepted at schools for the handicapped in the city.

"They accept only students who are classified as 'trainable', so we keep them on here," said Mrs Goosen.
NUSAS Sees Education Crisis
Budget Boosts

The new Minister of Education

...spending on education...
In the tense days of post-unrest, 1976, Jaap Strydom moved through Soweto, willing new life into a demoralised education system and wondering whether the wounds in the hearts and minds of so many would ever heal.

His first effort when he arrived in Soweto in September 1976 was to urge open communication between teachers and children and between educators and authorities, which had been shut tight by the violent confrontations of the mid-seventies.

In his early public relations work he had to be sensitive to the bruised feelings of people who felt they had been treated with contempt by earlier education and government authorities.

He also had to sell an education system which was regarded as inferior, under-financed and politically rather than educationally motivated.

Under his forceful and imaginative administration, Soweto has shaken off the image of shabby classrooms almost bursting with the numbers of children trying to get in and teachers brought to the brink of apathy and despair by their inability to cope.

Modern schools identical to the structures in white areas, a choice of four streams (commercial, technical, scientific and academic) for secondary pupils, courses in electronics and computer science that have put Soweto pupils ahead of many of their white counterparts, in-service courses for teachers to improve their qualifications.

Also the situation of the teachers has vastly improved during the past few years — conditions of service the same as those for white teachers, par ticularly in technical fields, to the Department of Education and Training.

The question of the teachers has been improved during the past few years — conditions of service the same as those for white teachers, particularly in technical fields, to the Department of Education and Training.

The number of secondary schools have almost quadrupled during the past five years (from 16 000 to 58 000) and there are not enough qualified teachers to cope with today’s demands.

This is the background to Mr Strydom’s call earlier this year for private enterprisers to make the one contribution which only it is in a position to make — seconding trained personnel, particularly in technical fields, to the Department of Education and Training for a year or two to help train more teachers.

A few large firms are already doing this, but generally the response has been disappointing.

However, there has been a multimillion rand investment by firms in facilities, courses and other schemes in Soweto over the past five years.

Besides this, many companies have become involved in a adopt-a-school scheme which Mr Strydom believes will be valuable for the businessmen and the community.

“What we have achieved so far is only the first step. There is much more to be done,” he said.

On September 1, Mr Strydom will go to the head office of the Department of Education and Training in Pretoria as chief director of education planning for all black schools outside the homelands.

“I should know by now the shortcomings and present points of the department,” he said.

Mr Strydom still has several hopes for Soweto — his unfinished business: “I wanted to get an agricultural school going because it is essential to give city-dwellers the chance to choose farming as a career.”

“I also think Soweto wants a fully-fledged technikon. I hope it gets one in the not too distant future.”

Soweto teachers point to their achievements with pride — the breakthrough in training teachers of technical subjects (35 are now teaching these subjects at 13 high schools), the successful orientation programmes in electronics, computer science, mechanics, technical drawing and other subjects and the increase in commercial education (31 schools are now giving commercial subjects).

The question however, is will he able to have much control (something he did have as regional director in Soweto and Alexandra) over the final picture?
Changes in education welcomed

EAST LONDON — The unqualified acceptance by the government of the principle of the provision of equal education for all was a landmark in our country's history.

"The De Lange findings constitute both a strong imperative towards change and a basis for such change not only in the educational system but also in the wider society in which it functions," Mrs Smith said.

She said other significant developments were the recognition by the national Ministry of Education of the need to negotiate with teachers' associations and the planning of salary structure and related conditions of service for all teachers on a non-racial basis.

"We must realise that change is an on-going process and we must not resist the temptation to feel we have arrived once change has occurred.

"I look forward to attending the conference in 1983 to see how far these winds of change have blown, whether they are just a gentle breeze to soothe our consciences or whether in fact the educators have become a force 10 hurricane prepared to accept change and implement change where it is necessary to work for the common good of all South Africa irrespective of race, colour or sex," Mrs Smith said. — DDR."
Randburg polio scare

By Moira Levy

Scores of worried mothers lined up their children to be immunised against polio at the Randburg Health Department yesterday after the first confirmed case of the disease on the reef.

But clinic officials said the scare had been "blown up out of all proportion."

"There is no need to worry. People must realise that Randburg is not a dangerous area," said the head of Randburg health services, Mr. Glen Nieuwoudt.

A frustrated Sister A. Sparrow from an early morning had faced a stream of people seeking inoculations, said:

"This is an unhealthy state of panic. Randburg children have nothing to worry about.

"There is no epidemic here."

Yet mothers are alarmed at the polio outbreak and they do not want to take chances.

"I am bringing my children here because I want peace of mind," said a mother of four, Mrs. J. Todd.

"Of course our children have been inoculated, but it is the black children I am worried about."

"How can black mothers possibly get to clinics?"

ASB votes for equal education for races

Own Correspondent

PORT ELIZABETH — The Afrikaner Studentenbonds (ASB) decided yesterday to move for equal education standards and facilities for all population groups.

A majority of delegates voted in favour of one of the most heatedly debated motions at its congress here.

The motion says there is differentiation in education in South Africa at levels "ethically and socially justifiable."

Each person should receive his rightful share, irrespective of race, background, the motion says.

CONTROL

The Government should attend to this in terms of the principles set out by the De Lange Commission and recommended by the South African Teachers Association.

The proposer of the motion, Mr. M. Smith, said the Government had made a mistake in not ensuring that everybody received his "equal share" of the collective education deal.

Some people had been certain whites would stay in control if they "kept the black people down in education."

APPLAUSE

In the current situation, with the pressure and demands on the Government, we need each person's share to succeed, Mr. Smith said.

He had helped in black education and seen the poor facilities there. He described these, including broken windows and poor teaching.

Mr. Smith said the Government had made a mistake in not ensuring that everybody received his "equal share" of the collective education deal.

Moss verdict is delayed

Judgment in the case in which a Johannesburg civil servant, Mr. Sam Moss, is suing another man for defamation will be given in a few weeks.

The magistrate Mr. P. Strydom said today that the judgment will be give after the court records have been transcribed.

Mr. Moss alleged that on November 27, 1989, Mr. P. Strydom said today that the judgment will be given after the court records have been transcribed.

Mr. Moss asked for damages in the event of an adverse judgment. You cannot make a living and that is why you are on the city council, Mr. Moss said.

Mr. Moss is suing Mr. Strydom for defamation in the event of an adverse judgment. You cannot make a living and that is why you are on the city council, Mr. Moss said.
Black pupils ‘lacking in background’

Education Reporter

IT was doubtful whether universities could become genuinely open even if the present restrictions were removed, Dr Ken Hartshorne, of the University of the Witwatersrand, said today.

Speaking at the University Teachers’ Association conference at UCT, Dr Hartshorne outlined the experience of a typical black pupil.

In secondary schools in 1980 there were 1378 graduate teachers in 1446 black schools — not even one a school — and some schools had 10 or more graduates.

A BOGY

In the primary schools arithmetic was a bogy to both teachers and children. Teachers could not cope with the switch to English medium Standard 3.

They relied on “survival teaching” — relying on text books and avoiding questions. This had increased since 1976.

“...when teachers were hammered by students, parents and the department.

“Hard work and commitment can’t make up for lack of background. The morale of teachers is very low.

The university can begin to be open only when its students, broadly, come from the same kind of education experienced.”

Dr Hartshorne predicted that there was not likely to be any significant change in the education system, in spite of the De Lange report recommendations. Universities would have to go on coping with the same problems, with perhaps more radical black students.

He suggested the universities concentrate on “reaching down to the schools through the teachers.”

“If you analyse the quality of the staff at the black teachers’ training colleges you will realise we are facing a major national emergency. Universities must help the education of the teacher.”
One education system for SA ‘a must for survival’

NOT ONLY is a single education system for South Africa possible, and a single education philosophy defensible, but both “are imperative if South Africa is to survive and prosper,” Dr Richard van der Ross, rector of the University of the Western Cape, said last night.

Speaking at the Temple Israel Hall, Dr van der Ross said the issue was not so much whether a single education policy was possible, “but to emphasise the need for such a system to be inspired, from the very top down, by a philosophy of equality and non-discrimination, and the application of only educationally valid criteria.”

One step towards a single education system would be through the creation of divisional or regional education departments to control primary and secondary schools.

“I would further advocate that those local departments be responsible for the education of all pupils in their geographic areas of control. Such an arrangement would go a long way towards reassuring the public that the good intent established by a single ministry at first-level Government is in fact being carried through to the schools.

“Ministries, after all, have no schools; education departments do, and it is at the school level that the action is, and where intentions are put into practice, or not.”

Dr van der Ross pointed out that while it was true that non-whites, in pre-separation days, had received “shabby and discriminatory treatment” in respect of facilities, teacher-training, salaries and general financing, it was also true that the poor treatment need not have taken place, and need not be regarded as a necessary corollary of joint management.

He was referring to the fact that education departments of the provinces were responsible for the education of all primary and secondary pupils before they were separated — blacks in 1955, coloured people in 1964 and Asians in 1985.

Quoting from the De Lange report he noted that “systems of education are ... part of the political, social and economic structure of the country, and have to be planned and managed in that context.”

“But in the real, complex and potentially explosive context of South African society, and against the backdrop of recent experience, we would do well to create the maximum degree of organisational unity, and thereby engender maximum trust and cooperation, by having all schools in a given geographic area reporting to one education department,” Dr van der Ross said.

Who defines ‘difference’?

WHO defined what was “culturally different” was central to the argument that separate education systems should be provided for “different cultural groups," Professor Owen van den Berg said last night.

The recently appointed Professor of Education at the University of the Western Cape was speaking during a symposium at the Temple Israel in Wynberg on whether a single education system was possible in South Africa.

He quoted from an editorial in the Cape Nationalist newspaper, Die Burger, on the appointment of the first coloured person to the SABC board of directors.

“No separate television channel is envisaged for coloureds, as is the case with blacks. It would be absurd, because coloureds are part of either the Afrikaans or the English cultural groups,” the editorial said.

Professor van den Berg said “I doubt whether Die Burger would agree if you substituted the word ‘schools’ for television channels.”

Dr T Shippee, Director of the Cape Technikon, said that many less than able people had been promoted into positions of responsibility because of the wasteful policy of four separate education departments.

Speaking in his personal capacity, he said there were administrative problems with four systems. Suitable skilled staff were too thinly spread.

Financially the country could not afford to duplicate facilities. Finally, “the country’s labour demands are such that only a single Ministry could bear all schools to meet them.”

WARNING

He warned, however, that it would be “unwise” to call for or enforce integration for all pupils of all schools this time.

“In line with the principle of the importance of parental choice, one can see that the school committee, consisting of parents in the school, should be the deciding body. It is and should be the right of such school committees to decide whether and to what degree they will open their schools to others.

“There should be no Governmental pressure, and no education department pressure. Similarly, the school committees should have the first say in the appointment of teachers, and no authority should be able to insist on the committee allowing any teaching to whom the parents object.”
Drop in quality of black education

By MARTIN FEINSTEIN
Education Reporter

The quality of education in black high schools has dropped rapidly in recent years and will only begin improving after 1988, according to a University of the Witwatersrand researcher.

Professor Aart Rouxens de Lange, of the university's department of applied mathematics, has developed an advanced computer programme to plot future trends in black schools - particularly the quality of education pupils receive.

His programme can be used to predict how factors such as the pupil/teacher ratio, teachers' qualifications and expenditure will affect the quality of education in black schools.

Among the project's main findings are that:

- Only under the most favourable conditions will the current pupil/teacher ratio of 1:52 in black primary schools stabilize at about 1:30 by the year 2000.

- In black secondary schools the pupil/teacher ratio is still increasing and is likely to remain above 1:50 until near the end of the century, after which it should come down rapidly.

- The qualifications of primary school teachers have been improving steadily since 1950. But in secondary schools there has been a rapid deterioration since about 1965, although conditions are now beginning to improve again.

- Expenditure per pupil has increased considerably in recent years but will have to more than double to the minimum requirements for adequate quality of education.

See Page 9
the course of future education

An expert on using powerful computers to “visualise” the future has used miles of magnetic tape to project future trends in black schooling. Education Reporter MARTIN FEINSTEIN looks at his work.

The project: the development of an advanced computer programme to analyse past and future trends in crucial areas of black schooling.

The main Dr Aart Roukens de Lange, a senior research fellow in the University of the Witwatersrand’s department of applied mathematics and an expert in using computers to “model” statistical visions of the future.

The result: a recently published 138-page report with some interesting methods and conclusions that could find a significant place among the many planning documents now depending on the desks of South Africa’s education decision-makers.

Dr De Lange was approached personally by the foundation’s joint general manager, Dr H Lee, with the idea and, despite a jam-packed research programme, agreed to tackle it.

One-and-a-half years later, the report represents — in Dr de Lange’s words — “a very significant contribution to the understanding of the current state of black education and a framework for long-term planning in this field.”

For one thing, it is one of the first serious attempts to introduce, in a scientific way, the notion of quality of education into statistical projections — in other words, to quantify quality.

One would need a more than substantial grasp of statistics to understand precisely how this is achieved, but basically it is done with a complicated formula which involves a host of factors such as the inflow and outflow of pupils, the pupil/teacher ratio, teachers’ qualifications and the quality of facilities.

Of course any attempt to translate as subjective a notion as “quality of education” (Q.E) into the impersonal objectivity of numbers is bound to be open to a great deal of criticism, both political and mathematical.

Nevertheless, Dr De Lange’s method seems sound enough to at least give a broad idea of whether conditions in a specific slice of the education scene are good or bad.

Using his formula (and Wilf’s powerful IBM computer), Dr De Lange has found that the “school quality index” for primary schools decreased rapidly from 1950 to about 1970, since when it has been rising rapidly.

In secondary schools, on the other hand, it has dropped rapidly in recent years and will continue to decrease, reaching a turning point around 1985 after which it is likely to improve rapidly.

In both cases, improvement depends very much on education expenditure, the pupil/teacher ratio and teacher qualifications: the three most important factors in the Q.E equation.

The higher the pupil/teacher ratio — which indicates the average size of a teacher’s class — the lower the quality of education; the lower it is, the higher the quality.

One of the advantages for planning of Dr De Lange’s computer model is that the effects of various levels of expenditure on the Q.E can be compared.

This would help to answer, for example, the question: Would it be better to spend money on teachers’ salaries... or improved facilities... or new training colleges?

“For present conditions,” says Dr De Lange, “the results indicate that the most urgent need is improved pupil/teacher ratios, and thus expenditure on teachers’ salaries.”

Pupil/teacher ratios in black schools, the study has found, deteriorated rapidly from about 1:40 in 1950 to well over 1:80 by 1970. Since then the ratio has improved, and at present stands at about 1:32 in primary and 1:38 in secondary schools.

“The computer model predicts that only under the most favourable conditions will the ratio in primary schools stabilise at about 25 by the year 2000,” says Dr De Lange.

Of course, if the numbers of Std 8 and 10 school-leavers who go on to teacher training drops, or if a higher proportion of teachers leave the profession, the ratio will take longer to drop.

In secondary schools, the ratio is still increasing and is likely to remain above 40 until near the end of the century — after which it should come down rapidly.

Expenditure per pupil also needs to be improved, and, in fact, will have to more than double to meet the study’s minimum requirements for a decent quality of education.

It is no accident that the report does not discuss in detail the causes and nature of the many shortcomings of black education, although many of the presented facts often speak for themselves.

Its real purpose, says Dr De Lange, is to document the work that has been done to date on the development of a computer model of the black education system as a tool for future planning.

“It is intended that the computer model should provide a versatile and lasting planning tool for investigating the consequences of alternative educational policies, strategies and developments in the context of the socio-economic structure of the country.”

And, he says, the model’s uses are not limited to these considerations.

“From the projected values for pass rates and quality of education in the future, for example, it is but a simple extension to estimate the manpower potential generated and to evaluate the provisions for the development of this manpower that will have ‘to be made.’

It is clear that South Africa’s education decision-makers would be wise to ignore Dr De Lange’s work.

As he points out, “Of the large amount of data collected and processed for this investigation, much has also been precursed elsewhere: but probably nowhere as comprehensively and with as much effort to eliminate inconsistencies in the data.”

“Trends in teacher training and qualifications are presented which have never previously been collated... the presentation of all the data in graphical form also allows a much clearer picture of long-term trends than can be achieved through tables only.”

— The Dynamics of Upgrading Black Education — published by the University of the Witwatersrand’s Department of Applied Mathematics.
New minister committed to equal education

PRETORIA — The new minister responsible for black education, Mr Danie Steyn, has committed himself to a long-term goal of equal educational opportunities for all population groups.

Mr Steyn was sworn in as the new Minister of Education and Training at a ceremony here, after which he said there was much to be proud of in the phenomenal development of black education since the early 1950s.

He said he would like to see his department embarking on a programme to determine to what extent the black community and black parents could be involved in the educational system.

“Our long-term goal is to promote equal educational opportunities for all population groups.

“We can’t establish this overnight but we can develop a programme to establish our goals,” he said.

Mr Steyn would not commit himself on the ideal of a single education department for all population groups until he had studied thoroughly the education report of the Human Sciences Research Council.

“However, I personally think it is imperative to keep black education separate because it is effectively divided into 11 departments — four for the independent states, six for the national states and the existing Department of Education and Training.

“It is important that black education should develop as an entity on its own although it is essential that there should also be coordination at the highest level,” Mr Steyn said.

He said a priority in improving the standard of black education would be upgrading of teacher standards by raising their level of qualification.

The department was offering a wide range of incentives to achieve this.

Mr Steyn said the department was entering a period of consolidation in relation to the provision of facilities and services for black education and he did not anticipate that the existing economic situation would affect this. — DDC

MR STEYN
Black education heads for crisis

By Carolyn Dempster, Education Reporter

The quality of black high school education in South Africa deteriorates yearly and will reach a crisis before there is improvement.

This is one of the findings of an investigation into "The Quality of Teaching in Black Education" by Dr. A. Roux and Dr. R. A. Lange. This study was made by the University of the Witwatersrand.

Using a computer, Dr. R. A. Lange has built a model of the black education system, with predictions for the future.

For the year 1965 has been pinpointed as the turning point in black secondary schooling, but until present conditions continue to worsen.

It is obvious, says Dr. R. A. Lange, that the quality of schools went through a deep depression between 1950 and 1960.

"The plots indicating past and future spending for black education bring clear testimony to the neglect of black education in this period," he said.

"Despite considerable improvements in recent years, an enormous gap still exists between present spending and that required to reach a standard at which basic education needs are met."

The report sets out teacher supply as one of the most important factors in determining the quality and cost of education.

Until 1965 there is likely to be a serious shortage of secondary school teachers, with unqualified teachers continuing to be recruited to fill positions.

The report indicates that the need is for improved pupil-teacher ratios, says Dr. R. A. Lange.

"The most urgent need is for improved pupil-teacher ratios," says Dr. R. A. Lange. "Under the most favourable conditions - increased spending and teacher training - will the ratio in primary schools stabilise at 30:1 by 1980."

At present, the ratio in primary schools is about 52:1.

"Other factors affecting teacher supply include the ratio in primary schools, which is high in rural areas and unlikely to be reduced in the near future."

And even then, he believes there will be a wide gap between qualified and unqualified teachers.

"The cost of improving pupil-teacher ratios is not only the cost of salaries for additional teachers, but the cost of maintaining the quality of education."

Now that the Government has committed itself to equality in education, "it is not just a simple process of increasing spending in a large amount of money and effort," says Dr. R. A. Lange.

For instance, the pupil-teacher ratio in secondary schools will remain unchanged for at least 10 years - even under the best possible conditions.

He predicts that the equality of education is an "impossible dream" before the year 2020.

The graph curves indicate the quality of secondary schools. Line 2: Low spending by the State; Line 3: Standard conditions; Line 4: Decrease in pupil-teacher ratio, with expenditure increased. The general trend shows that 1965 will be the worst crisis in black secondary school education.

R13-m civic centre

Lawveld Bureau

Nelspruit - Nelspruit is to get a multimillion rand civic centre.

The municipal block and town hall, built 30 years ago, will be demolished and replaced by an office block.

The R13 million civic centre, comprising a town hall, theatre and office, will be built on the corner of Louis Trichardt and Nels streets.

The present site of 12 stands will be sold to a private company for R2.25 million.

It is expected that the civic centre will not be completed for at least five years. Work will begin soon.

Television genius dies

NEW YORK - Vladimir Zworykin, called the father of television for his technological achievements in the field, has died at 83.

Mr. Zvorykin, a native of Russia who became a United States citizen in 1924, designed the first practical television camera tube, the iconoscope, and developed the principle of the electron gun.
Black education heads for crisis

By Carolyn Dempster,
Education Reporter

The quality of black high school education in South Africa is deteriorating rapidly, and will reach a crisis before there is improvement.

This is one of the findings of an investigation into "The Dynamics of Upgrading Black Education," by Dr. A. Rimkus de Lange, a lecturer in applied mathematics at the University of the Witwatersrand.

Using a computer, Dr. de Lange has built up a model of the black education system, with predictions for the future.

The year 1985 has been pinpointed as the turning point in black secondary schooling but until then conditions will continue to worsen.

It is obvious, says Dr. de Lange, that the quality of schools went through a deep depression between 1950 and 1970.

"The plots indicating past and future spending on black education bore clear testimony to the neglect of black education in this period," he said.

"Despite considerable improvements in recent years, an enormous gap still exists between present spending and that required to reach a standard at which basic education needs are met." The report sets out teacher supply as the most important factor in determining the quality and cost of education.

Until 1995 there is likely to be a serious shortage of secondary school teachers, with underqualified teachers continuing to be seconded to senior schools to fill positions.

The most urgent need is for improved pupil-teacher ratios, says Dr. de Lange.

Only under the most favourable conditions — increased spending on facilities and teacher training — will the ratio in primary schools stabilize at 30.1 by the year 2000.

At present, the ratio in primary schools is about 53.1. Another factor affecting teacher supply is the high dropout rate among teachers lured to commerce and industry by higher salaries.

And even then, he believes there will be a wide gap between quality of education for whites and blacks.

Dr. de Lange believes it would be of more value to spend money on improving the teacher-pupil ratio than on facilities.

R13m civic centre
Lowveld Bureau

NELSPRUIT — Nelspruit is to get a multimillion-rand civic centre.

The municipal block and town hall, built 30 years ago, will be demolished and replaced by an office and shops.

The R13 million civic centre, comprising a town hall, theatre and offices, will be built in a park on the corner of Louis Trichardt and Nel streets.

The present site of 12 stands will be sold to a private company for R2.55 million.

It is expected that the civic centre will not be completed for at least five years. Work will begin on the town hall to have it completed first.

Television genius dies
NEW YORK — Vladimir Zworykin, called the father of television for his technological achievements in the field, has died at 93.

Mr. Zworykin, a native of Russia who became a United States citizen in 1914, designed the first practical television camera tube, the kinescope, and developed the kinescope.
PW’s plan ‘paves the way for student unrest’

Mail Correspondent

CAPE TOWN. — The Government was paving the way for further student unrest by putting the needs of apartheid ideology before the needs of education, the PFPP provincial spokesman on education, Mr Jan van Eck, said yesterday.

Commenting on the National Party’s new constitutional guidelines announced last week, Mr Van Eck said the Government had clearly ignored the main recommendation of the De Lange Commission on education, which advocated a single Ministry of Education for all races.

“This means that another generation of young people will have to endure apartheid education. And since separate education is by its very nature unequal, it will lead to the same frustrations and tensions which resulted in the school unrest out of which the De Lange Commission on education was born,” he said.

In announcing that Parliament would consist of three separate chambers, one for whites, one for coloureds and one for Indians, Mr Botha had emphasised that these chambers would have full say on all matters which were of specific concern to different race groups, Mr Van Eck said.

In drawing a distinction between matters of concern to all races and those concerning the different communities only and over which the communities would have full control, Mr Botha stated that education was not a matter of common concern but of specific concern to the different communities. This was not negotiable, Mr Botha had said.

“This means in plain language that apartheid education will be retained, that white, coloured and Indian education will be run separately. And if this is so, then it means that there will be separate departments of education for the different race groups, instead of the single ministry which De Lange recommended.

“Maintaining separate education for the different race groups, putting the needs of the apartheid ideology before the needs of education, paves the way for further unrest,” Mr Van Eck said.
Bursary Fund tops R500 000

Chief Reporter

A PERSONAL contribution of R1 000 from a man who grew up in District Six and who practised medicine in the area for 30 years after graduating from university, helped the Cape Times Bursary Fund reach the R500 000 mark this week.

The fund was launched only three months ago with R1-million as the target and with the object of helping as many young people as possible in the Western and South-Western Cape and Midlands achieve higher education they might otherwise be denied for purely financial reasons.

Dr M. A. Ebrahim of Walmer Estate — one of seven children of a Muslim fruit wholesaler in District Six — said when he made his R1 000 donation that he had been greatly impressed by the motivation of the fund’s founders and trustees.

*Similar problems*

For some time, he added, he had wanted to contribute towards the cost of higher education for young people with financial problems similar to those he had experienced as a young man wanting to go to university.

“All my adult life I have encouraged young people to better themselves, both through knowledge and hard work. At every opportunity I have urged parents to make any necessary sacrifices to ensure that their children receive a proper education.

“It is my intention to help the fund further in the future — and I only hope that other professional people will also take this opportunity to put something back into the higher education from which they have benefited.”

Dr Ebrahim said he was the first member of his particular community in District Six to enter a profession and that many members of his family and his community had since done extremely well in many fields.

He had always been greatly inspired by his father and brothers for their hard work and for the sacrifices they had made to enable him to study medicine, first at the University of Cape Town and then in Liverpool, England. He appreciated the need for financial help, such as through bursaries, for young members of low-income families reaching out for higher education.

R5 000 donations

- Two donations of R5 000 each — one from Stellenbosch Farmers’ Winery and the other from the Edgar Lawley Foundation in Britain — received since Dr Ebrahim’s gift of R1 000.

Dr Ebrahim has given the fund an encouraging start on the second half of the road to its R1-million target.

Mr Edgar Lawley was a London financier with interests in South Africa. A foundation was established after his death a few years ago on what would have been his 90th birthday.

Mr Lawley’s daughter and one of the trustees of the foundation, Mrs Marjorie Heath, read about the Cape Times Bursary Fund in a report sent to her at home in England and promptly sent a donation of R5 000 to the chairman of the fund’s trustees in Cape Town, Mr Denis Hennessy.

*Objectives praised*

- The objectives of the Cape Times Bursary Fund have been highly praised by educationists and others.

The Rector of the University of the Orange Free State, Professor Wynand Mouton, is among those whose attention has been drawn to the fund.

In a letter to the Editor of the Cape Times he refers to “the very impressive bursary scheme launched by your newspaper” and adds:

“I sincerely hope this praiseworthy effort will be extremely successful.

“An investment in the education of a nation must deliver dividends which cannot be calculated in terms of money.”

- Picture, page 3
ABC may soon stop supplying free books

By RUTH GOLEMBE

The African Books Committee Trust, which has supplied thousands of Port Elizabeth schoolchildren with books for the past 12 years, may be forced to close because of bureaucratic delays.

The organisation applied for permanent fund-raising authority in December last year but permission to go ahead has still not been granted.

The trustees of the African Books Committee (ABC) said in a statement today, that "if the Government cares about black education it should stop dragging its feet and allow us to carry on with our efforts."

"It is all very well to speak about the urgent need for education and skilled manpower. But what is the Government doing about helping us to pay for the books and stationery of the indigenous children?"

"Instead of enabling us to provide the very books it should be providing the Government is obstructing us with this unacceptable delay."

A spokesman for the ABC said that although it had no administrative expenses, it would not be able to keep running unless official fund-raising authority came immediately.

"We have had to postpone our street collection twice this year. The municipality have agreed to give us an extra week's leeway before we will be forced to cancel the date, set for October 16, once again."

"We were unable to run our annual newspaper appeal planned for March-April this month because we are prevented from soliciting funds," she said.

She said the initial response from the Government department to their letter was that their work would duplicate that which was already being done by the Department of Education and Training.

After this, the committee submitted evidence that the stationery and the textbooks they supplied were not supplied by the department.

The department told the committee on April 28 that they had no further objections.

The spokesman said the then Deputy Director-General of the Department of Education and Training, Dr A B Fourie, told her that as far as they were concerned the matter was "clear" from their side.

According to the Assistant Director of the Department of Welfare and Pensions responsible for fund collections, Mr J P Mouton, the delay in granting the necessary permission was "quite normal."

"We deal with all these applications in the same way and we have to check whether this will not encroach on the work done by other bodies and organisations."

"The Department of Education and Training is responsible for supplying books to black schools. We cannot grant permission till we have looked into the matter fully and come to an acceptable conclusion."

"We, too, are very anxious to finalise this matter now and I personally will do everything in my power to see that finality is reached within the next week or two."

"We have by no means allowed the matter to hang in the air without wanting to finalise things nor have we shelved it to gather dust. We have been constantly working on it. I must emphasize that these things take time," he said.
THE FIRST phase of Soweto's R4-million education complex swung into action this week with the unveiling of the centre's foundation stone.

The centre, believed to be the first of its kind in this country, is planned to bring together different forms of education. It is hoped that the centre will be open for enrolment early in 1984.

The project is the brainchild of the Urban Foundation, which provided financial guarantee for the centre with the support of the SA German Chamber of Trade and Industry and several companies.

Unveiling the stone on Tuesday, the foundation's executive director, Mr J H Steyn, said: "The ultimate success of the centre will rest with the teaching community.

"This centre and what it represents is not merely a project of any kind, it is rather a monument to the achievement through co-operation by bodies of diverging interests. It is also a triumph to the people who are willing to work together in an effort to build a better future."
Weekend Post Reporter

The African Books Committee (ABC) trust has until Monday to meet a final extended fundraising deadline.

Unless it can produce fundraising authority from Pretoria by then, the Port Elizabeth Municipality will cancel — for the third time this year — its street collection and ABC will be forced to close down.

A spokesman for the ABC trust, Mrs B Melunsky, said today: "Municipal officials have been helpful but they cannot hang on indefinitely, just as we cannot.

"We applied for fundraising authority eight months ago. The situation is excruciating. Already applications are coming in begging for help for next year."

Over the past 12 years, ABC has helped thousands of black children with vital textbooks and stationery.

On August 9 the Assistant Director of the Department of Welfare and Pensions, which is responsible for fund collections, Mr J P Mouton, told the Evening Post that delays in granting fundraising were normal but that he personally would do everything in his power to see that finality was reached within the next week or two.
Cutback in number of Natal teachers

By TONY SWIFT

WHITE government schools in Natal, which currently enjoy one of the most favourable teacher-pupil ratios in the Western world and in the country, are set to lose their privileged position.

Solomon Levinsohn, the province’s new Director of Education, emphasised in an interview this week that it would be a gradual process and the department was doing everything to ensure that the quality of education provided would not be affected.

But he admitted NED schools were likely to have to settle for a less generous ratio than they have been used to and some subjects in less demand might have to be suspended.

The department had a committee “looking at the whole question of utilisation of available accommodation and the effects that a slightly less favourable pupil-teacher ratio can have on our schools.”

Two things are causing an increase in the ratio:

- The Education Act (No. 39) of 1967, which requires a uniformity among the four provinces of a white teachers’ working conditions.
- The Government’s acceptance of the principle of educational equality for all races following the Human Sciences Research Council report.

Following the Act, a pupil-teacher ratio was established for all four provinces in the late Seventies. Because of teacher losses to industry and shortage of buildings, the Transvaal still lags behind the ratio of about one in 20.

“We in Natal haven’t got to it. We are still slightly more generous,” said Levinsohn.

He declined to say what the Natal ratio was as it would be misleading. It not only involved ordinary education but also ancillary services such as special education where the ratio was extremely high. “I think it suffices to say that at present it is a very generous one.”

The enviable position of Natal white education was built up before the days of centralisation, when the province had more autonomy. It gave education and hospitals a high priority even at the cost of other services.

But the inter-provincial ratio for white schools is likely to be upturned as the country heads for educational equality.

National ratios for the different population groups are whites one in 20, Asians one in 27, coloureds one in 29 and blacks one in 48.

Levinsohn’s predecessor, Dr Gerald Hosking, said the State would not be able to afford to underwrite the white pupil-teacher ratio for all population groups.

“In terms of what has already been accepted by the Government — as much equality education as possible — black education will obviously need a great deal more financial backing to achieve a comparable pupil-teacher ratio and the white department will have to accept a less favourable one.”

Asked how that would be made, Hosking said schools would have to sacrifice some of their non-preparatory subjects and try to produce specialists in less demanded subjects.

“Instead of having six schools doing an opera, we will have ten where art can be taught by those who have that particular talent.”

Asked about possible staff cutbacks, he said it would be a phased operation. The number of teachers trained might be affected and some vacancies might not be filled as they occur.

Levinsohn declined to guess how many pupils the average white class might increase, but it is believed that it could be by 45 pupils.

President of the Natal Teachers’ Society, Mike Ellis, said: “We’ve been aware for some time that the situation in Natal is better than elsewhere. We’ve been receiving very comfortable and obviously very good, educational circumstances.

“We think in the light of the HSRC commission it is inevitable that a change in our circumstances should occur. While we do see the change as inevitable it is with some regret, because we have enjoyed the situation.

“It is going to affect education obviously to some extent, but every effort will be made by us in the training profession to see that the standards do not suffer.”
Mayor says blacks must learn to be sophisticated

Call for equal education

A CALL for equal education for blacks and the opening of tertiary-educational institutions to all races was made in Port Elizabeth on Tuesday by the mayor, Mr Van Zyl Cillie.

Addressing the annual dinner of the South African Institute of Chartered Secretaries and Administrators, he said it was vital for entrepreneurs to accept the basic fact that discrimination and the achievement of the full economic potential of South Africa was not compatible.

He said discrimination was a vexed and complex question requiring action from the authorities and private enterprise.

“We must, therefore, lead the black man from his Third World environment into our sophisticated First World, by introducing him as rapidly as possible to our institutions, our way of life.”

He said this could be done by initiating: equal educational standards; extended training facilities for all; access for all to tertiary-educational institutions; equal pay for equal work; entry for all to all facets of the free-enterprise system; assisted housing for all; and constitutional adjustments to meet the just political aspirations of all.

He emphasised, however, that the issue of constitutional adjustments was the domain of the politicians.

Mr Cillie said the labour reforms introduced in South Africa evoked expectations of the creation of political outlets. Otherwise, the trade-union movement was used as a political platform. This was the root of the labour unrest.

There were not enough whites, coloureds and Asians to meet the demand for skilled labour and immigration provided only short-term relief. It was from the ranks of the Africans that this need would have to be met in the long term, he said.

—Supa
Single education system must be made to work

This is the essence of an article written for the magazine SA Leadership by Dr Ken Hartshorne, a member of the Human Sciences Research Council investigation into education.

Hartshorne . . . "There is no alternative." schools would rest with regional education authorities which ideally should be management units much smaller than the existing provinces, working in consultation with regional education councils of the kind envisaged for the national level.

What will be important will be to maintain flexibility, as there will be many problems to be resolved at this level. However, geographical areas that are ready to go, beyond the limited step of separate ethnic school groupings should be allowed and encouraged to do so.

A common education system is most likely to succeed under present constraints if parents, teachers and communities are given the largest measure of freedom of choice consistent with a national programme of equalising standards being implemented.

Clearly many people will want their children to go to schools little different from those existing at present, but there must also be room and official support for parallel medium schools, open non-racial schools and schools of the kind envisaged for the national level.

I believe that a common education system can work under these conditions:

1. If it is structured along the lines suggested and there is no dragongoing to force people to accept either open schools or segregated schools.
2. If the University of Pretoria chooses to preserve its character, it should be allowed to do so, and equally if the University of the Witwatersrand wished to go open, its Council should have the right to make that decision.
3. If it has a sincere and unreserved support of the government.
4. If it would help considerably if influential people were to take a clear and unequivocal stand on the need for a new educational dispensation to meet the human needs and aspirations of all the people of South Africa.

And in the end, it will work only if ordinary people are encouraged to accept change, are led to see that we must be prepared to give to others what we want for ourselves.

Diversity can enrich our national life, division, separation, exclusiveness can destroy it. We must seek a future in common, or we have very little future to look forward to, any of us.

The bottom line is not whether a common education system will work, but that we have no alternative.
TEACH has Crossroads pupils on the ball

Education Reporter

THIRTEEN months ago, 120 pupils moved from schools in Crossroads to three new but sparsely-furnished primary schools in New Crossroads.

There were enough desks and chairs but no textbooks, office and sports equipment, stationery for administrative purposes, educational charts, teaching equipment or gardening equipment.

Since then the Department of Education and Training has supplied the textbooks.

However, it is thanks to generous donations from readers to The Argus TEACH (Teach Every African Child) Fund that pupils at Crossroads Number One and Crossroads Number Two schools will now, a year later, have sports, educational and office equipment.

About R13,000 from the fund, administered by the Urban Foundation, has been used to buy the equipment listed by the teaching staff at the two schools "adopted" by The Argus.

Pupils now have netball posts, sports bags, rugby balls, netball balls and science equipment.

Overhead projectors, typewriters, duplicating machines and gardening equipment were also supplied.

DELIGHTED WITH EQUIPMENT

"We are delighted with the equipment. It will assist in teaching and benefit the pupils," said Mr S M Ndlovu, principal of Crossroads Number One.

Mr Mdledlane and Mr S Makene, principal of Crossroads Number Two, said much work on the premises had still to be done.

There is no electricity, which means some of the new equipment cannot be used, and contractors have not landscaped the sandy grounds.

Mr Mdledlane said the quadrangle, used for sports activities, and the parking area had been gravelled but not tarred.

Mr R J Swiegers, control inspector for the Department of Education and Training, said he would investigate the landscaping immediately.

"We are hopeful the electricity will be connected by the end of the year. We are awaiting the go-ahead from Pretoria. The matter is receiving our urgent attention. But our money is limited and things take time," he said.

"Our proud record can be maintained only with the help of people in the Western Cape. Donations should be sent to the TEACH Fund, PO Box 86, Cape Town, 8000.

PUPILS at Crossroads Number One School try out netball equipment given by The Argus Teach Fund.
Teachers and parents slam exam system

PUPILS, parents, teachers and education bodies are strongly opposed to the revised examination system introduced this year to schools under the jurisdiction of the Department of Internal Affairs.

The Union of Teachers Associations' South Africa has assailed the system as "unfair" and "educationally unsound".

In January, a set examination timetable was introduced, making it compulsory for schools under the department to hold September examinations, in addition to mid-year and end-of-year examinations, and to stick to examination dates prescribed.

REVIEW

These schools must now start examinations 11 days before the end of term, completing them on the last day.

A petition calling for a review of the new system was signed up by a parents' committee from Heathfield Senior Secondary School and delegations of parents from other schools complained to the Director of Internal Affairs (Coloured Education), Mr A J Arnoldse.

Mr Steve Dublin, a member of the parents' committee, said the new system, introduced in the wake of the 1980 school boycotts, added another difference between Government education policies for blacks and whites.

GRIEVANCES

He said grievances were:

- The fact that pupils received their examination results only late into the term following the examinations, as they were written, leaving little time for revision and concentration on weak areas.
- Previously, parents and pupils were aware of weak areas before or during the September holidays, allowing time for extra work during the holiday breaks.
- Universities and colleges were not informed of grades in time to make adequate plans for the following year.

Anglicans put microscope on apartheid

Religion Reporter

The Anglican diocesan conference in Cape Town next week will be asked to decide whether it sees any real move away from apartheid in the Government's constitutional proposals.

The position of Cape Town's black community and the implications of the Orderly Movement and Settlement of Black Persons Bill are also expected to be discussed.

About 350 delegates from the Cape Town diocese will attend the conference in Athlone from September 17 to 19.

FOUR SUBJECTS

The agenda is divided into four subjects: the Church and society, effective episcopacy, the Church Unity Commission (proposed unity between the Anglican, Presbyterian, Methodist and Congregational churches) and the diaconate.

The Church and society debate will be introduced by Mr Max Esau, chairman of the Diocesan Board of Social Responsibility, and Dr Francis Wilson, Professor of Labour Economics at the University of Cape Town.

Mr Esau said in an interview that as a result of apartheid, South Africa found itself in a political and theological crisis.

In 1978 Mr P W Botha presented South Africa with possible changes, including formal end to the Mixed Marriages Act. But after the development of a strong political right-wing, South Africa saw apartheid again "totally entrenched".

HERESY CALL

In this situation, he believed the church could not remain silent but must expose the heresy of apartheid for what it is.

The Government's constitutional proposals could not be ignored by the Church. Nor could it be silent on issues such as the Orderly Movement and Settlement of Black Persons Bill.

The conference was summoned by the Archbishop, the Most Rev Philip Russell, to meet before the November meeting of the church's Provincial Synod.

Anglicans in parishes throughout the diocese may find that Eucharist services on September 18 held at different times. Archbishop Russell has asked delegates to the conference, including priests, to be present at the conference Eucharist services each day.
The Union of Teachers Associations of South Africa (UTASA) has also slammed the system as "unfair" and "educationally unsound".

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- Mr X Eales, press liaison officer for the Department of Internal Affairs, said no petition had been received from the Heathfield parents committee, but the department was aware a meeting had been held "for such a purpose."

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The Argus Classified Crossword

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A petition calling for a review of the new system was drawn up by a parent committee of Heathfield Senior Secondary School and delegations of parents from other schools complained to the Director of Education Affairs (Coloured Education), Mr A J Arends.

Mr Steve Dublin, a member of the parents' committee, said that the new system, introduced in the wake of the 1980 school boycotts, added another difference between Government and education policies for blacks and whites.

GRIEVANCES

He said grievances were:

- The fact that pupils received their examination results only late in the term following the one in which they were written, leaving little time for revision and concentration on weak areas.
- Previously, parents and pupils knew weak areas before the September holidays, allowing time for extra work during the holiday break.
- Universities and colleges requested the results of the September examinations for review by October. Late submission was seen as a factor jeopardising chances of enrolment for the following year.
- Mr X Eales, press liaison officer for the Department of Internal Affairs, said no petition had been received from the Heathfield parents committee, but the department was aware a meeting had been held "for such a purpose."

In 1979, Mr P W Botha presented South Africa with possible changes, including, for example, an end to the Mixed Marriages Act. But after the development of a strong political right-wing, South Africa saw apartheid again "totally entrenched."

HERESY CALL

In this situation, he believes the church could not remain silent, "but must expose the heresy of apartheid for what it is."

The Government's constitutional proposals could not be ignored by the church. Nor could it be silent on issues such as the Orderly Movement and Settlement of Black Persons Bill.

The conference was summoned by the Archbishop, the Most Rev Philip Russell, to meet before the November meeting of the church's Provincial Synod.

Anglicans in parishes throughout the diocese may find that Eucharistic services on September 18 are not held at different times. Archbishop Russell has asked delegates to the conference, including priests, to be present at the conference Eucharist each day.

The Argus Classified Crossword, de Jongh of 37 Argus Road, West Rand prize of R200 won by Mr G R Bellville, and third prize of R100.
Problem pupils ‘need State aid’

By Carolyn Dempster
Education Reporter

It was up to the State to make provision for children with learning problems, the president of the South African Association for Learning and Educational Disabilities, Dr Mervyn Skuy, said yesterday.

He was speaking at the association’s eighth annual conference in Johannesburg.

Commenting on the De Lange Commission report on education for children with special needs, Dr Skuy said the report had identified what had been painfully obvious for over 12 years: the extreme lack of facilities, shortage of skilled teachers and complete absence of statutory control in the field of remedial education.

However, in addition to this minefield of obstacles the learning disabled child also runs the risk of falling between two bureaucratic stools if his problem is not assessed accurately or early enough.

Control of ‘special education’ are the provincial education departments as well as the Department of National Education.

For the first nine or 10 years of the child’s school life the province is in control — through its principals, teachers and remedial specialists.

However, if the child’s learning problem is identified too late, and is too serious to be handled in a remedial or special class, he may no longer be transferred to a special school after a certain age under the auspices of the Department of National Education.

A wrong decision would, therefore, set a child with initial learning problems back for life. Which in turn places an extremely heavy load on the shoulders of the teacher, who has to assess the extent of the pupil’s disabilities.

Given the present situation — where there are insufficient well-qualified teachers for ordinary classes, far less specialists to cater for children with specialised needs — the scheme was definitely floundering, commented Mrs Lure Rubin, a remedial teacher during the panel discussion.

Dr Skuy, drawing from the American example, then pointed to three weeks where improvements could be made:

- Reorientate teacher training to incorporate special education — particularly the identification of learning problems in children.
- Involve the parents in the decision-making process instead of leaving it in the hands of the educators, and province.
- Plan the infrastructure for special education which will serve the national needs of all South Africans.

‘Remedial teachers lack training’

Education Reporter

Three-quarters of teachers in private remedial schools lack the necessary formal qualifications, yet parents are turning to the private sector because of the lack of facilities provided in government schools, says the president of the SA Association for Learning and Educational Disabilities.

Dr Mervyn Skuy, was reiterating the findings of the Human Sciences Research Council investigation into the field of remedial education.

SPACE

Speaking at SAALED’s annual conference this week, he said over the past 10 to 12 years it had become commonplace for children with learning problems to be denied the advantages of an aid class, because of lack of space.

Parents had frequently been faced with the choice of leaving their child in the ordinary school situation and perhaps causing him permanent damage or having to go to a private remedial therapist at enormous cost.

There was no guarantee that those either in private schools, or practice, are adequately equipped to help the child, Dr Skuy said.

HOPE

But the situation had been laid bare by the De Lange Commission of Inquiry and its proposals represented a positive move forward.

For instance, he said, in the De Lange report attention was paid to the remedial situation for all race groups, the IQ score was condemned as being the sole criteria for assessment and placement of a child, and it was suggested that ‘mainstreaming’ take place: keeping the child with a learning problem in the same school environment but making special provision for assistance.

All of these proposals reflected a shift of light and hope for the future of remedial education in South Africa, Dr Skuy said.
Multiracial ‘issue ignored’

Reform on the way — De Lange

By MARTIN FEINSTEIN

SCHOOLS have failed “abysmally” to give children an understanding of South Africa’s many different cultural and ethnic groups, the president of the Transvaal Teachers’ Association, Mr Eddie Brown, said at the weekend.

Addressing the association’s 73rd annual conference in Pretoria, Mr Brown said the staff and pupils of most South African schools reflected the country’s cosmopolitan make-up — “and yet our school curricula ignore this and we have school programmes which at best present and support a white South African viewpoint and at worst a white, patriarchal, Afrikaner Protestant view.”

Mr Brown said deeply-rooted inter-racial tensions and sentiments were a feature of South Africa’s “cultural mosaic” in both black townships and white suburbs.

Surely our schools should have a curriculum which admits that our society is a mixed one and therefore we have a need to understand each other and to go on with each other.

I submit that we have not grasped the educational implications of this plural society and all the questions of social responsibility like morality, tolerance, human dignity and divergence of belief.

Certainly our teaching of the humanities and the arts does not reflect our society as accurately as it should,” he said.

What was needed was a “multi-cultural” approach to education that promoted better race relations by encouraging tolerance and understanding, and protected “minority groups” by giving special help in language development.

An important part of multi-cultural education was to teach pupils about cultural differences with the aim of promoting “a greater appreciation of the value of ethnic and cultural diversity and the right of others to be different, thereby promoting understanding ... I believe our schools fail abysmally to do this.”

Despite apartheid, Mr Brown said, South Africa was a multicultural society, particularly at the workbench.

“Are our schools fitting our pupils for that reality?”

“We are talking about the inculcation of values such as tolerance, human dignity, justice and fair play ... do our guidance and preparedness programmes contain these elements?”

“Our pupils must realise that cultural diversity benefits society, that cross-cultural interaction on an individual basis is a normal, healthy human experience.”

“Pupils must learn that to be different is not to be inferior, that every South African has the right to participate and contribute to every sphere of life regardless of sex, social status, religious affiliation or skin colour.”

There was an absence of positive black “role models,” Mr Brown said.

“We need an education policy that projects positive racial attitudes ... we must guard against textbooks that present racial stereotypes,” he said.

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Notes: pieces of paper or other material brought into the examination room should be recorded on separate sheet where sheets additional to those issued are used.

The left hand margin is for diagrams, for columns or for explanation and should not be used.

1. No part of an answer book is to be torn out.
2. All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

under the candidate liable to disqualification and to possible exclusion from the University.
Single policy on education on the cards

Johannesburg. — Concrete proposals for education reform would be submitted to the cabinet in October, Professor J F de Lange — the man in charge of overhauling South Africa's education system — said at the weekend.

He told the annual conference of the Transvaal Teachers' Association in Pretoria that a White Paper on the proposals could be expected early next year, hopefully with legislation that would set "orderly" education change in motion.

Professor De Lange, chairman of the interim working party that is continuing the work of last year's Human Sciences Research Council education investigation, said he had "no doubt whatsoever" that a single umbrella education policy was on the cards.

"The function of education must be taken into account at executive level when you decide on the size of departments ... there is a logical size, and if you go beyond it, things come in which militate against good education."

Other details of South Africa's education future sketched by Professor De Lange were that:

- Schools would have to be redefined as "community learning centres" and principals, teachers and parents would have to become used to an "invasion at nights and on weekends by people with learning needs who are not children".

- "We cannot accept the low frequency use of halls and sportsfields ... we just have not got the money," he said.

Computer age
- Education departments would have to overcome their reluctance to work with television, radio, and the Post Office would have to take pupils into the computer age.

- "We are living in an electronic age, and if electronics doesn't enter into teaching, we are bringing our children up in a society that no longer exists."

- He was "quite sure" a single teachers' registering council was on the way.

At present the South African Teachers' Council registers only white teachers.

"We must work together before we can ask children to do the same ... having children do it first is cowardice," Professor De Lange said.


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Examiners' Initials

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Free education is ‘an insult’

Chips will not replace Mr Chips

It is imperative that the technological age enter into the classroom, but Transvaal teachers have agreed that truly professional teachers need not worry that they will ever be replaced by the microchip.

The teacher and technology thus reconciled at the 78th annual conference of the Transvaal Teachers Association in Pretoria this weekend under the theme “Mr Chips – Microchips.”

The conference focused on the increasing use of microcomputers in education, particularly as teaching and administrative tools, and the pitfalls of educational institutions should be aware of in their approach to unknown electronic gadgetry.

The deputy director of education for the Transvaal Education Department, Professor de Lange, pointed to resistance among teachers as a factor to be considered in the introduction of computers into the classroom. “But we must make optimum use of every available aid to have an education genuinely of the 20th century.”

Professor de Lange, rector of RAU, stated that the world was in the electronic age. If it didn’t, it could be left behind in the classroom we are not fitting our children for society.”

Most teachers are women

Two thirds of South Africa’s 67 007 white teachers are women, and almost 50 percent of the entire teaching corps is employed in the Transvaal.

The Star’s education reporter, Carolyn Dempster, wraps up the Transvaal Teachers’ Association conference in Pretoria at the weekend.

The Human Sciences Research Council investigation into education said the ideal of free and compulsory education was a luxury future South Africans could not hope to enjoy.

The individual, parents of pupils and the private sector must assume more financial responsibility for education.

In doing so they will be making a far greater contribution to South Africa’s earning capabilities, he added.

Professor de Lange, who is rector of the Rand Afrikaans University and who headed the De Lange told delegates at the Transvaal Teachers’ Association annual conference in Pretoria at the weekend.

States all over the world had grossly overspent on education in a vain effort to provide free education for all — and South Africa was no exception, he added.

Providing free education was as bad as asking someone to stand in the dock queue. “It’s an insult to the individual,” Professor Jean de Lange told delegates at the Transvaal Teachers’ Association annual conference in Pretoria at the weekend.

If pupils were taught that being different was not being inferior it would go a long way towards eliminating racism, the president of the TTA told delegates.

Instead, children learned it was better to be white than black, Mr Eddie Brown said.

“South Africa is a mosaic of cultures, a nation composed of many cultural groups. Yet our school curricula ignore this and at best support a white South African viewpoint and at worst a white, patriarchal, Afrikaans Protestant view.”

Rather than denying the multi-cultural nature of the society, education should strive to inspire respect for different cultures.

The demands made on immigrant pupils to bring about their “South Africanisation” were enormous, Mr Brown said.

They were expected to reject their own heritage, learn two new languages — and approach South Africa in patriotic fashion in a short period. “The schools are push phones, a post-self-image and becomes an under-achiever or a dropout,” added Mr Brown.

The appointment of new teachers should be left largely in the hands of the school authorities it was agreed at the conference this weekend.

In a motion proposing more responsibility be given the school’s principal, committee and local Circuit Inspector in making the decision to appoint teachers, it was suggested that this would ease the Transvaal Education Department’s burden.

“We are aware of the fact that all government and provincial departments are experiencing a serious staff shortage and that the trained manpower shortage will not be overcome in a short period.”

Too many unsuitable teachers

The motion, passed unanimously, also made it clear that totally unsuitable appointments were frequently made because of ignorance of the professional requirements for the post or of the professional training and ability of the teacher for the post.

The principal is most conversant with the needs of the school — something the administrative clerk lacks, it was stated.

The principles also called for a community living centre with facilities used as much as possible by adult learners and the community after formal school hours.

“The teacher will have to accept that his previous sacrosanct haven will be invaded by people who are no children. We cannot morally keep on supporting the low frequency use of these facilities.”

The professor also told the conference that the final recommendations of the working party on the De Lange Report for the provision of education in South Africa would be handed to the Cabinet next month.

The Government should in due course issue a White Paper when Parliament reconvened in 1983, the professor said.

Professor de Lange said he had no doubt that:

- A single policy of education aimed at parity would be adopted at the highest level.
- Changes necessitating the increasing use of scarce high level manpower at the provincial level would be made.
- School councils would become community learning centres instead of isolated institutions of formal instruction.
- A single teachers council would be introduced.
- Parents and the private sector would have to pay more for education.
- Local school authorities would be given greater autonomy.
- There would be greater co-operation between formal, non-formal and informal education.

At present, education in South Africa does not serve its purpose — it has become isolated from the country’s economy and does not achieve the sufficient contribution to the country in earning its living.”

Scores of pupils were taught that being different was not being inferior it would go a long way towards eliminating racism, the president of the TTA told delegates.
DET suggests rules for PTAs

THE Department of Education and Training has sent guideline circulars country-wide on the formation of parent-teacher associations (PTAs).

The envisaged PTAs' main functions will include: fostering sound relationships among parents, teachers and pupils; assisting parents in the upbringing of their children; assisting teachers in their educational tasks; and helping school committees.

Mr Job Schoeman, liaison officer of the DET, said yesterday the guidelines had been sent to all regional directors but that it was up to regional officers to decide whether to institute such an association in their area or not.

Each association, according to the guidelines, will consist of seven teachers and seven parents. The vice-principal of the particular school will then be appointed chairman of the association while the head of the school will act as an adviser.
UK couple slam ‘SA citizens on school committees’ ruling

By MARTIN FEINSTEIN
Education Reporter

A BRITISH immigrant couple are bitter over a Transvaal Education Department (TED) regulation preventing them from serving on any school committee because they are not South African citizens.

The couple, who have children at the Randpark Primary School north of Johannesburg, have fired off an angry letter to the department, accusing it of discriminating against immigrant parents.

"Why should I, as a taxpayer, be precluded from election to such a committee," asks the father, "who does not want to be identified to protect his children.

"After all, it is our taxes and our extravagant fees, like everyone else's, which pay for the upkeep of Government schools - so why are we precluded from serving on school committees?"

The father accuses the TED of being "conservative and narrow-minded" and says: "It is quite clear that the qualification requirements for members of a school committee are yet another manifestation of the education policy formulated by the Broederbond, that of Christian National Education with separatism as its cornerstone.

"By keeping everything separate you make sure that nobody gets threatened, particularly the Afrikaner who is obsessed with survival," he says in the letter.

"In its own small way your policy of keeping immigrants off school committees is contributing to the continued isolation of South Africans from any form of enlightened influence.

"To exclude the influence of well-qualified immigrants in this way is tragic indeed... we are very sorry to be the victims of such a short-sighted and potentially destructive policy."

The TED has not yet replied to the letter, which was sent on August 25.

The department confirmed that the provincial education ordinance barred non-South African citizens from holding office on school committees, but a spokesman declined to comment.
Soweto pupils will be shown new learning techniques

A PROJECT aimed at promoting new learning techniques in black education throughout Southern Africa, is to be launched in Soweto.

A three-day seminar will be held next month, where 2,000 children from Soweto schools are expected to attend.

Project co-ordinator Mrs Darby Costello said the skills learnt at the seminar will enable the children to learn more at school and in any subsequent training they might receive. This technique, she added, could be taught to persons aged between 10 to 80, and had so far proved a success internationally.

The inventor of the system Mr Tony Buzan will be flown from Britain to conduct the seminar. The private sector has forked out about R60,000 to finance the project and Putco is providing 50 buses to transport the children to and from the Portugese Hall in Turffontein, where the seminar will be held.

The aims of the project are:
- to teach children how to use their brains effectively;
- to promote new learning techniques for the use in education in South Africa; and
- to involve industry in improving education for black education.

Mrs Costello said 100 guidance teachers will assist Mr Buzan at the seminar. It is hoped that children and teachers from the seminar will spread the method throughout the townships, eventually affecting the more than 100,000 school population.

The seminar, called "Soweto 2 000", will be held from October 12 to 14.

Last year 500 teachers and students from Soweto were exposed to the method for the first time when Mr Buzan conducted a one-day seminar at Jabulani High School.
Appeal for funds for books to keep children at school

Post Reporter

AFTER a long wait, the African Books Committee has received its official fund-raising authority and today it launched its joint annual appeal with the Evening Post for funds.

This will enable it to keep hundreds of children at school next year who might otherwise be forced to drop out for lack of essential books.

In a statement issued today a spokesman for the ABC Trust said: “The public of Port Elizabeth has always been generous in assisting our efforts to educate underprivileged children. The need is as great as ever it has been in the last few years.

“Unlike all other children at State schools, black children still do not get any of their stationary or textbook books free.

Some are forced to drop out. Others suffer badly as a result.

"We must prevent this from happening. Education is the top priority in the country and human potential cannot go wasted. People matter. We want to help and we need the public’s support desperately.”

Because of all the talk of the need for educational reform, many people were under the impression that the situation had been righted.

“But it has not,” the spokesman said.

The ABC has also issued an appeal for collectors to help with its street collection on October 16.

In a fortnight the Evening Post will publish its first list of donors. Donations should be sent to the ABC Fund, Box 5971, Walmer, 6069.

50

16/9/82
EDUCATION

TTA talk

Adjusting to change across the spectrum of education emerged as a major theme at the Transvaal Teachers' Association (TTA) conference last weekend. Coming changes in educational policy and technology were also spelled out.

Professor Jan de Lange, rector of the Rand Afrikaans University and chairman of the Human Sciences Research Council (HSRC) investigation into SA education, told the conference that final recommendations on implementation of the report will go to the Cabinet next month. De Lange is chairman of the working group processing the mountain of responses to the original report.

The most controversial of the report's recommendations was a single ministry of education. It also stressed an increased role for the private sector, and for technical and non-technical education. Government's final white paper on the recommendations, and probably new educational legislation, could emerge from the next parliamentary session.

De Lange told the conference he had no doubt that a single policy of education aimed at reaching parity between population groups would be adopted, and that educational decentralisation, giving more autonomy to local school authorities and communities, would be implemented. Parents, communities and the private sector would have to pay more for schooling.

There would be greater co-operation between formal, non-formal — which includes adult education, outside of the formal system — and informal education. The school would have to become a "community learning centre" used by adults and other learners after school hours. In short, education would have to be brought into line with SA's economic needs.

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NOTE CAREFULLY

1. Enter at the top of each page and in column (1) of the block on this cover the number of the question you are answering.

2. Blue or black ink must be used for written answers. The use of a ball point pen is acceptable. Red or green ink may be used only for underlining, emphasis or for diagrams, for which pencil may also be used.

3. Names must be printed on each separate sheet (e.g. graph paper) where sheets additional to examination book(s) are used.

4. Do not write in the left hand margin.

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Afrikaans teachers ‘resistant’

Own Correspondent
Johannesburg — Uncertainty, confusion and even feelings of resistance are running through the ranks of Afrikaans teachers in the Transvaal as education reform draws closer, according to the president of the Transvaalse Onder wysersvereeniging (TO), Professor Hennie Maree.

Reform
He told more than 450 delegates to the biennial conference of the teachers’ union in Pretoria on Saturday: “The rising expectations of certain population groups and the convincing way in which certain views are made and demands set, is creating uncertainty in other groups, and in Afrikaner ranks the elements of unhappiness and even resistance cannot be denied.”

This warning from the TO, which represents more than 17,000 teachers, comes only weeks before concrete proposals on education reform are scheduled to be submitted to the cabinet.

White Paper
The man in charge of overhauling South Africa’s education system, Professor J P de Lange, is likely to present the proposals next month, and he expects a government White Paper as well as reforming legislation, early next year.

Against this background, Professor Maree’s speech comes as a warning that unpopular reformist moves could have a serious grassroots backlash among Afrikaans teachers.

‘Uncertainty’
Professor Maree said the “evaluation and reflection” phases that had followed the De Lange report had led to “heckling questions and uncertainty.”

During the past months, requests had flooded in from TO branches asking that conference speakers should give a glimpse of what the future held for education.

Teachers, as goal-oriented and logically-minded people with a responsibility to children, parents and the wider community, deserved to have the “demands of a new dispensation made known in clear operational terms as soon as possible,” Professor Maree said.

‘Confusion’
“Although there are clear signs of a positive attitude in the face of change and renewal, there is at present a condition of uncertainty, expectation and even confusion to be detected.”

Professor Maree said the “problem” was deepened by South Africa’s constitutional development and accompanying “sharp political differences”.

Another factor worsening the “problem” was that science and technology were forcing Afrikaners a transitional culture in which the emphasis was on people as work units in an economic system.
Change of heart

the case for a

Schools crisis:

The present education system tries to mask reality
Explain new system, say teachers

Education Reporter

The Government should make known the practical implications of the new education system as soon as possible to quell doubts, uncertainty and confusion among teachers, the TO president, Professor Hennie Marre, told conference delegates.

He said sharp political divisions over the new constitutional proposals had worsened the climate of uncertainty on the future of education in South Africa.

"These political differences bring education into the arena of conflicting ideals and contact with the party politics of the day result in delicate nuances," he added.

Despite indications of a positive transition from old order to new, there was still a feeling of uncertainty among most teachers.

There were distinct problems and worries apparent in the ranks of Afrikaner teachers:

- The impression that education was part of the "factory process" — designed to fit in with the economic needs of a modern technological age.

- Concern that the De Lange report had paid little attention to "whole or spiritual" education.

- How broad South African nationalism is going to be made to fit in with a positive Afrikaner nationalism.

Answers to all these questions needed to be spelled out, said Prof Maree.

The TO executive called on delegates to support the establishment of parent organisations throughout the country.

One of the De Lange Report proposals — increased parent involvement in the school at a tertiary level — had been viewed warily by teacher organisations, said Prof Maree.

A meeting to consider the establishment of an Afrikaans parent association for Christian and cultural education and training will take place in Pretoria on November 6.
Parents gear up to fight reform

Education Reporter

AFRIKAANS parents and educationists appear to be gearing up to fight any liberalising effects of education reform at the local school committee level.

This moved at last weekend's conference of the powerful Transvaalse Onderwyserverseneging (TO) that a provincial organisation of Afrikaans parents is to be formed in Pretoria next month - an organisation that will be able to flex powerful muscles against unpopular changes to the education system.

And the president of the TO, Professor Henrie Maree, hinted strongly in his keynote address to the conference that Afrikaans cultural organisations were ready to directly involve themselves in local education decision-making.

These moves come on the eve of the submission to the Cabinet of concrete proposals on education reform by Professor J P de Lange - the academic who headed last year's mammoth education investigation.

Prof Maree told the conference: "Although there is full understanding of the considerations pertaining to the naming of members of the (De Lange) main committee and the choice of the different sub-projects handled in the investigation, it is still a problem in Afrikaans ranks that the organised cultural life and the churches did not get a more representative share at this level of the investigation."

This very fact, however, presents the opportunity for these institutions to urge for a greater say and a direct involvement at local level in the planning and implementation of own people's (volks) education.

Prof Maree said the planned parents' organisation will be based on Christian and national principles.

Peter Sarstedt arrives in SA

THE internationally known singer-songwriter, Peter Sarstedt, famous for "Where Do You Go To My Lovely" and "Take Off Your Clothes", arrives in South Africa today for a three-week tour of major university campuses, and will appear at the Civic in Johannesburg. - Sapa.

In armed PO robbery

In armed, PO robbery

Banned former detainee Mr Keith Coleman, who told an inquest court yesterday Dr Neil Aggett had complained of an assault by a policeman.

Picture, GARTH LUMLEY

Peter Sarstedt arrives in SA

THE internationally known singer-songwriter, Peter Sarstedt, famous for "Where Do You Go To My Lovely" and "Take Off Your Clothes", arrives in South Africa today for a three-week tour of major university campuses, and will appear at the Civic in Johannesburg. - Sapa.

In armed, PO robbery

In armed, PO robbery

the postmaster Mr Nee, 47, and his assistant, 19, and forced them to

to see this man standing counter pointing a gun at

Peter Sarstedt arrives in SA

THE internationally known singer-songwriter, Peter Sarstedt, famous for "Where Do You Go To My Lovely" and "Take Off Your Clothes", arrives in South Africa today for a three-week tour of major university campuses, and will appear at the Civic in Johannesburg. - Sapa.

In armed, PO robbery

In armed, PO robbery

me. At first I thought it was a joke.

"The next moment another man with a knife came in through the private door behind the counter and a third man stood at the door with a gun.

"One demanded, 'keys! keys!' and then they robbed us."

Police said the men escaped in a Toyota Corolla.
Officials complete probe into CPA

EAST LONDON — A probe into alleged malpractices at the regional office of the Cape Provincial Administration here has been completed.

The MEC in charge of education, Mr Willem Bouwer, said the commissioners investigating affairs at the CPA office were busy compiling their report, which would be presented to him "in the near future".

The commissioners visited East London earlier this month after allegations of corrupt practices in the awarding of tender contracts were made by at least one contractor. They made an official complaint about the awarding of contracts for repairs to schools in the Border area — DDR.
SAB’S BOOK GRANT TO BLACK SCHOOLS

Tribune Reporter
SOUTH African Breweries has made an R800 000 grant — in the form of 1 000 sets of the World Book Encyclopedia — to black, coloured and Indian schools throughout the country.
Distribution of the 22-volume sets, donated by Breweries under its SAB Community Trust programme, will be backed by the Read organisation (read, educate and develop) in the form of teacher and pupil training schemes.
Dick Goss, Breweries’ managing director, presented the first set of encyclopedias to pupils of the Soweto school for mentally gifted children on Friday.
Speaking at the ceremony, Windsor Shuenyane, manager of the trust, said it was hoped the books would form the nucleus of a library in each school.
"Because the volumes can be updated each year with a yearbook, they will benefit not only the children already in secondary schools, but at least 300 000 new pupils who move up to senior secondary school level each year," he said.
The 14 300-page set is published in the United States and distributed to 35 countries. The trust’s 1 000 volume order is the largest ever placed outside of the U.S.
Storm looms over ‘ability gap’ study

A university team concludes that there are large differences in basic competence between black and white Americans. But culture, not genes, may hold the key, reports Jeremy Campbell, of The Standard, London.

A roar of protest went up when the Fress was given a short preliminary sketch of the findings in February. A black newspaper columnist wrote that we were seeing a return of genetic inferiority as a scientifically respectable theory.

However, the final version rules out genetics entirely as a reason for the discrepancy in job ability. Black children adopted in infancy by white families are every bit as competent as their white contemporaries. Their IQ scores are as high or even higher on the average.

So the key to the mystery is now being sought in home, family and neighbourhood. Culture, not genes, is thought to be the factor making certain children more successful than others in earning their living.

"In very many black homes, the main emphasis is on social skills, on the cohesion of the family, on the value of the individual," said co-author Dr Elise Moore, who is black. "From infancy blacks are encouraged to make contact with people, not objects."

Dr Moore believes that this early focus on emotional and personality development is a way of coping with the stress, instability and overcrowded conditions of black life. Preventing children learning the social and manual skills they need to cope with the external world. Even in middle-class homes black children do not begin to read seriously until the age of six and by then they are behind whites.

"You can see the results of this in the sort of subjects black college students tend to choose," said Dr Moore. They concentrate on psychology, education, the arts and social work. A much smaller number go into the hard sciences.

"Succeeding at the kind of abstract knowledge needed to get ahead in a technologic economy means shifting from other people to a certain extent. Blacks are not good at that."

Darrell Bock concludes that culture is almost as powerful a force as genes, and nearly as difficult to change.

Dr Moore is even less optimistic. "If parents do not prepare children for the opportunities arriving, how can the children take them?" she said. "The truth is that black adults in the next generation may not know enough about how to get ahead in the world to prepare their children, believing we will find the signs of a deeply entrenched, perhaps a self-perpetuating, caste system."

NOTE CAREFULLY

1. Enter at the top of each page and in column (1) of the block on this cover the number of the question you are answering.

2. Blue or black ink must be used for written answers. The use of a ball point pen is acceptable. Red or green ink may be used only for underlining, emphasis or for diagrams, for which pencil may also be used.

3. Names must be printed on each separate sheet (e.g. graph paper) where sheets additional to examination book(s) are used.

4. Do not write in the left hand margin.

WARNING

1. No books, notebooks, pieces of paper or other material may be brought into the examination room unless candidates are so instructed.

2. Candidates are not to communicate with other candidates or with any person except the invigilator.

3. No part of an answer book is to be torn out.

4. All answer books must be handed to the commissioner or to the invigilator before leaving the examination.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University.
Bursary Fund tops R600,000

Chief Reporter

AN anonymous donation of R600,000, received yesterday, has taken the Cape Times Bursary Fund — launched five months ago against the background of a critical shortage of skilled manpower in South Africa — past the R600,000 mark and a step nearer the target figure of R1-million.

Meanwhile about 250 applications have so far been received from many parts of the Western and South-Western Cape and Midlands for Cape Times study bursaries for the 1983 academic year.

These applications are already being processed by the bursary department of the SA Institute of Race Relations in Cape Town, whose expertise and many years of experience in this field have been put at the disposal of the fund.

Final selection

Final selections for bursary awards, which are for promising students in the lower-income groups wanting to further their education, will not be made till after the closing date for applications — October 30.

The Cape Times Bursary Fund's capital is being invested and the interest will be used to provide as many bursaries as possible to enable promising but financially handicapped pupils to complete their schooling or to pursue their education at technikons, colleges or universities in the Republic.

The number of bursaries awarded, at this time of steeply-rising costs, will obviously therefore depend on the amount the fund's trustees are able to invest.

And there is still a long way to go to that R1 million target.

● Contributions should be sent to:
  The Cape Times Bursary Fund, P O Box 11, Cape Town 8000.

● All inquiries about bursaries should be addressed to:
  The Cape Times Bursary Fund, c/o SA Institute of Race Relations, 5 Long Street, Mowbray 7700.

● List of donations, page 2
Private schools help SA towards a non-racial society

By FRANKLIN SONN (below), president of the Union of Teachers' Associations of South Africa

LIKE most things in life there are arguments for and against private church educational institutions. It is an effort to lead the way towards non-racial schools in South Africa.

Toynbee, in his monumental study of the history of civilization, came to the conclusion that real progress is always the result of what he termed "the creative minority". Where can we see examples of the "creative minority" at work?

I believe that one is in the field of private education. Over generations right through the world and throughout the history of modern education, private church schools have been forerunners in providing education for those who had no other opportunity. Many of today's leaders throughout Africa will substantiate this. Today I believe that these schools are being given the opportunity of preparing South Africa for a non-racial, free and fair society where colour does not count. They do this out of a moral and spiritual conviction.

Because, at the moment, they have to pay for this, should we therefore discourage it? If some parents, on top of their normal taxes, are prepared to sacrifice — and for most it is a sacrifice — to expose their children to a forerunner of the open society, should we say "No"?

Of course, it is no final solution. And if we let it be a sop which would lessen our fight for what must be normal for every child, then it must be rejected.

But in demonstrating that a right alternative is natural and that racially separated schools are artificial, I do not believe that it amounts to propping up present wrongs.

Private education can, in certain circumstances, expose one to the corruption of privilege, just as responsibility of government can expose one to the corruption of power.

The staff whom I know in church schools as well as the church authorities are vigorously aware of this and do much to prevent it.

The parent community can of course also play its part. Private education must and can be a pioneer of progress, and not a promoter of privilege.

If we say we want to be liberated or free, do we know what this means?

We struggle for this against arbitrary and dictatorial laws and attitudes in this country. Let us beware lest we adopt the very wrongs we fight against.

Are we so certain that only we know how the struggle should be conducted and condemn and label those — even on our own side — whose methods may differ?

Do we have the right to condemn the Government for forcing apartheid down our throats and for leaving us with no choice in the matter when we ourselves assume tyrannical and coercive measures in an effort to force another form of apartheid down the throats of our own?

Those who attempt this, must surely realize that people will reject this assault on their freedom for the very same reasons that they are rejecting apartheid as a system denying the individual the freedom to choose.

We dare not forget that freedom of choice is a basic human right that any government or community or organization tampers with at its peril. No self-respecting people will accept this tyranny, whether from white or black, for ever.

There is one lesser point that one hears from those holding forth against private schools which perhaps bears considering: that high schools is, inter alia, an important agent of socialisation, hence the child may internalise values alien to him, like snobbery. This may be so, but for the following facts:

A school does not have to be private, white, multi-racial or non-racial to be snobbish. I know of so-called "coloured" schools who, because of a process of stringent selection of pupils, can hardly be called fully open community schools.

Many private church schools are dead set on combating high-mindedness and in fact go out of their way to attract pupils from poor homes and the hand of bursaries.

Our slogans must withstand the test of reason and not only be designed to appeal to the emotions.

We, for example, hear people criticising parents for sending their children to the University of the Western Cape rather than to white universities, albeit under permit.

The same people will criticise parents for sending their young to a private school under permit and not supporting schools designed for so-called coloured children and administered by the Department of Coloured Affairs, the very department which often the selfsame people will not touch with a bargepole. This indeed is strange logic.

Private schools are obviously better placed to include progressive material in their study programmes because they are not subject to departmental control.

The influence of the home is paramount. Even the most egalitarian community school will be hard-pressed to remove the snob value which has been assiduously inculcated into some of our pupils in the homes.

Similarly the worst snob school, private or public, black or white, will have great difficulty in cultivating obnoxious qualities of snobbery into a child from a home where identification with the wider community is a reality and not something parents pontificate about while they are themselves never ever seen in and about the community they are inclined to talk so much about.

Parents who are giving their children the benefit of private school education can offset their possible identity problems, if those who have chosen to study at white universities will know what I am talking about, by encouraging their children to follow the footsteps of their parents and to be active in community organisations like the Boy Scouts, church youth clubs and so on.

In this way they will assist their children to gain an exposure to all people, shatter their prejudices, develop open minds and become genuinely non-racial persons who love people while they hate injustice, abhor racism and closed-minded bigotry whether practised by black or white.

Let us support our local schools to the best of our ability, but let us be fair and accept that at another level private schools, despite our reservations, are in their own way making their contribution towards helping our country towards an open, non-racial society.

Although private schools are undoubtedly a step in the right direction, it cannot be an end in itself.

The next step must be the establishment of fully non-racial schools, while the existing private schools must resist complacency and stand firmly by the principle that children are children and may not be judged according to the colour of their skin or the occupation and standing of their parents.
Education: Call for one authority

Staff Reporter

STRONG representations for one central education authority were made by delegates attending a regional education board meeting in Cape Town this week.

In a statement released after the meeting, the director of education for the Department of Internal Affairs, Mr A J Arendse, said it was also decided by a large majority vote to maintain the status quo of the regional boards, pending the release of a white paper on the matter by the Human Sciences Research Council.

Calls were made by the 27 delegates, who represented the directorate's 13 regional boards countrywide, to investigate the possibility of establishing more education boards in the areas served by some of them.

The concentration of schools had increased in these areas and the stage had been reached to investigate the possibility of instituting more boards to attend separately to education needs there, said the delegates.

Another matter discussed was the "nomination competency" of school committees to appoint teachers.

"Although it is felt that regional boards are at liberty to comment where necessary on nominations, it is policy to accept the nominations of school committees provided the candidates satisfy the necessary requirements," said Mr Arendse.
'Equal education' charter proposed — could rock SA teachers' boat

Weekend Argus Correspondent

JOHANNESBURG. — A hard-hitting education charter which could polarise teacher opinion countrywide was launched today by the 22 000-member Union of Teachers' Associations of South Africa.

The charter calls for the abolition of apartheid education and the formation of a single, non-racial teachers' association.

Mr Franklin Sonn, president of Utasa, which represents the interests of the country's coloured teachers, said the charter would be presented to teacher associations throughout South Africa for acceptance or rejection.

As it is unlikely that the Afrikaans teaching associations will even consider accepting the charter, English-language associations will be placed in an indvidious position. Should they refuse to sign, their credibility among the country's coloured teaching corps will be irrevocably damaged.

Mr Sonn, who is also a member of the executive committee of Jocasta — the joint council of African and coloured teachers' associations — is putting the charter before Jocasta's annual general meeting today. He expects to get the full support of the black teacher associations as well, in an attempt to present a united teacher front to the Government.

Mr Sonn says that if the charter has the impact desired, it will serve to illustrate exactly where teacher associations stand, and on what basis they are prepared to negotiate with each other, and with the Government.

Utasa is firmly opposed to any new education deal which in any way perpetuates apartheid.

"We are aware, because of statements made by the Minister of National Education, that education in South Africa is likely to continue to be ethnically based with at best one minister at the top. But apartheid education is totally unacceptable," a Utasa spokesman said.

Conflict

Conflict between the coloured and Afrikaans teaching associations, and between the Transvaal's English and Afrikaans teacher organisations has broken into the open in the past 11 months with a bitter struggle over basic concepts in educational philosophy.

Principles

The associations must be prepared to pledge themselves to the following principles:

- The eradication of race as a criterion for membership of a single national teachers' body;
- The establishment of a single central educational authority;
- The achievement of professional status for teachers;
- Equal salaries for equal qualifications and service, regardless of sex;
- Equalisation of service benefits; and
- The raising of educational standards in general and the improvement of teachers' qualifications in particular.
Teachers call for action on apartheid

Tribune Reporter

A H A R D - h i t t i n g education charter which could polarise teacher opinion countrywide was launched yesterday by the 32,000-member Union of Teachers' Association of South Africa.

The charter calls for the abolition of apartheid education and the formation of a single, non-racial teacher's association.

Mr Franklin Sonn, president of the UTASA, which represents the interests of coloured teachers, said the charter would be presented to other teacher associations for acceptance or rejection.

"If they sign, it means they stand with us - firmly opposed to the system of apartheid education. If they refuse, we can no longer have anything to do with them."

As it is unlikely that the Afrikaans teaching associations will even consider accepting the charter, English-speaking associations will be placed in an individual position.

Should they refuse to sign their credibility among the country's among the country's coloured teaching corps will be irretrievably damaged.

Mr Sonn expects to get the full support of the black teacher associations.

The associations must be prepared to pledge themselves to the principles of:

- The eradication of race as a criterion for membership of a single national teachers' body.
- The establishment of a single central educational authority.
- The achievement of professional status for teachers.
- Equal salaries for equal qualifications and service regardless of sex.
- Equal service benefits.
- The raising of educational standards in general and the improvement of teachers' qualifications in particular.

Conflict between the coloured and Afrikaans teaching associations, and the Transvaal's English and Afrikaans teacher organisations has broken into the open in the past year with a bitter struggle over basic concepts in education philosophy.

The charter, says Mr Sonn, will serve to illustrate exactly where the teachers stand on what basis they are prepared to negotiate with each other, and with the Government.
Religion Reporter

EDUCATION is not a “privilege” which the Government may grant to some on a racial basis, but a basic right under God.

This is the stand of the Ned Geref Sendingkerk, which last night decided to ask the Government for “immediate” equal education for all under a single ministry of education.

The Moderamen of the church was instructed to tell the Government that its present education system based on race was “immoral and against all Christian norms”.

EXPENDITURE

Among the un-Christian aspects of present policy was unequal expenditure on education for children categorised by the Government as of “different race groups”, according to the motion adopted by the synod on a proposal by the Rev. John Hartney of Bonteheuwel.

The synod welcomed the De Lange Commission recommendation of a single and equal education system for all, but, criticised it sharply for seeing education as a means of “providing the manpower needs of the country” instead of a basic right of all people.

“DIGNITY”

It also criticised the Government for a “negative” reaction to the De Lange report, which indicated that the Government intended to perpetuate its racial discrimination in education.

“Education must be based on the equal value of all people. All are created by God, in His image, and therefore entitled to recognition of their God-given dignity. This recognition must be given form in politics, the economy, in social relationships and also in education.

“Where a society denies this equality of human worth, it is in our opinion the task of education to restore those values.”

“CONFLICT”

“Children must be taught that conscious or unconscious racist attitudes are in conflict with the biblical message and the Christian ethic.

“The responsibility of education in a country such as South Africa is especially great when one considers that racism is not inborn but instilled.” the synod said.
Impossible under apartheid

Syndal: Equal Education

[Handwritten notes]
Single education ministry on cards

By MARTIN FEINSTEIN
Education Reporter

THE Department of National Education (DNE) is to swallow the black, coloured and Indian education departments next year as part of the creation of a single Ministry of Education for all races.

High-level government and education sources confirmed yesterday that this would be virtually certain result of proposals for changes that can realistically be submitted to the Cabinet this month by the task force working under Professor J. L. Lartey.

Sources said the Departments of Education and Training, as well as the Departments of Indian and Coloured Education, which now fall under the Department of Internal Affairs — would be swallowed by the DNE to form a single ministry responsible for finance, standards, training and other key areas.

A second tier of "sub-departments", a single Minister would then be created to implement and control central-initiated policy for each race group.

The sources revealed that the DNE was already preparing for its new role as umbrella ministry.

"The DNE is currently strengthening its personnel structure and the Commission for Administration is conducting an investigation into the structure of the DNE's education and macro-education policy branches," one source said.

He said the creation of a single ministry was in response to the large percentage of people in South Africa who seem to think that one education department is the only way of running things.

"If parity is to be reached in any education facilities, and there should be one department," he said.

It was stressed that the present provincial education departments would not be affected by the new structure.

Another source confirmed that the DNE was preparing itself for take over of the major functions of the four department as soon as the constitutional department was set up.

The division still had to be worked out in detail with government's constitutional proposals.

The task force under Prof. L. Lartey, plans to complete its final proposals by the middle of the month and a government white paper, as well as the first legislation on education reform, is expected early next year.

Prof. L. Lartey told a teachers' conference held this month: "I have no doubt whatsoever that a single umbrella education policy is on the cards."

I cannot elaborate on the exact constitutional procedure, but there is no doubt that a single macro-education policy will be in place and ready for the day.

Teller tells murder trial: I could have been wrong

Mail Reporter

A KEY witness in a bank robbery trial, three years ago, told the Supreme Court yesterday he might have wrongly identified the accused at an identification parade.

Mr George Mmbembe, a bank manager, who was then at the Dinslaken branch of Volkskas in Soweto, witnessed a bank robbery on May 25, 1978 during which Mr L. Vosloo was shot dead by Jeremia Motapanyane.

Motapanyane was subsequently sentenced to death and spent 38 years imprisonment. Following convictions on charges of murder, robbery with aggravating circumstances and the illegal possession of a firearm.

An application made to the State President to grant leave to re-open the trial was heard and evidence was granted 48 hours before execution of sentence.

Mr Mmbembe at first denied making an affidavit two years ago in which he said he had signed under pressure of his identification by Motapanyane.

Only after Dr Percy Yutar, SC, for Motapanyane repeated his application did Mr Mmbembe admit the truth and said Mr Mmbembe admitted that the affidavit he signed was because he was afraid of implicating himself.

He said he made the affidavit for the advocate, a Mr Anderson, with the understanding he would not testify in court again.

He stated he felt "double-crossed" when the case of execution was lodged and decided to deny all knowledge of the affidavit.

Mr Keith Motapanyane, brother of the condemned man, told Mr Justice L. E. Grange he learned in September 1980 that a State witness had doubts.

The hearing continues.

Boy's death to be probed

CAPE TOWN - An inquest docket into the death of a Bredasdorp schoolboy has been opened after the failure of a second attempt to establish the cause of his death.

Robert Taylor, 13, was found dead on his father's farm Kreadnok, in the Bredasdorp district, on September 18.

Mr Trevor Taylor found his son dead behind the steering wheel of a light truck on one of the farm roads after the boy had gone to a dam to pick plants.

A post-mortem examination held at Bredasdorp and a further examination in a Cape Town laboratory have failed to determine the cause of the boy's death — Sapa.

Man 'was sent' to knife clergyman

Mail Reporter

A YOUNG man charged with attempting to murder a minister from Christ Church, Hillbrow, had been jailed for four years after he told the Hillbrow Regional Court he was sent to do it.

Johannes Bheengu, 19, of Greytown, pleaded not guilty to a charge of attempted murder committed on August 16, 1980 at the Greyoostervale Bezine.

Mr Peterse told the magistrate, Mr A H Barlow, that he met Bheengu, a stranger, while on his way to the Church. The man did not understand him very well and he added him some Christian literature. At that the man started shouting abuse at him.

"When I got to the church I found the door locked. As I looked around I saw Bheengu running after me. He had a knife in his hand. He threatened to kill me. He was about to strike me I shouted for help and two men shouted back from across the street. They started running towards us but Bheengu ran away."

When I went to lay a charge against him, I asked Bheengu who he had been sent to do so.

In mitigation Bheengu said he was a first offender and was at present paying $200.

Liza gets ready for the show

By GEOFFREY ALLEN

LIZA Minnella flew to Sun City by helicopter last night, for her first step on the road to an international concert tour.

When she opened her show on Friday night at the Bophuthatswana Superbowl, it will be her first performance for more than a year.

Her Sun City show, she says, will largely be a bouncing affair — perhaps in compensation for her long lay-off.

She gives away a lot of herself in public. She knows what she is good at and does not hide behind difference. That is a big part of the charisma.

Having left Johannesburg, yesterday she told reporters she had not wanted to be a beauty queen or a singing driver when a child — she wanted to be an ice skater. He holds the day, she said a Broadway show and was captivated by the show business.

At the Press conference she sat quietly composed on a sofa with her wrap around her knees, as she answered questions with remarkable candour even the token political ones.

"I woke up this morning and thought 'Boy I'm in Africa'. I didn't mind about anything except that I — "
All races will pay towards education

Mail Correspondent
EAST LONDON.—The Minister of National Education Dr. Gerrit Viljoen says the decision to stop free education for whites ended any hope that totally free education could be introduced for blacks and coloureds.

In an interview in East London yesterday, he said it had been decided that whites, who currently enjoy free school education, should contribute to education costs.

How much whites would be expected to pay had not yet been worked out in detail, but Dr. Viljoen expected that parents would be asked to meet the major portion of the cost of school books.

He stressed that in cases where parents were financially unable to meet the cost of educating their children, they would be released from any financial obligation.

Dr. Viljoen said the decision would mean that the introduction of free education for blacks and coloureds was no longer possible.

The Government intended to try to introduce a uniform system whereby all population groups would pay for their education.

At present whites were entitled to free education while coloureds and blacks had to pay.

This was unfair, Dr. Viljoen said, and the Government had decided to work along lines of the recommendations of the De Lange Commission on Education which called for payment by all population groups.

It was important, however, that in implementing a system of payment for education, parents unable to meet the resulting financial obligations should be accommodated.

Dr. Viljoen said he did not expect opposition to the move.
Viljoen: no hope of free black education

EAST LONDON — The Minister of National Education, Dr Gerrit Viljoen, says the decision to halt free education for whites and any hope that totally free education can be introduced for blacks and coloureds was no longer possible.

It was intended to try to introduce a uniform system of payment for education among all population groups.

At present, whites are entitled to free education while coloureds and blacks must pay.

He said this was unfair and the government had decided to work along the lines of the recommendations of the De Lange Commission on education which called for payment for education. — PS.
W CAPE DRIVE
FOR BLACK
SCHOOL
LIBRARIES

READ — Read, Educate and Develop, which has operated in the Transvaal since 1979, providing reference libraries in black schools — will launch its Western Cape campaign with aid from The Argus Teach Fund and Reader's Digest next week.

The four African high schools in the Peninsula will receive core-reference libraries after a workshop for teachers to learn librarian skills and the launching ceremony on October 11.

Mrs Nancy Murray, an organiser, said the organisation was formed in response to growing concern over the lack of libraries in black schools.

"The Government has committed itself to an urgent and extensive upgrading of black education, but now, and for some time to come, its priorities will inevitably be the provision of classrooms and the training of teachers," she said.

"There will be few resources available for the establishment of adequately stocked school libraries."

Because of the critical shortage of trained manpower, it was essential to raise the level of literacy to be able to provide personnel with the basic reading skills needed to make further training possible.

VOLUNTARY WORK

"Against this background READ has been able to mobilise the resources of the private sector to provide this educational facility."

Mrs Murray said the Western Cape branch, which has about 10 voluntary workers, had been doing the groundwork for the organisation for nearly two years.

"Six school librarians have been giving up their time to make this all possible. They are responsible for selecting the books, but suggestions from teachers are welcomed," she added.

"We are convinced that systematic and ongoing training courses for teachers run simultaneously with the distribution of books, is the most effective way to establish these libraries."

While The Argus Teach Fund and the Reader's Digest had each given R3 000, money was still urgently needed.
Verbal brawling in public between the Minister of Education and the Transvaalse Onderwysersvereniging (TO) would have been unimaginable a couple of years ago. But the De Lange Commission report has joined the collection of reform proposals polarising Afrikanerdom, and Afrikaans teachers are in the thick of it.

At issue is an article in the TO's organ, Mondstuk, reacting to Education Minister Gerrit Viljoen's speech to the TO congress. The article accused Viljoen of using his ministerial position to plug party political issues — that is, government's reform proposals — to Transvaal teachers. It enquired why Viljoen, unlike his predecessors, is ready to speak publicly so often, alleging that Viljoen's appearances were arranged through political channels.

Viljoen reacted vigorously and at length. He denied that he was introducing party politics, saying he was eager to support "any responsible efforts to counter the politicisation of education." He countered most of Mondstuk's claims, adding that the reason for his greater number of public appearances was the intensified debate on education generated by the De Lange report.

The TO offered a grudging apology, saying that it could substantiate its allegations, and that it would discuss the issues with the Administrator of the Transvaal.

The TO is one of the strongest pillars of the Federasie van Afrikaanse Kultuurbewegings (FAK), the Broederbond's front organisation. The Bond and its offspring are close to the Conservative Party in the Transvaal. Professor Hennie Maree, Chairman of the TO, is a senior Bond member.
Fighting for food

CHILDREN GO HUNGRY TO SCHOOL

CHILDREN at some schools in the Western Cape are so hungry they fight for sandwiches on their way to school, faint in class and beg for food during the lunch breaks.

At some schools voluntary feeding schemes provide relief from the thinness and hunger pains, but the rising cost of bread is jeopardising the future of this vital service.

Teachers doctors, politicians and parents this week urged the Government to help feed the hungry children.

Kalkskraal near Malmesbury, says he became worried last week about children who always looked ill on a Monday afternoon.

"I only give the one to Sub A. Some of the bread I bake myself. The others (her three primary school children aged 7 to 12) can have it," she says.

Her reaction is almost echoed by Mrs. Dedra Boonzaier on a nearby farm.

"I only give the one to Sub A. Some of the bread I bake myself. The others (her three primary school children aged 7 to 12) can have it," she says.

PUPILS

Their children are all pupils at the Kersboslaagte school and are on a strict diet.

EXTRA FOOD

Those who had extra food showed beneficial effects.

Professor Kibel said this survey showed there was an incidence of malnutrition which is worse in the rural areas.

"For the children of the Kersboslaagte school in Paarl the long walk to school on an empty stomach can end in a fight for a slice of bread."
At some schools voluntary feeding schemes provide relief from the dizzying rise in bread prices. But the "unprecedented" price increase is jeopardising the future of this vital service.

"Teachers, doctors, politicians and parents this week urged the government to help feed the hungry children," the Daily News reported.

Letters to the Peninsula School Feeding Association from school principals asking for assistance are heart-rending.

BY FORCE

"At our school things are so bad that we now have to take bread from others by force," said a principal, quoted in the Daily News.

Another application for help, from a teacher in another school, was also reported.

There are many hungry children, the principal said, who are coming to my school on empty stomachs and become sick during lessons as a result of hunger. Would it be possible for you to feed us?"

Mr. Tommy Davids, a principal at Kalbaasraal near Malmesbury, said he became worried when his four-year-old son looked ill on a Monday afternoon.

"I only gave him some of the bread I bought myself. The others (three primary school children aged 12 to 16) say I mustn't worry," he said.

MEAL

While the row rages about price hikes, many people most affected are simply not buying bread any longer.

Mrs. Christina Fredericks, a farmer's wife, looks down glumly at the kitchen table when asked how much bread her children take to school.

"They don't really want any," she said. "Obviously we can't afford it."

Invariably they have no shoes and breakfast is a luxury.

In winter the cold bites through their clothes and it is so much harder to walk in the long farm roads.

"There's a lot of evidence that hunger and malnutrition in young children has a profound and long lasting effect on their learning ability."

Her reaction is almost echoed by Mrs. Delia Boonzaaier, who works at a nearby farm.

"I only gave the one in Sub A some of the bread I bought myself. The others (three primary school children aged 12 to 16) say I mustn't worry," she said.

EXTRA FOOD

PUPILS

"Those who had extra food showed beneficial effects. It's self-evident that a child with an empty stomach can't learn and concentrate," said Professor Kibel.

Another recent report, from the Department of Internal (coloured) Affairs' psychological services, states: "In considering the many factors that can contribute to the social, emotional, intellectual and physical welfare of children, school feeding schemes play a significant role."

Professor Kibel said this survey showed there was less truancy and absenteeism at schools where children were well-fed.

"They are also taught about feeding habits, caring and sharing. Incidents of fighting and stomach pains and requests for medication are lessened."

The latest bread price hike will cost the Peninsula School Feeding Association, which feeds about 150,000 children daily — an extra R65,000 a year.

"I think the government is responsible for this debacle and they should solve it," said Harry Schwarz, spokesman on consumer affairs.

"We are in a financial crisis and people can't afford to buy bread."

"The children don't want bread when they are hungry."

"The price increase will place a well-nigh impossible burden on these organisations," he said.
'99 pc consensus'

Education plans are complete

By Carolyn Dempster
Education Reporter

Final recommendations for South Africa’s educational future have been completed by the De Lange Working Party and will be handed to the Cabinet at the end of this month.

The recommendations are the result of months of preparation, discussion and compilation of comment on the Human Sciences Research Council Report on Education.

The working party chairman, Professor J P de Lange, said in Pretoria yesterday there was 99.9 percent consensus over the final recommendations.

Only one point had caused division among the 19 educators.

“This is remarkable considering the contentious nature of the recommendations and the varied reactions to the original HSRC proposals,” Professor de Lange said.

He would not give details of the recommendations, but said they covered all aspects of education raised in the HSRC report, and in some respects went further.

Although Professor de Lange refused to indicate the point on which the working party differed over the recommendations, it is believed disagreement centred on the future structure of South Africa’s education system.

There has been considerable opposition to, as well as support for, the idea of a single education department.

The recommendations will go to the Ministers of National Education, Education and Training and Internal Affairs. They will then advise the Cabinet which, it is hoped, will put out a White Paper in 1983.

The main committee of the HSRC Investigation into education has been reconstituted for continuing research.

Four research areas to get priority are:

- Introduction of non-formal education on a structured and co-ordinated basis.
- Professor de Lange said nearly R3 000 million was spent on non-formal education in 1981, almost equal to the amount spent on formal education.
- The use of computers in education — in administration or in the classroom.
- The sub-committee researching this field has already established the criteria for apparatus, which will be released to schools soon.
- Criteria for computerised teaching programmes will be available next year.
- Introduction of TV and radio into all education.
- Introduction of a third language which would be taught to school children from Standard 4 to Standard 7, with TV and radio playing a major role.
MORE than 100,000 black children throughout the country will be forced by law to remain at school until Standard Five, when the third phase of compulsory education is introduced next year.

DET's chief liaison officer, Mr Job Schoeman, said yesterday that his department expected 100,000 pupils to be affected by the programme in January next year—an increase of 30,000 over this year's total.

When the system was first introduced last year, about 45,000 black pupils in Sub A in 201 schools were bound by law to remain at school until Standard Five or until they are 16.
Record number of teachers seek promotion

By Nagoor Bissetty

A RECORD 1 900 teachers have applied for 231 promotion posts in Indian education, including heads of departments, principals and rectors of training colleges, South African Indian Council's executive chairman Mr Amichand Rajbansi said yesterday.

He said his executive would sit from October 15 to November 5 to consider the applications, and appointments were expected to be announced soon after November 8.

Under powers delegated to the executive by the Minister of Internal Affairs, Mr F W de Klerk, in terms of the Indian Council Act, the executive now had final say on school promotions and appointments, Mr Rajbansi said.

Previously these had been made by a committee under the Director of Indian Education.

Meanwhile Mr Rajbansi has confirmed that his executive has been pressing for an Indian to be made acting deputy director of education when Mr J S M Zwieglaar, the present deputy director, becomes acting director in place of Mr Gabriel Krog, who leaves for overseas on a study trip.

'I have no doubt this will come about,' he said.

Mr Ronald Charles, one of several chief inspectors of education, was yesterday tipped to become the first Indian acting deputy director.
De Lange spells out blueprint for education

Argus Correspondent

De Lange said that the National Education Commission, which was set up to examine the educational system, had met with mixed reactions from students, teachers, and the public. The commission's report would be presented to Parliament next week.

Professor de Lange, who chairs the Education Commission, said that the commission had received more than 1000 submissions from various stakeholders. He said that the commission would take into account all submissions received, but that the final recommendations would be for the government to decide.

The commission's recommendations included increased funding for education, improved teacher training, and the introduction of a national curriculum. It was hoped that these recommendations would lead to a more effective and efficient education system.

De Lange — stating the main area of education which was unstructured, uncoordinated.

'Two basic goals for peace'

Argus Correspondent

JOHANNESBURG — Two basic goals have to be achieved if the beginnings of peaceful adaptation are to be seen in South Africa. They are: (1) the establishment of a democratic government; and (2) the resolution of the country's economic and social problems.

The period over the next 18 months to two years may be quite difficult. During this period, black discontent will increase but the whole governmental system will not have been able to effectively gear itself for effective reform and adequate attention to the change.

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Call for more literacy training

EAST LONDON — Training people to read would result in better co-operation between the authorities and illiterate adults, the director of Operation Upgrade in Southern Africa, Mr Sandy D'Oliveira said.

Speaking at a meeting of representatives from the Ciskei Government departments of Agriculture, Health, Foreign Affairs and Education in Zwelitsha on Thursday, Mr D'Oliveira called for increased literacy training.

Many doctors could not locate serious diseases like tuberculosis, because many people could not read pamphlets which were distributed, he said.

He called for literacy classes to be held in the main TB centres, and that patients, on discharge, be supplied with pamphlets containing stories about various diseases.

"These people are so thrilled that they can read," Mr D'Oliveira said, "that they go and read the stories to everyone available to listen. In this way, many people are made aware of the symptoms of diseases."

"These newly-found literates are also supplied with the addresses of the closest clinics, so if a person has the symptoms, he knows where to go.

"In agriculture, illiteracy causes many irregularities, and if one could send a teacher to the people to bring them to a Standard four reading level, extension officers would be able to communicate with them on a higher level, and would be more easily understood," he said.

Doctor van Aswegen, Minister of Health for Transkei, suggested that representatives from each department get together to discuss the matter.

Mr D'Oliveira said the first teacher was used in 1993, and at present over 8 000 teachers had been trained.

"The Operation Upgrade system was started by my wife and I 16 years ago. This is a labour of love of people, and we've never been happier.

"We are still writing books in which we are putting facts in story form, as we found that the reader identifies himself with the main character, and so the moral of the story is transmitted. These people have great potential within them.

"We are presently teaching in nine languages, and we do that from the standpoint that an illiterate adult has a fairly comprehensive spoken vocabulary — he knows everything about a word except what it looks like."

He travels from America to South Africa for six months every year.

"It is better to light one candle than to curse the darkness," he said.

DDR
Indian school survey

The Division of Indian Education is conducting a survey to determine the attitude of parents to the proposed introduction of Indian languages as teaching subjects in primary schools from next year.

Circulars have been issued to all Indian schools under the control of the Department of Internal Affairs. Initially it is proposed to start in Standards 2 to 5.

For the purpose of the survey, Arabic is included in the group of Indian languages. The other languages to be taught in schools include Gujarati, Hindi, Tamil, Telugu and Urdu.
Nothing gives more relief.

BY LEN MASIKO

A BRIEFING FOR THE STUDENTS

When the students are asked what they would do if they were in the shoes of a leader, the answers are varied. Some say they would focus on education and development, while others suggest infrastructure and economic growth. However, the majority believe that education is the key to a brighter future.

The students also discuss the importance of leadership in making decisions and addressing issues. They believe that leaders must be fair, honest, and transparent in their actions.

The school administration has been working closely with the students to ensure that their voices are heard and their needs are met. The school has implemented several initiatives to improve learning and engagement, including providing access to technology, offering extra-curricular activities, and creating a safe and supportive environment.

The students are encouraged to participate in decision-making processes and are given opportunities to voice their concerns and ideas. The school has also established a support system to help students navigate the challenges they face.

Overall, the students are optimistic about the future and believe that their efforts will contribute to a better society. They are committed to learning and growing as individuals and as members of their community.
Jo'burg centre going up

A TEACHER training centre funded by the Urban Foundation and other interests is taking shape at Diepkloof outside Johannesburg.

The contract for the R2.7-million development was awarded to Stocks Rand.

The Diepkloof scheme comprises a training centre, educational centre, drama centre, canteen and multipurpose hall.

The various facilities will have a common architectural theme and will be linked by terraces and pathways.

Their floor area will be 5,390m² on a 75,000m² site, permitting room for later expansion.

The structures are mainly double storeyed with the exception of the teachers centre.
In your Sowetan tomorrow
Continuing — A Woman Scorned — A Love Story.
Don’t miss the next episode tomorrow.
Get Yourself to the Mainstay Cup Final — FREE. There will be 100 tickets to give away. Details coming up tomorrow.

Plus More.
Lots More.

Teachers’ in-service centre is opened

A TEACHERS in-service training centre — part of a R4-million informal education complex being built in Soweto — was officially opened yesterday.

The centre, near Baragwanath Hospital, will help improve science education among an estimated 700 teachers from Alexandra Township and Soweto schools. At present 150 teachers have enrolled.

The centre forms part of a multi-purpose complex which is being built with the aim of improving the quality of teaching over a wide range of education, artistic and cultural subjects.

The director of the centre, Mr Klaus Bruck, said teachers undergoing training at the centre will come from 15 secondary schools in the Alexandra and Soweto areas.

“Place this will act as a resource centre for teachers who want to move ahead, and a useful instrument to serve the education community in the two areas. We will from time to time adjust our courses to the growing needs of the teachers,” Mr Bruck said.

Courses

He said the centre will in future house with the new university for urban blacks — Vista Courses offered include mathematics, biology and physical science, which are taught over a year.

The whole project was pioneered by the Urban Foundation with the sponsorship of the South African-German Chamber of Trade and Industry.

By LEN MASEKO

Young mother

Sus murder

Ben Mabuza dead

In what is described as a short, but substantial, inquest, the Hlangana Board of Inquiry heard how the unknown woman, 26, was found last Thursday in the back of a Soweto taxi.

Police say she was found with a blunt instrument.
'Brain' held on R7m cheques swindle

Officer John Clifford said the alleged fraud was carried out in all the city's major banks. "I can't think of one, that wasn't hit," he said.

Johnson, who police said drove a Porsche and was well-dressed, told them he had "people inside various bank branches who cooperate." He also said he trained five women to cash the cheques, police said.

Police say the women, using the identities of legitimate bank clients, cashed phoney cheques made out in the customers' names.

Newspapers prove to be an exciting teaching tool for Forest Hill Primary School teachers Mrs J Davison (left) and Mrs M Lee (sitting). Mrs B creenise Mendelow-Nolk of JCE Centre shows how it's done.

Teachers get into the news

By Motra Levy

It was back to school for more than 40 teachers from Johannesburg and the East Rand who crowded into the Forest Hill Primary School hall this week to learn about the value of the newspaper as a modern teaching tool.

They became pupils again for the afternoon as Mrs Mendelow-Nolk of the Johannesburg College of Education's newspapers in education department taught them how to use the newspaper in the classroom as a valuable teaching aid.

They scanned the pages to seek out selected words and articles and enacted the scenes portrayed in photographs.

Mrs Mendelow-Nolk explained the significance: "If you do this in the classroom the children will be having fun and at the same time will be developing the skills of reading, interpreting and evaluating."

The workshop is the second round in Mrs Mendelow-Nolk's programme and follows an introductory lecture last month.

Organised by the East Rand Teachers Centre, the programme demonstrates the use of newspapers throughout the curriculum, and is being attended by English and Afrikaans teachers.

"The response has been terrific. The teachers participate, are keen and enthusiastic and share what they learn with colleagues."
English education crisis should be tackled now

The serious problem of teacher shortages must be analysed and not glibly tossed aside as a defect of English-speaking South Africans, says Joyce Austoker.

One can only hope that the new proposal of taxation of fringe benefits, as admirable and fair as it is, will not ripple down and adversely affect the housing schemes, etc. used to attract male teachers, and senior women teachers, into the profession.

At its recent annual conference, the Transvaal Teachers' Association recommended the appointment of an English-speaking Deputy Director of Education in the province. If we are going to have one National Minister of Education, with deputy ministers representing the various groups, is this not the golden opportunity to introduce a separate English-speaking Department of Education for the entire country?

Such a department could serve a number of purposes.

- It could, within the framework of the law, cater for the attitudes and dispositions of the English South Africans.

- A freer and broader interpretation of education could be possible and greater integration of education and sport with non-white groups could be introduced.

- It would attract ambitious young men, as a series of unrestricted promotion posts would be available to them, at all levels, from deputy principals of schools, principals, inspectors, and at the pinnacle the post of Director of English Education.

- English-speaking teachers could be imported from overseas, either as permanent teachers or on contract, much as is done in the engineering and nursing professions.

All of these measures would help us to recruit teachers and offer better education to our pupils, and so help the entire country to attain a bright future.

Joyce Austoker is a Johannesburg educationist.
Education 'inadequate'

IT WAS distressing that South Africa faced racial problems and economic frustration because of the inadequate training of blacks, the mayor of Sandton, Mr P Gardiner, said at the weekend.

Speaking at the handing over of new buildings for the Witkoppen black farm school, he said he hoped the school would play an important role in breaking race barriers in South Africa.

The school has 600 pupils and has been in operation since 1948.
Education for the struggling class

FOR A STRUGGLING class, education is a necessary instrument of liberation and social transformation of status quo, Mr Wallace Mgqi, said in Guguletu.

Mr Mgqi, a community worker, was speaking on The Role of Education in the Advancement and Development of the Community, at a farewell party for Fezeka matric students. He said this type of education was a process of integrating the youth into the entire system of production, exchange and distribution of "what one eats and wears."

It established a relationship based on exchange and mutual respect and would promote a scientific approach to life and environment. It would also institutionalise the role of the teacher in the community, he said.

Liberation

"It liberates the struggling class from the one imposed by the dominant class, which preaches that the status quo is divinely willed and nothing can be done," said Mr Mgqi.

"It ignites that God-given spark in all of us. This makes us creative and inventive in order to live life in its fullness. "It also gets rid of all artificial fetters around us. Consequently, we can engage constructively and fruitfully, not only in the advancement and development of ourselves, but also our fellow men in the community."

In this sort of society everybody would be able to see reality and contradictions and respond to them on basis of perception.

Integration

To achieve that the education must:

- Integrate into the overall struggle for liberation.
- Affirm the being of people in positive terms.
- Equip students, teachers and the community for the change.
- Spell freedom from ignorant fear, dehumanisation and oppression.

Mr Steve Mbiiza, a University of Cape Town lecturer, said the education system must be drastically altered to make it an instrument for self-reliance and challenge for equality.
US pushes education along...

By Moira Levy

At the end of last year 174 black schools had been adopted by American companies in South Africa within the requirements of the Sullivan Code.

Sullivan's sixth principle says signatory companies should involve themselves in "improving the quality of employees' lives outside the work environment in such areas as housing, transportation, schooling, recreation and health facilities."

Out of that the Sullivan Principles Education Committee's Adopt-a-School project was born in 1978.

The education committee chairman, Mr John L K Brett, said: "Our 12-man committee is multiracial and is a microcosm of our society.

"At our meetings we interview the people who come for help. Then we write to all our members and they give what resources, knowledge or influence they can."

A committee document says among the reasons for the high drop-out rate in black schools are the physical facilities. Without electricity, heating or proper construction, the schools become an unpleasant setting.

"Beyond these physical factors is the absence of equipment like typewriters, mimeograph machines, books and visual teaching aids. Further, there is also the question of the curricula."

At the end of last year, the education committee reported more than R1.5-million had been spent on the project during two years.

One of its greatest achievements was Soweto's Pace College.

"We also raised almost R9 000 from American companies for St Anthony's College in Reiger Park, Boksburg," Mr Brett said.
Tax cuts asked for literacy training

Labour Correspondent

The Government has been asked to allow employers to deduct the cost of training their workers in literacy from their taxes.

The request comes from the business-funded Management and Manpower Foundation, and, according to an MMF Director, Dr. John Burns, the Department of Manpower's National Training Board is looking at the issue.

Dr. Burns released details of the move at a Press conference last week to brief the Press on the MMF's work.

Dr. Burns acknowledged that functional illiteracy among workers was a major stumbling block to meeting the skills shortage. Employers who trained workers could claim a tax deduction of 100% cash grants from the Government and other incentives, he said. The MMF had therefore approached the Department of Manpower to ask it to extend these deductions to literacy work by employers.

Dr. Burns said the department had told him it was unlikely its National Training Board—which must process applications for training incentives—would agree to this unless the literacy work formed part of an industrial training programme.

Dr. Burns said senior department officials had, however, suggested that employers who were conducting literacy training as part of a general industrial training programme approach the board and ask that the literacy programme be included in the costs of training.
Some people believe South Africa has two governments — one run by the Union Buildings in Pretoria and the other from 44 Main Street, Johannesburg, the headquarters of Anglo American and De Beers.

Both governments have education research, cultural, social development and charity programmes.

The one in Main Street spends up to R15 million a year on community projects, black education being the main beneficiary, David Breiter reports.

A fund set up by two major mining groups spends up to R15 million a year on community projects, black education being the main beneficiary, David Breiter reports.

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The fund has met the building costs of two agricultural high schools for blacks in Ciskei and Lwandle. It has also financed new science buildings at the University of Swaziland.

Why Spea

The Chairmen's Fund also helps finance the United States-South Africa:

- R15 million for the Indiana Technical College due to open in Daventry near Benoni.
- The Mangesuthu Technikon in Umlazi, Kwazulu, on the outskirts of Durban. The fund provided R6.7 million towards the R7 million complex which was opened last year.
- Building 16 new classrooms and three new workshops for the Jabulani Technical High School in Soweto.
- The Soweto Teachers' Training College, which received R2 million and finally enabled black secondary school teachers to be trained on the Witwatersrand instead of in the homelands.
- A project in Botshabelwana aimed at taking to matriculation standard those teachers who teach in secondary schools although only qualified to teach at primary school level.
- Bursaries for Indian and coloured graduate students from one-year courses at Rhodes University.
- The Schools English Language Research Project run by the University of Cape Town.

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Uncertain mood in Poland

WARSAW. The cartoon is savage. It shows a bushy-eyed Brezhnev leading a dog with the face of General Jaruzelski, the Polish leader, "Get them, get them," says the Soviet leader, as he looks loose his faithful guard on a crowd clutching Solidarity banners.

People of all ages gather to study the cartoon, placed by the side of a floral cross in front of a church in the centre of Warsaw.

A young couple suddenly appear and lay a long poster across the floral cross: "The war declared on the Polish nation by a group of soldiers has already lasted 10 months. From November 10 the passive resistance ends."

Some people in the crowd offer lit candles before portraits of Lech Walesa and unmarked Solidarity leader.

What is distinctly odd is that all this is occurring outside a near-almost opposite a large police station.

If the authorities so wished, all these Solidarity sympathisers could be rounded up in one swoop. But Poland is nothing like that. It is truly extraordinary.

The more you discover about Poland the more confused you become.

Of course, there are the usual facts which are easy to explain why Poland is a paradox.

The Catholic Church has immense influence in politics where at least three-quarters of the 38 million population are said to be believers.

Three-quarters of housing is in private hands although, because of lack of investment over many years, it is scarcely a showcase for private enterprise.

But the paradox of Poland is to be found in the personality of the Pole: individualistic, hardy and brave, speaking his mind, and passionately seeking his freedom he would be hard put to define what is good.

As winter sets in and the country moves towards the first anniversary of martial law, the mood is uncertain.

Solidarity has been banned, and the underground leadership has called for a strike for November 10, further stoppages in early December and a full-scale general strike early next year.

A visitor is utterly bewildered by what he finds in what is, after all, a communist country.

For example, it is difficult to move about the lobby of the top hotels in the evening without being accosted by young prostitutes. But ask a Pole and he smiles indulgently: "Another example of private enterprise."

The taxi drivers are forever offering to take you to night clubs or change your dollars at a favourable rate.

After 10 months of martial law, many of the restrictions have been removed.

The casual visitor, like myself, can be easily impressed by the superficial appearance of normality.

But a Third World diplomat and I were transferred from Moscow to Warsaw saying: "It took me eight months to get back by air and establishment joke out of a Soviet official. Here, in my first meeting with a foreign ministry official, he told me five good jokes against the government.

Humour, particularly the ability to laugh at oneself, has perhaps allowed the Poles to sublimate some of their recent suffering.

You sense that ordinary Poles know something they cannot quite explain. You sense it in the mournful voices of men and women of all ages singing hymns by the floral cross not far from my hotel. They know they are trapped by both history and geography.

I shall always remember the words of the priest in Krakow: "We are alone."
Indian teachers and SAIC drifting apart

Mercury Reporter

THE Teachers Association of South Africa, mouthpiece of more than 6,000 Indian teachers, and the South African Indian Council, are drifting further apart.

The association has again rejected the council as a 'Government instrument to perpetuate separate development,' and says it also sees the SAIC as being at cross purposes with the struggle for true liberation in terms of democratic principles.

Says Mr. Pat Samuels, the association's president: 'It is a great tragedy that the SAIC can make a clear distinction between a cage made of gold and a cage made of pig-iron and give a place of honour to being in a cage of gold.

'What is more tragic is that it decided for itself its station in life.'

Mr. Samuels says that in an assessment of the political progress of Indian South Africans, a distinction has to be made between appearance and reality.

'It would appear that the so-called Indian South Africans are being given ever-increasing opportunities to make decisions relating to amelioration of their political, social and economic circumstances in this country.

'Such an appearance is intended to create an image of need for fulfilment in terms of aspirations of these peoples.

'It would also appear that the SAIC is the vehicle for the achievement of aspirations of a community it supposedly represents.'

Trivial

The association, he says, sees the Indian Council 'as a system to propagate and strengthen the policy of divide-and-rule which has as its basic aim, the retention of political and economic power in the hands of a white minority.'

It is shameful, he says, that a group of politicians who can hardly lay claim to being representative of South Africans of Indian origin can take pride in making trivial decisions which could and would have been made by one or more State departments, even if the SAIC disappeared from the face of the earth.

'It has never been among the aspirations of Indians in this country to "echo his masters voice," he says.

Mr. Samuels says there are many South Africans, including members of his association, who have opened their eyes to what he says is the meaningless role-play of the Indian Council.
NEARLY half of South Africa's black population in the 15-44 years and older age group were illiterate in 1970, Mr G K Schuring, chief research officer of the Human Sciences Research Council (HSRC) said last week.

In this analysis of the composition of the African communities in South Africa which was armed at determining the need for literature in the African languages, Mr Schuring said statistics revealed that there were probably twice as many Africans today as in 1970 with a standard three or higher.

And according to projections made by the HSRC, there could be two million African secondary schools in South Africa by the year 2000, Mr Schuring said.

Mr Schuring was among a number of the South African Institute for Librarianship and Information Science aimed at promoting the publication and the use of literature in African languages which is being held in Pretoria.

Mr Schuring said there were approximately seven-million Africans at the moment.

By MONK NKOMO

emphasize on the school market, the restriction of subjects to avoid controversial topics like sex, politics and religion, reluctance to read, and the lack of light literature.

Schools have to bear part of the blame for the lack of interest in literature, though other factors, such as dull and unsuitable publications, were also contributory factors,” Mr S P Phalatse, a local school inspector said.

Schools were also to blame for a lack of interest in African literature because of the limited time allocated to reading, the lack of reading stamina, low examination scores and scanty knowledge of language usage, Mr Phalatse added.

Mr D Zondi, deputy librarian at the University of Zululand, said many books published in the African languages remained unknown because of the lack of libraries and effective publicity. He warned that if adequate facilities and opportunities were not made available, there was a “danger of regression to illiteracy”.

Dr K P Prinsloo, director of the Institute for Languages and Literature, said: “It is proposed that a cultural centre be developed as part of the regional development programme in black townships. At such a centre there should be a library to cater for the reading needs of the community.”

Artistic activities like writers' workshops, poetry reading meetings, theatre performances and art exhibitions could be accommodated at such a centre, Dr Prinsloo said.

reads: African literature is hampered by many severe limitations.

Examiners' Initials

notes, pieces of paper or other materials brought into the examination room unless candidates are so instructed.

2. Candidates are not to communicate with other candidates or with any person except the invigilator.

3. No part of an answer book is to be torn out.

4. All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Any dishonesty will render the candidate liable to disqualification and to possible suspension from the University.
Battle to keep Parktown school premises

The Transvaal Society for Autistic Children has appealed to the Townships Board to reverse a decision of the Johannesburg City Council refusing it permission to operate from premises in Rhodes Avenue in Parktown.

The appeal last week was the latest round in the society's battle to keep a school for autistic children open at 7 Rhodes Avenue. In May several Parktown residents objected to the school because they felt there would be a reduction in property value and an increase in traffic noise.

The city council's town planning committee subsequently turned down an application from the society to remain at the premises after hearing objections from about 50 residents.

The society then appealed to the Townships Board. Advocate Mr Sydney Kentridge appeared for the society and told the board the children were "far from noisy."

"Autistic children are unable to communicate with those around them because of a mental condition," he said. "They are far from noisy."

Mr Kentridge also said the home of two objectors, Mr and Mrs K E Hildenbrand, of 5 Rhodes Avenue, was large and had extensive grounds.

He said the school was useful because of its teaching function and because it served as a research centre.

Miss Judy Stirling, the school principal, said some of the 18 children at the school had improved beyond expectations in the "calm, serene environment" of Parktown.

The chairman of the Townships Board, Mr Le Roux van Niekerk, asked the society to make written submissions within 30 days. The objectors would then be allowed to reply.
‘Education experts’ to advise on Indian appointments

The South African Courier, 31/11/82

The executive chairman, Mr. Amith Ramabai, announced yesterday that the appointment committee, which he called a “panel of education experts from outside the University of Pretoria,” would advise him on proposed appointments of Indian academics and to appoint him to post appointments. The committee would also advise the executive committee on the appointment of professors and the conducting of a search for the next president.
Education crisis: call for emergency action

By Carolyn Dempster

By the year 2020 South Africa will need an additional 250,000 teachers.

Couple this conservative estimate with the present backlog of underqualified teachers who will require intensive in-service training to improve their qualifications, and the prognosis is far from optimistic.

These facts emerged at a two-day conference on "The provision of educators in South Africa: the university's role" at the University of the Witwatersrand this week.

The following problems were highlighted:

- There is a lack of involvement by university educators in schools and colleges.
- Separate teacher training institutions for white, black, coloured and Indian people accentuate the isolation of the tertiary institutions from the community.
- The critical shortage of technical teachers.
- Bureaucratic and administrative constraints preventing universities from becoming more involved at school level.
- The state restriction on "open" universities.

Professor Don White, head of the education department at Witw, concluded: "Even if the Government decides to implement the De Lange proposals immediately, professional educators will be unable to meet the demand.

"For the next 14 years we would continue to be unable to claim that all our children have equal opportunities for education — an aim accepted by the Government."

In his address, "Teachers for Africa," Professor White called for co-operation among all teachers, whether at administrative, inspector, university, college or school level.

Professor White suggested as a priority the formation of a Southern African Association of Teacher Educators and Trainers.

Underqualified teachers in schools should receive guidance from teacher trainers. This would necessitate far closer co-operation among universities, colleges and schools, said Professor White.

Finally, emergency measures should be introduced if equality in education were to become anything more than a dream.

"I believe none of us can afford to wait for an adequate supply of matriculants to complete a conventional three-year training course," he said.

He proposed that:

- People who have passed standard eight enrol for two-year courses to equip them to educate in the lower primary, pre-school, technical and informal fields.
- Suitably qualified school leavers and adults be invited to serve as teacher-aides for two or three years.
- Volunteers be given a three-month intensive training course for specific teaching tasks.
Rajbansi 'embarrassing teachers'

THE South African Indian Council's executive chairman's handling of Indian education was embarrassing teachers and even inspectors, Mr Pat Samuels, president of the Teachers Association of South Africa, said yesterday.

He said the SAIC, with powers delegated to it by the Minister of Internal Affairs, Mr F W de Klerk, should confine itself to policy matters.

It should leave professional aspects of education, including promotions and appointments, to professionals in the department of education, such as inspectors and the director of education who were best suited to evaluate an applicant's worth and offer fair judgement.

If confidence in these professionals was lost, 'irreparable harm' could be done to Indian education, he said.

He said there were many misgivings about Mr Amichand Rajbansi's move to appoint his 'so-called' three-man panel of experts — Prof S R Maharaj, Mr Mannie Keerath and Prof E G Macmillan — outside the education department to advise him on plum appointments.

'You can't judge a teacher's worth sitting at a table in Stanger Street,' he said, referring to current interviews the panel is conducting with applicants for posts of rectors of colleges of education in Durban and Johannesburg.

Mr Samuels confirmed yesterday that the teachers' association had asked its lawyers to comment on the SAIC's latest assumption of powers under the Indian Education Act.
MD calls for law on ‘equal amenities’

Staff Reporter

FAR-REACHING changes in labour relations have been recommended to the Community Relations Committee of the President’s Council by Mr P E Streicher, managing director of SA Manganese Ancon.

In a report released last week on submissions which he made to the committee on Monday, Mr Streicher, also a member of the Mineral Advice Committee of the Department of Mineral and Energy Affairs, said most South Africans favoured peaceful change.

“If the politicians carry out their promises we will do our share in the industry,” he said.

“We appreciate that the bureaucratic system is slow-moving, but state officials are not receiving clear guidelines which in the short term may not be politically convenient but in the long run will improve labour relations.”

He called for workers on the same grade to be granted access to the same amenities, otherwise labour relations would be undermined. Laws on separate amenities should be replaced by laws on equal amenities, he said.

“It cannot be over-emphasized that the business leader must gain his workers’ confidence by accepting their right to negotiate industrial differences, their right to legal strikes, promotion based on merit, equal pay for equal work, training and security benefits. This will put the manager in the position of a change agent.”

He said that laws and influx control were “hard to justify” as they were seen as the infringement of the individual’s freedom.

“But I believe that some sort of influx control should be negotiated with the black local authorities. I also believe that the worker has the right to belong to the trade union of his choice. If businesses maintain an honest and open relationship with the union it can only be beneficial to labour relations.”

Shift in emphasis

Mr Streicher criticized the education system, saying it had to shift its emphasis from differences among people (andersheid) to their equality (ondersheid). Educational standards and facilities had to be equal for all races.

“While our educational establishments are producing academics we need technicians.”

“Technical schools and technikons should get much more support and vocational education must be instituted as soon as possible. To achieve this there must be much closer liaison between educational institutions and industry.”

He said it was a “miracle” that there were “so few” strikes in South Africa.

“Free enterprise is a foreign concept in our education system. Con-cepts such as labour costs, mechanization and long-term profits are foreign concepts to trade union officials and Greek to members.”
THE South African Indian Council yesterday called on the Prime Minister, Mr P W Botha, to intervene following the Government’s decision to scrap plans for Durban’s proposed multi-million-rand Oriental Plaza.

Executive chairman Amichand Rajbansi said at the opening of the council’s week-long session in Durban yesterday that the Government was morally and legally bound to honour its undertaking to build the plaza to house traders who were displaced when the Indian Market was gutted by fire in 1973.

He said the Government appointed a special body, the Van Eyssen Committee, at the time to select a suitable site and he in charge of the planning of the project. To suddenly back out of its moral obligation is most distressing.'

He said the Indian Council would tell the Prime Minister that failure on the part of the Government to honour its obligation would make any future Government or ministerial undertaking to the Indian community meaningless.

‘But by hook or by crook we are going to see that the Government carries out its promise to build the plaza,’ he said.

Clashed
Calling for the opening of trading areas to all race groups, Mr J B Patel said he disagreed with some members that whites should be prevented from opening businesses in Indian areas until Indians were allowed to trade freely in white areas.

Earlier, Mr Rajbansi and Mr Thukanka Palan, who is also chairman of the Southern Durban Indian Local Affairs Committee, clashed over current moves to allow whites to open supermarkets in Chatsworth.

Mr Palan denied that his LAC had supported the Durban City Council in its bid to get the Government to allow trading sites in Chatsworth to be sold to whites. He said his LAC wanted the two sites to be sold to members of any race group.

The meeting decided to approach the Government to amend the Group Areas Act during the next Parliamentary session to allow trading areas throughout the country to be opened to all race groups as recommended by the Riepert Commission.
Assault on illiteracy

The poorest African countries once also had the continent's highest illiteracy rates, but that is no longer so. On the contrary, some have become models of the way to eradicate illiteracy. One of the best examples is Somalia.

Ten years ago a written language was created for the country by experts from Unesco and other organisations. The literacy rate for adults then was a meagre five percent, among the worst in the world. Today the Somali Government claims that more than 60 percent of its four million people can read and write.

Few other African countries have been able to make such rapid progress — especially those with large populations. Oil-rich Nigeria, now with a population exceeding 150 million, had a literacy rate of 25 percent in 1970. Today's figures are "not available" — a euphemism for "we are too ashamed to say."

One nation which is very proud of its progress is Ethiopia, long one of Africa's most backward states, with abysmal living conditions for its predominantly peasant population of 50 million.

The marxist government of Mengistu Haile Mariam has millions of its citizens busily acquiring literacy skills in Amharic, the major language, and others learning to read and write in Oromo, Tigréan, Somali and Wol.
Literacy rate in SA now 60.5 pc

By Stuart Fletton

More than 87 percent of whites living in South Africa are literate, and the literacy rate for the whole country is 60.5 percent, according to a recently published report of the 1980 census.

It is the second of three preliminary reports based on the last census.

According to the report, which deals with social characteristics, 51 percent of blacks, 69.8 percent of coloureds and 77.6 percent of Asians are literate.

A higher percentage of whites are divorced than the combined total of the other three races. More than 2.3 percent of whites are divorced. The figure for coloureds is 0.8 percent, for Asians it is 0.3 percent, and for blacks 0.7 percent.

The percentage of couples "living together" as though they were married is highest among coloured people with a figure of 3.7 percent. More than 3.2 percent of blacks are "living together" while the figure for whites is one percent and for Asians 0.7 percent.

POPULATION

The population of the country is given as 24 885 000. There are 16 823 760 blacks, 4 929 100 whites, 2 012 780 coloured people and 821 220 Asians.

The biggest churches, with more than four million members, are black independent churches other than the Zion Christian Church. Next in line is the NGK with more than 3 million members, 31.7 percent of them black.

The Roman Catholic Church has the biggest Asian membership of any Christian church. Its total membership is 2 264 900.

Not far behind is the Methodist church with 2 112 800 members.

A problem arose with statistics for the Anglican Church because its members were not sure what to call themselves. More than 400 000 people said they belonged to the Church of the Province of South Africa and more than 95 000 people said they belonged to the Church of England in South Africa.

More than 845 000 just called themselves Anglicans, while 250 000 said they belonged to the Church of England.

There were 125 000 Jews.

Among the eastern religions, Hinduism was the biggest with more than 300 000 followers. There were, more than 300 000 Muslims, and Confucian had 16 400 South African followers.

NO RELIGION

Some 500 000 blacks, or three percent of all blacks, said they had no religion. While this figure was less than one percent for all other races.

More than 3 million people did not specify their religious preferences.

According to the census only 22.5 percent of blacks are South African citizens; the others are citizens of various homelands and states.

According to the census there are 80 Sri Lankans resident in South Africa and citizens of East Germany, Bulgaria, Estonia, Hungary, Yugoslavia, Latvia, Lithuania, and Russia also live here.

A spokesman for Central Statistical Services in Pretoria said the figures in the report were not exact, but that the error was slight.
White parents seek learning solutions

By Carolyn Dempster

The largest white parent’s representative body in the country took root in Pretoria this week with the formation of the Afrikaans Onderwysers Organisasie vir Christelike Opvoeding.

Organised by some Transvaal Afrikaans-speaking parents, the inaugural meeting of the autonomous body was attended by about 700 delegates.

The newly elected chairman, Professor H J S Stone, a lecturer at Unisa, said it was hoped membership would include about 200,000 parents or 150,000 homes.

The new body plans to voice the wishes and the needs of Afrikaans medium parents at local, provincial and national levels.

Until now parents have had little say in the education of their children. Where they did become involved it was in an advisory capacity,” Professor Stone said.

“Since 1939 there has been a growing feeling that parents should be given more status, but nothing has really been done about it.”

For many parents, matters reached a head in 1980-1981 with mounting teacher resignations and a deepening education crisis.

English-speaking Transvaal parents complained they were being ignored at provincial and national levels when they voiced their fears about their children’s educational future.

When the crisis hit the Afrikaans-medium schools, there was no parent group to voice parents’ fears.

Professor Stone said: “Parents had over the years become uninterested in education. It was something they left to teachers and the Government.”

The concept of an autonomous parent body was first mooted at the Afrikaanse Volkskongres in Bloemfontein this year where educationists and churchmen gathered to discuss the De Lange Report proposals.

Now it is clear a new educational dispensation is on the way. Professor Stone sees the role of a truly representative parent body as being increasingly important.

“We will attempt to provide the continuity required between education at home and at school.

“We hope to make the education profession and education authorities our partners in education. What we want is a base for discussion. Our only power lies in being representative.”
Teachers’ head accused at meeting of the SAIC

THE head of the 6 000-strong Teachers’ Association of South Africa, Mr Pat Samuels, was yesterday ‘rappled over the knuckles’ for refusing to cooperate with the South African Indian Council on matters concerning Indian education.

Unleashing the SAIC onslaught, Mr Amichand Rajbansi, chairman of the council’s executive committee, accused Mr Samuels of adopting ‘double standards’.

He said he could not understand why Mr Samuels was still retaining his post as president of a racial body when he was so conscious of racialism.

‘If Mr Pat Samuels and Tasa want to have no dealings with the Indian Council because we are working within the system why he is prepared to talk to Cabinet ministers who are also part of the system?

‘We are still prepared to co-operate with Tasa and we will go down to them in noble condescension for the welfare of education,’ he said.

Attack

Mr Rajbansi, however, sounded a veiled warning to Tasa that the Indian Council would not rule out the possibility of the Government withdrawing Tasa’s stop order facilities.

He said if this were done the organisation’s more than 6 000 members would have to find some other way of paying their subscription fees.

The SAIC attack followed grave dissension in the teachers’ body over the SAIC’s executive committee taking over partial control of Indian education.

It was felt that the Indian Council, as a political body, was not competent to handle matters concerning education.

Mr Rajbansi said every effort was being made to have promotions finalised by Monday.

* He said 1 827 teachers had applied for 242 vacant posts in the division.

Three ministers to meet Indians

Mercury Reporter

THE Government’s constitutional proposals for Indians are expected to be spelled out by the Minister of Constitutional Development, Mr Chris Heunis, when he meets the South African Indian Council in Durban tomorrow.

Mr Heunis is one of three Cabinet ministers expected to attend the meeting.

The others are Mr F W de Klerk, Minister of Internal Affairs, and Mr Pen Kotze, Minister of Community Development.

Mr Amichand Rajbansi, executive chairman, said it would be the first time that three Cabinet Ministers would attend the council’s meeting.

Call for equal pensions

Mercury Reporter

THE South African Indian Council yesterday called on the Government for equality in pensions to all race groups.

Mr Baldeo Dookie, an executive member, told the meeting that the Government’s proposals for constitutional reform would be meaningless unless racial discrimination were removed.

The gap between pensions paid to whites, coloureds, Indians and blacks should be bridged.

Earlier, Mr Madanlall Mohanlall, who is also chairman of the Durban Indian Benevolent Society, said increased costs were having a serious effect on low wage earners and pensioners.

The meeting was told that white pensioners were paid R137 per month, while Indians and coloureds received R87 and blacks R49 a month.

Guns surrendered

Mercury Reporter

SECURITY officials at the headquarters of the South African Indian Council in Durban took possession of six firearms from five members and a journalist attending the Indian Council meeting yesterday.

Mr Jack Webb, the chief security officer at the Stanger Street Government Building, yesterday confirmed that guns were surrendered before the owners were allowed into the debating chamber.

However, all the guns were returned after the meeting.

The clampdown on firearms in the council chamber followed a ruling by the chairman, Mr Essa Mahomed, earlier this week.
Stop sniping

Mercury Reporter
THE widening rift be-
tween the South African
Indian Council, which
now controls education,
and the 6,000-strong
Teachers' Association of
South Africa was bringing
Indian education into
disrepute. Mr R S Naidoo,
president of the South Af-
rican Federation of
Teachers' Associations,
warned last night.

He said the Minister of
Internal Affairs, Mr P W
de Klerk, should call lead-
ers of the SAIC and Tasa
to a round table and "ham-
mer out a new structure
through close consulta-
tion and investigation" to
ensure that education was
not undermined in any
way.

Mr Naidoo, who retires
next month as headmaster
of Durban's Burnwood
High School, after 40
years in teaching, said
that in the meantime the
status quo should be
maintained.

Welcoming the call for a
joint meeting, Mr Amichand Rajbansi, ex-
necutive chairman of the
SAIC, said last night he
would support it whole-
heartedly. "By getting to-
gether I know we can
work wonders for our edu-
cation," he said.

Promised
Mr Naidoo said there
was a need for the Minis-
ter to reassure Indian
teachers in the light of
promises made, and as-
surances given since 1964
when the former Depart-
ment of Indian Affairs
was created.

He and Dr A D Lazarus,
who represented teachers
at top-level talks with the
Government nearly 20
years ago when the
takeover of Indian educa-
tion from the Natal Pro-
vincial Administration
was planned, were prom-
ised that an advisory
council on education
would be created to en-
able consultation to take
place with parents and
the community. But this
had still not been done, he
said.

"There is much that is
still not good enough in
Indian education, but
there is also much that
has been achieved.

"I make a special appeal
to all concerned to stop
sniping at one another.
When this takes place, it
means there is no effec-
tive communication."
While propelling up the entire education system, women continue to be discriminated against.

It's Unfair
EDUCATION

Schooling the adults

The next parliamentary session should see legislation to restructure the SA educational system. The interim working group on education under the chairmanship of Professor Jan de Lange has drafted its final recommendations, which have been handed to government.

The controversial De Lange report outlining a blueprint for SA education has already elicited an interim white paper accepting most of the report's principles — but not that of a unified Ministry of Education.

Responses to the original report were called for, and a wide range of interest groups gave reactions. These were processed into categories by a Human Sciences Research Council team, and De Lange's interim working group used the material to draft its final recommendations.

De Lange told the FM: “The working group was made up of the directors of white, black, Indian and coloured education departments and community representatives. We went through the various recommendations and comments to formulate our final advice to government.

“I can't give specific information on the report's contents, but I believe it has retained its integrity and has been refined to become more practical,” he said.

De Lange gave the field of non-formal education as an example saying that the recommendations in this field are further reaching in the new report because the working group had more information on the field. One of the recommendations of the original report was that “the private sector and the State shall have shared responsibility for the provision of non-formal education.”

In SA, with its critical skills shortages, this field is a crucial and currently underdeveloped one. It covers many forms of skills education, including industrial and on-the-job training, basic education from language and literacy upwards, and all forms of community-level instruction. Naturally, adults form the bulk of learners.

Dr Robin Lee of the Urban Foundation is chairman of the De Lange Commission working committee for non-formal education, as well as a member of the main committee. He defines non-formal education as any planned and organised educational experiences that take place outside the institutions of the education system. He adds that it must be flexible and responsive to needs, linked to the formal system without becoming formalised.

Speaking at a seminar on industrial training, Lee pointed out that 1980 preliminary census figures indicate that 40% of SA’s total population, and 48% of blacks, had no education at all. A further 34% — 38% of blacks — had left school at or before standard five, mostly before achieving functional literacy.

The Urban Foundation has recently completed a draft design study for the provision of non-formal education in SA, based on information from over 500 educational agencies and using information from the so far unpublished National Manpower Commission study on training, which surveyed some 2 000 companies and organisations employing up to 2m people.

The draft report describes the present non-formal education situation in SA against the background of relevant international trends. It outlines problems in the field, and aims at formulating principles and strategies appropriate to SA's needs.

Lee stresses the need for a systematic approach to the design of a new system providing non-formal education. “Any legislation on non-formal education must be enabling, not coercive, with controls enough to prevent exploitation in the field. There must be a regulatory body for the field with a statutory existence, representing government and private agencies practicing in it. Such a body can work out the mechanisms for recognising the qualifications provided by the large number of courses and bodies in the field,” he says.
Leader
calls for one
school system

A CALL for an all-embracing non-discriminatory system of education has been made by a leading Soweto community leader.

Speaking at the Atteridgeville/Saulsville Chamber of Commerce and Industries (Ascomi) dinner party in Pretoria at the weekend, Dr Nthato Motlana, chairman of the Soweto Committee of Ten, said this would prepare blacks for "full participation in the economy of our land."

"Blacks must fight for one system of education to prepare for this—and we should join hands with the National Federated Chamber of Commerce (Nafooc) and its affiliates in their campaign for full participation in the South African economy," said Dr Motlana.

He said it was absolutely essential that all blacks become full partners in the economic development of "their fatherland."

"I am convinced it is wrong to condemn black participation in the business world for fear that they may become partners of the capitalist exploiters. Black business people cannot be described as controllers of the means of production. They are by and large, middlemen who perform an essential service."

Dr Motlana said the participation of blacks in the business world had to be regarded in the same way as other professionals—the doctors, lawyers and bookkeepers who provide a service at a fee. — Own Correspondent
R10-m boost for coloured schools

Education Reporter

SCHOOLS under the Directorate of Coloured Education are to receive a 55 percent increase in monetary allocations from next year.

Mr A J Arendse, director of education under the Department of Internal Affairs, announced today that allocations to secondary and primary schools would be increased by R10-million to R28.4-million from 1983.

The money will be allocated to schools on a per capita basis for the purchase of stationery, textbooks and materials.

Increases in respect of stationery allocations include a 300 percent increase in allocations for Sub Standard A pupils. Schools will now receive R8.80 a pupil in Sub Standard A instead of R2.20.

MATERIALS

Standard 5 pupils will be allocated R15 each, which is an increase of R10.50, while schools will be allocated an additional R13.65 for each pupil in matric.

Additional allocations for textbooks and materials include an increase from 25 cents to R3.80 a pupil in junior primary classes and Standard 1.

Pupils in domestic science in standards 8 to 10 will receive R10.80 instead of R3.50 and woodwork pupils in standards 8 to 10 will receive R28 instead of R8.
‘40pc of South Africans have no education’

Forty percent of South Africa’s population had no education. Dr Robin Lee, Urban Foundation director of planning and development, told a seminar in Durban yesterday.

Speaking on industrial training in South Africa, Dr Lee said 48 percent of blacks were illiterate.

These figures from a preliminary 1980 census also showed 34 percent of the population had left school at Standard 5 — with 38 percent of blacks in this category, he said.

The literacy profile indicated that about 30 percent of the population over 15 years of age were illiterate, with a figure of 40 percent for blacks in the age group over 25.

This meant that in 1980 about four million people over 15 had had no formal education, and a further 3.9 million had had seven or fewer years of schooling.

‘This means that up to eight million adults had less than full literacy two years ago — which represents about 36 percent of the total population and 58 percent of people over the age of 15,’ Dr Lee said.

Dr Lee said a report indicated that the working population would increase from 10.5 million in 1980 to 17.7 million in 2000, with 5.8 million of the 7.1 million increase coming from the black population.

Of these, 7.1 million jobs, about 5.5 million would require basic education and further training.

Statistics indicated increasing demands for better educated and trained workers, Dr Lee said.

‘In such a situation education — especially non-formal education — becomes the essential bridge between the prospect of employment and unemployment,’ he said.
'Funda' earns R200

THE URBAN Foundation presented a R200 cheque to Mrs Rebecca Makhene (30) in Johannesburg last Friday for submitting the best suggestion in "Name the Non-Formal Education Centre Competition" held in The SOWETAN recently.

Mrs Makhene of Naledi, Soweto, a machinist at Conrad Clothing Industries, submitted the name "Funda", which means "Learn", and said the centre would "fill the non-formal education gap that exists".

More than 400 entries were received from all over the Witwatersrand, but a panel of adjudicators selected her entry as the most apt suggestion.

A jubilant Mrs Makhene, a mother of two, told The SOWETAN after the presentation: "I lack words to express my joy for being fortunate among so many entrants. This is the first time I have won a prize and it has come at the right time with Christmas around the corner."

The R4-million non-formal education centre being built on a 7.3 ha site opposite the St John's Eye Hospital in Diepkloof, Soweto, should be open for enrolment in early 1984.

The centre was pioneered by the Urban Foundation which provided the financial guarantee for the entire project with a strong support from the private enterprise in South Africa as well as from the SA German Chamber of Commerce of Trade and Industry.

The purpose of the centre is to improve the quality of teaching in a wide range of educational, artistic and cultural pursuits, and provide a service to teachers, educators, inspectors and trainers in those fields.

The complex will be owned by a private non-profit making company and will comprise six buildings;
- a teacher's in-service training centre to develop teachers' skills;
- a teacher's centre to minister to the needs of the teaching community;
- an adult education centre;
- a library and a multi-purpose hall that will serve all the other centres in the complex.
SAIC to probe promotions

Mail Correspondence
DURBAN. — The South African Indian Council is to appoint a committee of education experts to investigate methods used by the Department of Indian Education for promotions of teachers — a point of controversy in Indian education for many years.

This was disclosed yesterday by the council's executive chairman, Mr Amichand Rajbansi, who said his executive was discussing the issue with the Director-General of the Department of Internal Affairs, Mr S S van der Merwe.
Study of
promotions

By Nagoor Bissett

THE South African Indian Council is appointing a committee of experts on
education to undertake a
scientific investigation
into methods used by the
Department of Indian
Education for promotions
of teachers, a sore point
in Indian education for
many years.

This was disclosed yester-
day by the council's execu-
tive chairman, Mr.
Amichand Rajbansi, who
said his executive was at
present discussing this
with Mr S S van der
Merwe, director-general of
the Department of
Internal Affairs.

'I trust the Teachers' Ass
sociation of South Africa
and the Indian teaching
fraternity in general will
play an important role in
this effort,' he said.

The committee will con-
sist of Indian and white
educationalists and sci-
entists outside the Depart-
ment of Indian Education.

Mr Rajbansi said: 'I
wish to reassure the com-
unity that in all our de-
cisions on education,
including promotions, my
executive has been guid-
ed by sound professional
advice, a principle which
we pledge to adhere to
very strictly.

'My executive has been
vested with control of
education in terms of the
Indians Education Act
and the administration of
education is left in the
hands of professionals.
But levels of decision-
making have to be ad-
justed.'

Challenge

'In the present period of
transition, the present
"shake-up" in our school
promotions was necessary
and justified, and I am
pleased my executive has
the courage to take bold
decisions.

'I will not hesitate to
rock the proverbial boat
again and again if it is go-
ing to be in the interests
of Indian education,' he
said.

Mr Rajbansi said teach-
ers had challenged the
SAIC to act on statements
contained in the book, Su-
per Africans, to the effec-
t that the Breederbund
wanted Indian education
to be in the hands of the
organisation or by "right-
minded Indians" willing to
too the line.

"My executive has ac-
cepted the challenge and
I trust our forthcoming in-
vestigation will help us to
got to grips with the mat-
ter, more particularly in
the light of our experi-
ence that some of our best
brains have been by-
passed for promotions in
the past.

"Some have even left
South Africa in disgust
and frustration."

No books, notes, pieces of paper or other mate-
rial may be brought into the examination room
unless candidates are so instructed.

Candidates are not to communicate with other
candidates or with any person except the invig-

ator.

No part of an answer book is to be torn out.

All answer books must be handed to the com-
misier or to an invigilator before leaving the
examination.

Every candidate must enter in
column (1) the number of each question
answered (in the order in which it has
been answered); leave columns (2) and
(3) blank.

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Exami-
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Initials

If for written
purposes a pen is accept-
used only for
diagrams, for
separate sheet
is additional to
this.

Candidate liable to disqualification and to possible exclusion from the
University.

Made in South Africa

P.S.L./UPD 100000 1976
PD UCT AM7a
Verweerding in Sout-Afrika
Leading the way in learning

By Trone August

The St Anthony's Education and Training Centre in Reiger Park, which began as a small library and an adult education class of 15 students in 1986, recently opened a new library and sports complex costing R650 000.

It was another milestone for the centre, which began operating soon after Father Stan Brennan was appointed parish priest in the Boksburg township.

He soon found his most urgent need in the community, "With help from the library club at St Anthony's, the Est Rand Proprietary Mines and other businesses, a small library was opened," Father Brennan said.

This set off a chain reaction. People who came were interested in studying for senior and junior school certificates. They saw education as a means to improve their lives.

"We arranged evening classes and soon realised the need for classrooms. Since then we have come a long way."

St Anthony's approached Mission, a West German Catholic charity, and in 1972 the first building was opened. Local industries helped build a three-storey building to provide technical education.

Today the centre provides educational courses in three departments:

- The Easter Project (Education and Skills Training on the East Rand) provides training in industrial skills and apprenticeships.
- The Adult Education Centre runs commercial, literacy, training and computer-based courses.
- The Advanced Studies Section provides courses in several languages and lectures on Unisa subjects.

The centre also offers keep-fit classes, boxing, karate and body-building.

The sports complex which was opened last week adds two squash courts, table tennis facilities, two tennis courts, two netball courts and a volleyball court.

The R8 million complex has more than 3,000 fulltime and evening students and about 150 staff.

"Students come from as far as Soweto, Tembisa, Daveyton, Watville, Vosloorus, Kwa-Thema and Natal"runt the adult education centre's vice-principal, Sister Rosarie Murphy, said.

About half of the 3,000 students attend classes at the multicultural education centre.

The centre has been one of the pioneers of informal technical education — an approach lauded by the rectors of RAU, Professor J P de Lange, guest speaker at last week's opening.

Professor de Lange said informal education had an important role to play in South African education.
expionage
Row over ‘rezoning’ of Indian pupils

A decision by the Department of Indian Education to force almost 100 young primary school pupils from their school to accommodate Standard Five pupils has run into a barrage of angry protest.

Parents said at a meeting this week that it was dangerous for small children to walk long distances to attend schools in other extensions.

The affected children are from Progress Primary School in Extension Three, Lenasia.

The chief inspector of planning for Transvaal Indian schools, Mr E van der Bank, who was at the meeting, said no transport would be provided for the children.

At the meeting, which became heated at times, parents said the Standard Five pupils should be sent to other schools.

They criticised the Department of Indian Affairs for not building sufficient schools in a particular extension and hit at the department for bungling the zoning policy and not consulting parents.

The chairman of the education committee, Mr Y Mia, said his committee had taken up the matter with the SA Indian Council.

An Azanian People’s Organisation official, Mr Haroon Patel, blamed the department’s apartheid policies. He left the meeting after Mr van der Bank protested against his presence on the grounds that he was “indulging in politics” and was not a parent with a child in the school in question.

Mr Patel said he spoke for oppressed parents in a discriminatory society. He warned parents not to trust the department and to “open their eyes.”

Mr van der Bank said the department would be prepared to leave the children in their school if the education committee could reach an agreement with parents.
Literacy: why blacks fare ill

Own Correspondent

South Africa and Lesotho are the only countries on the African continent with a literacy figure of more than 60 percent for their adult population.

The Human Sciences Research Council gives this figure in a recent report entitled "The promotion of literacy in South Africa: numbers and distribution of literate black adults."

In the preface Dr K P Prinsloo, the director of the Institute for Research into Languages and the Arts, says: "When the level of literacy of the various population groups is considered it is clear that blacks are the worst off in this respect."

In a multiracial country such as South Africa it is essential for communication between the different groups to be as effective as possible. Illiteracy is a considerable obstacle to communication and should be eliminated as far as possible.

The report says the language group with the largest percentage of literates was the Tswana with the Venda at the other end of the scale.

There were many problems in determining the level of literacy of a population. The standard requirement of four school years was insufficient to indicate literacy among blacks in South Africa.

The report says that, in comparison with the white children in South Africa, black children tend to suffer from malnutrition, have a background which contributes relatively little to their formal education and have a limited supply of textbooks and stationery available to them.

For the purposes of the report an adult literate person is defined as a person of 15 years and older who can either read and write in any language or has successfully completed five consecutive years at school.

But the report warns that if a literate person does not use his skills he will eventually lose proficiency in them.
Indian protest looms

New education moves arouse national anger

By Eugene Saldanha

The Transvaal Anti-South African Indian Council committee will meet this week to consider lending its support to the Teachers' Association of South Africa's national campaign to fight the takeover of Indian education by the South African Indian Council.

The looming confrontation between the 6,500-strong Tasa and the SAIC follows the takeover by the council of powers which were previously vested in The Director of Indian Education, Mr Gabriel Krog and his staff.

In Natal, an ad hoc “Committee of Concern” representing 14 community groups and Tasa, was formed last week to fight the takeover, which comes at a time when the SAIC is also gearing itself to take charge of Indian welfare services.

The nationwide campaign against the SAIC's takeover of education includes:

- Letters from community groups to the Minister of Internal Affairs, Mr F W de Klerk protesting at the takeover.
- Putting protest advertisements in newspapers.
- A protest petition which will be handed to Mr de Klerk.

The SAIC's executive committee exercised its new powers for the first time two weeks ago when it appointed the rector and vice-rector of the Springfield College of Education in Durban and the Transvaal College of Education in Pretoria.

The appointments came under severe criticism from leading Indian educationists, who said only trained and qualified professionals should be entrusted with the administration of education.

This is the first time Tasa has publicly aligned itself to groups opposed to SAIC — a move which is seen as an indication of how seriously it views the recent developments in education.

Two weeks ago the chairman of the SAIC's executive committee, Mr Amichand Rajbansi, warned Tasa against “flirting with political pressure groups,” and said such an alliance “would only do it a great deal of harm.”

Mr Rajbansi has also said the SAIC had not misused its power and had made its decisions “without fear or favour.”
Anger over method of teacher promotion

Mercury Reporter
THE Natal Indian Congress said in a letter to the Minister of Internal Affairs, Mr F W de Klerk, yesterday that recent developments in Indian education, particularly with regard to promotions of teachers handled by the South African Indian Council, had caused widespread concern in the community and in the teaching fraternity.

It said: 'We wish to register to you as the responsible minister, the strongest possible protest at your Government's creation of a situation in which it has now become possible for the promotion of teachers to be handled by a group of politicians whose qualifications, ability and impartial assessment to exercise this function leaves much to be desired.

'The reaction of the community and the teaching fraternity to the latest published list of promotions is one of shock, dismay and deep concern for the future of Indian education.'

The letter was signed by the NIC's acting chairman, Dr Farouk Meer.
Literacy: 'blacks are worst off in SA'

Argus Correspondent

PRETORIA — South Africa and Lesotho are the only countries on the African continent with a literacy figure of more than 50 percent for their adult populations.

The Human Sciences Research Council (HSRC), gives this figure in a recent report called The Promotion of Literacy in South Africa: Numbers and distribution of literate black adults.

In the preface, Dr K.P. Prinsloo, the director of the Institute for Research into Languages and the Arts, says the population of this country consists of different groups at different levels of development and with different levels of literacy.

Obstacle

"When the level of literacy of the various population groups is considered, it is clear that the blacks are the worst off in this respect.

"In a multiracial country such as South Africa, it is essential for communication between the different groups to be as effective as possible.

"Illiteracy is a considerable obstacle to communication and should be eliminated as far as possible," he says.

The percentage of illiterates in the black population of South Africa, the report says, is 49.9 percent.

End of the scale

However, in terms of word literacy figures, Africa, the Arab States, Asia and Latin America had the highest percentages for illiteracy in 1970.

The report says the language group with the largest percentage of literates was the Tswana, with the Venda at the other end of the scale.

The low percentage of literate people among the Venda could be ascribed to the low educational qualifications of the women.

The report says there are many problems in determining the level of literacy of a population.

The standard requirement of four school years is insufficient to indicate literacy among blacks in South Africa.

Money spent

Among the factors that make it unlikely they would be literate after only four years are the effectiveness of teaching which is influenced by the limited provision of staff and their poor qualifications. These in turn, are determined by the amount of money spent on education.

The report says in comparison with white children in South Africa, black children tend to suffer from malnutrition, have a background which contributes relatively little to their formal education and have a limited supply of textbooks and stationery.

For the purposes of the report, an adult literate person is defined as a person of 15 years and older who can either read and write in any language or has successfully completed five consecutive years at school.

Lose proficiency

However, the report warns that if a literate person does not use his skills, he will eventually lose proficiency in them.

In both urban and rural areas, there was an increase in the percentage of literates.

In rural areas the percentage nearly doubled between 1946 and 1970 while the percentage increase in urban areas was 53 percent in that period.

In urban areas more women were literate than men, with the reverse situation in rural areas. Overall, however, the report says, more men are literate than women.
New TED plan to help pupils

By ARLENE GETZ

THE Transvaal Education Department is to establish 30 child guidance and learning centres to help children with classroom problems. TED director Professor J H Jooste said yesterday.

Speaking at the Johannes burg College of Education graduation ceremony, Pro fessor Jooste told new teachers the service would consist of six child guidance clinics and 24 educational aid centres.

The clinics would be staffed by educators and medical staff. Experienced teachers would be in charge of the centres.

Prof Jooste appealed to the English-speaking community to encourage their children to become teachers. About 250 JCE students received their diplomas.

boyfriend's car on Friday. Sergeant James Dalton of the Jeppe police spotted the man in Benoni yesterday and arrested him after a frantic car chase.

"He was parked opposite an open piece of veld in Fust Avenue, Benoni. I recognised the car and he fitted the description given by women who had been assaulted," Sgt Walton said.

"As soon as I saw him I drove off, and I chased him right through Benoni Valley, Bertram's and then into Berea."

During the chase Sgt Walton fired five shots. All of them missed the man, but hitting the car. "I eventually managed to catch him in Lily Avenue, just near Ponte, when I rammed his car into another, forcing him to stop."

"He didn't bother to attempt to escape, but just sat there smiling at me."

The man is in police custody and, according to a Hillbrow police spokesman, will appear in court tomorrow.

His arrest followed a massive police hunt through Hillbrow's flatland since last

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Town wins a tough fight over tenders

BY MIKE CADMAN

THE Vereeniging Town Council has won its dispute with the Department of Community Development over tenders for the development of the town's central business area.

The department has finally approved the building of a three-storey block costing between R35 and R40 million containing a cinema, restaurant, theatre complex and more than 60 shops in the city centre.

The dispute started after the council and the Department of Community Development, which owned two thirds of the land concerned, favoured different tenders.

It was compounded when a single contractor, who made the offer favoured by the department, received a one-month deadline extension (to the exclusion of other contractors) in which to provide financial guarantees for the deal.

The extension was given in an unauthorized Telex sent by a Department of Community Development official. His name has never been disclosed.

The first tender favoured by the department offered R5.6 million for the land and R38 million for the development.

The tender initially favoured by the council offered R4.4 million for the land and R44 million for building development.

A special meeting to discuss the dispute was held between the council and department in September after the contractor who received the deadline extension still failed to produce the required financial guarantees.

The chairman of the Vereeniging management committee, Dr Mario Milani, said this week the whole project then had to be put out to tender again.

"This put the whole project back by several months. Now we have accepted another contractor's tender."

"The new contractor paid a total of R4.5 million for the land and is to use between R35 and R40 million for building development," he said.
It's a school of happy children who have now!...
Andrè's house,' says Sis-
ter Claire. "We flattened
him with a lot of work and
settled ourselves for an-
other winter's work."

But winter was ap-
proaching and very soon we
were having to rub little
hands and feet that had
numbly frozen before the
sun had warmed the morn-
ing air."

Thus came a godsend.

"Two rather wonderful
people, Glen Salm and Kurt
Stennett, heard of our
plight and invited us to
hold lessons on their plot
while the VA did."

"They promised to put up
a prefab for us, fully con-
ducted that many other plot
owners in the area would be
willing to help us finan-
cially, for we had discovered by
then that the parents of
most of our pupils worked
on the plots in the area."

The prefab had been or-
dered when their next door
neighbor, Mr. Victor Ber-
chek, pointed out that it was
against the laws to use
an educational building in
an area zoned for
agriculture.

Ever since then the
Dominican sisters have
been trying to convince
the plot owners concerned
that a school for their
children is badly needed.

But many plot owners
are far from convinced.

When I asked Mr. Ber-
chek why he objected to
a black school on the plot
next door to his home, he
replied, "It's always a mis-
sunce when you have blacks
dwelling next to your house."

They have no respect for
your fences and in winter
they set the grass alight."

Sister Claire says she has
also taught the school
children of breaking the
windows of his house, stag-
ing his berries and looking
at his own. She denies the
truth of these accusations.

A public meeting of
white property owners in
the area was held a few
months ago to discuss the
feasibility and desirability
of a school. It was decided
that a black school in
a white area was neither
possible nor desirable.

Although the Depart-
ment of Education and
Training was willing to
endow and subsidize a school
in this area, the offer was
firmly rejected at the
meeting.

However, Sister Claire
says many people who at-
tended the meeting did not
even live in the area con-
cerned, namely Lockwood.
They were simply brought
along by students, opposed
to the school, to strengthen
their case.

The children of Nata-
dijamana were sadly de-
scribed as "dirt-kicker
boys," "black devils," ou:
ded by this attitude.

A few weeks ago the
school under the trees was
opened by the bishop.

"We had just arranged
the tables for our nativity
play and the children were
all in place when a police
patrol and two policemen
arrived," says Sister Claire.

"They're taking us to
fall out the white
policeman. "No," he re-
plied. "Two things. Do you
have more children this year
than last year and how
many teachers do you have?"

Mr. Erickson, regional
Director of Educa-
tion and Training, says he
has recommended to the
Director General of Educa-
tion and Training that
extra classrooms be built
at two existing schools in
nearby black areas, namely
at Beaulieu and St-Louis.

If prefab was used the
school would be ready by
March or April of next
year.

However, even this is not
ideal because most children
live in the Northridge area
and would have to travel 10
miles to school, a time-
consuming and costly
business.

As Mr. Verster adds:
"We're looking for solu-
tions but it is difficult if the
plot owners are not agree-
able to a school on their
property."

In spite of all the initial-
izations and hardships, the
school continues.

It is a deeply moving ex-
erience to hear the chil-
dren rehearsing songs for
the nativity play.

Two shepherds are
among the trees in a small
grove and the children sing
"Silent Night." Jackson.

As the children complete
their song, a man is
disappearing across the
field in every consci-
nous direction.

Natali's dream is a
tribute to the courage and
perseverance of some
people, school board and old,
black and white. And it's
also proof of the short-sighted-
ness and insensitivity of other
people to the rights and
demands of others.

If you can help the
Natali's Dream Literary
Centre in any way, write to
Sister Claire at Our Lady's
School, Box 38377,
Vanderbijlpark.

At the end of a busy day, the children stream out of the gate and disappear into the void.

Mary Higgins Clark
fulfilling ambitions
why I was astonished that
you gave MacFarlane mon-
ey," he reminds her. "The
same thing on our wedding
day. It's come back to haunt
us, hasn't it?"

He's the word.

Mary Higgins Clark
graduated from Fordham Uni-
versity and wanted to
WE BELIEVE the people should be told why the Department of Education and Training (DET) is phasing out certain standards in black education.

Standard 6 has already been scrapped and nothing much has been said about the success or otherwise of this significant move. With the news that the old Junior Certificate may also be on the way out, people are beginning to wonder what all this means.

There is unfortunately something of a veil of secrecy over what happens in our schools and the only way in which information is given is from the people who are at the head of the department.

These questions need answers, particularly in view of the somewhat pessimistic feeling educationists have about the potential of students entering the various universities.

There are reports of alarming drops in standards in white schools, so much so that a top South African university is considering the unprecedented step of forcing under-prepared students to take an extra year of study to get their degree.

A formal proposal urging this has been made to the University of Cape Town’s planning bodies by Dr James Moulden, special assistant to the principal.

If this proposal is accepted — and there is hope it will come into effect by 1984 — then it will mean that eventually 500 white and black students would have to take an extra “foundation” year.

The number of black students is slowly outstripping the number of whites in schools. It has been observed that even the proportion of black students in universities is increasing steadily.

The position will become increasingly perplexing as more and more black students enter university.

The country’s initial haze, which is in fact farcical, is that black and white students receive differing educations in school, while they are often taught the same material at university.

We are not at all clear why the traditional land-posts, Standard 6 and now JC have to be phased out. It seems to be worrying us and others, particularly as the standards in schools do not seem to satisfy those who run the universities.

The overwhelming number of school buildings and other related facilities going up in places like Soweto is also perplexing. It seems a pity that so much money is put into the structures whereas very little seems to be done about the intrinsic education given to black children.

There are also people who are looking on with puzzlement at the number of white teachers in township schools. There would have been no problem about this if things were normal in this country. In fact, if white teachers are presumably better qualified than blacks this would have been a satisfactory advance.

It is about time that the DET released full details about the rationale to phase out certain standards and while they are at it, to give parents a clear picture of the future of black education.

This will in turn, hopefully, give those who administer universities’ programmes to work from in preparation for the increased number of blacks who will soon be flooding the universities.
Education Reporter

AT LEAST 36 private schools in the Cape Province have closed in nine years due to economic conditions, a dwindling number of students and lack of religious staff.

Mr Willem Bouwer, MEC in charge of education, said today 33 private schools had been forced to close since 1973.

"That does not include schools closing this year," he said.

ANOTHER THREE

Sister Flannegan, secretary of the South African Conference of Catholic Bishops, said today three Catholic private schools would close in the province this year.

They are Loreto Convent in Sea Point, the Assumption Convent in Grahamstown, and St Joseph's in Oudsthoorn.

She said 20 of 35 white Catholic private schools opened 10 years ago and five Government-aided schools had closed.

AFRICANS

"One of the 17 Catholic private schools run for African children has also closed, while three of these schools are now Government-aided.

"Of the 36 Coloured private schools operating in 1973, 22 have had to accept aid from the Government to keep going.

"A further Government-aided coloured Catholic school and 20 Government-aided white Catholic schools are now operating," she said.

Sister Flannegan said most of the schools had closed due to a dwindling number of students, economic conditions and lack of religious personnel."
Rajbansi rejects ‘open schools’ call

Mercury Reporter

THE executive chairman of the South African Indian Council, Mr Amichand Rajbansi, yesterday rejected as ‘an antic engineered by the anti-SAIC Natal Indian Congress’ a pledge signed by 50 doctors, all Indians, to call on the Government to strip the SAIC of its powers on education and open all schools to all races.

Describing the doctors’ move — contained in a weekend statement issued by an ad hoc committee of the Doctors’ Guild — as a ‘flash in the pan’, Mr Rajbansi said he would challenge the doctors to search their consciences.

He said: ‘Where were the doctors when top posts in Indian education were taken by whites left, right and centre in the past with Indian educationists, although able and well qualified, always left in the cold.

‘I see the silence displayed by the doctors in this regard as a sign that for them white was always right.’

The SAIC, he said, had had the courage to rock the proverbial Indian education boat and appoint, for the first time in the history of Indian education, two highly qualified Indian educationists as rectors of colleges of education in Durban and Johannesburg.

Concerned

‘Our own consciences are clear for we had acted in the best interest of our education and our teachers — and we are prepared to have our choice of candidates for the posts which were previously held by whites tested by any competent education authority.

‘For a long time many educationists and others in the community have been concerned that — unlike whites, coloureds and Africans — Indians were not being given opportunities to occupy senior positions, not only in the Department of Indian Education but also at university level.

‘Many have even challenged us in the SAIC to show our mettle by taking remedial measures and I am pleased my executive has had the courage to take decisions which can only be described as “bold” on education promotions.

‘Naturally the NIC and its doctor protégés could not stomach the SAIC’s achievements for our teachers, in a matter of weeks what the NIC and other anti-SAIC elements were not able to achieve in generations,’ he said.

Spokesmen for the Doctors’ Guild were unavailable for comment yesterday.
Letters to the Editor

Unjustified attack on education dept

Dir-gen answers Press allegations

SIR — I refer to your comment in The SOWETAN of December 6, 1982 in which you have made a totally unjustified attack on the Department of Education and Training for “phasing out certain standards”, notably Standards 6 and 8.

At no stage was any indication given that Standard 8 would be phased out. What is at stake is the phasing out of the Standard 8 examination as an external examination, as was the case with the Standard 5 examination in 1980.

In the past the Standard 5 and Standard 8 examinations were external examinations after which certificates were issued to pupils who wished to leave school at that stage.

Fortunately, we have progressed to a stage where the Standard 8 certificate is no longer an entrance qualification, for example, to teacher training.

This, coupled with the fact that fewer pupils leave school after Standard 8, has prompted an investigation into the feasibility of phasing out the very expensive external examination and replacing it by an internal examination. It should also be noted that other education departments no longer have external examinations other than the Standard 10 examination.

With regard to Standard 6, which was phased out of the primary phase in 1976, I wish to point out that this was done at the explicit insistence of the black community and also in order to introduce the 12-year structure as it applies to all other education departments.

Are you now seriously advocating a return to the 13-year structure?

From the above it is clear that your entire argument is based on a total misconception of what is actually being done. It is most regrettable that you based your editorial on the syllabus of this department are in many respects more detailed than those used by other departments, and that the same examination standards apply to all.

Your remarks about “the veil of secrecy” are regretted, especially since the department is involved in an all-out drive to stimulate and encourage community involvement in education.

Equally regrettable is your allusion to the “perplexing” new facilities being provided, stating that “very little seems to be done about the intrinsic education given to black children.”

Have you visited any of these schools or taken any other steps to ascertain exactly what is being done to improve the quality of education before making such sweeping statements?” Or is this simply a case of “none so blind as those who do not wish to see”?

Why cast suspicion on the role and qualifications of white teachers in townships when it is common knowledge that, because of the phenomenal growth rate of black education, there just aren’t enough suitably qualified black teachers to fill all these posts?

In conclusion, I wish to extend an open invitation to you to visit the department’s head office and regional director to gain first-hand knowledge of what is happening in education. We should be only too happy to arrange visits to any schools or colleges of your choice.

I trust that this reply will be published equally prominently within one week after receipt thereof.

DIRECTOR-GENERAL
DEPARTMENT OF EDUCATION AND TRAINING
Use education for change, says new Nusas president

MS Kate Philip, who was elected president of the National Union of South African Students last week, says it is coincidental that women filled most of the top posts for 1983.

"But in the long run, it reflects the emphasis that Nusas has placed on involving as many people as possible in campus organization," she said.

Ms Philip, who matriculated at Herschel in 1977 and is a BA graduate from the University of Cape Town, is only the third woman to become president in Nusas’s 38 years.

In 1952 Patricia Arnott was president and in 1967 it was Margaret Marshall. For 1983 women will fill four out of five positions on the Nusas head-office staff.

The four other members of the head-office staff are Giulietta Fafak (media officer), Ian Macun (research officer), Janet Cherry (secretary general), and Ruth Becker (projects officer).

Ms Philip spent some time in the United States as an American Field Service exchange student. When she returned to UCT she served on the Arts Students’ Council and worked on the campus newspaper Varsity.

She was elected to the UCT SRC as Projects Officer for 1980/81 and re-elected as a SRC vice-president for 1981/82.

"There has been a definite move ‘back to campus’ the last few years," she said when asked to comment on recent trends at Nusas-affiliated universities.

"On the one hand there has been focus on our education and the role of our university, whilst on the other, students have become more aware of the broader political issues facing us," she said.

She said this approach was reflected at the Nusas congress in Durban last week where emphasis was placed on drawing links between these two areas. “The Nusas theme ‘Educating for Change’ attempts to see our education in this broader social context,” she said this week.

"Those of us privileged enough to receive a university education have a responsibility to use that education in the interests of change. Our education should be oriented to serving the needs of the South African community as a whole,” Ms Philip emphasized that this process of examining education had to start while people were still students. “We need to challenge our education and the content of our courses where they are inappropriate to South Africa or are not directed at South Africa’s problems,” she said.

The importance of student representation, for example, on faculty boards and councils, as well as in university structures generally, was emphasized at committee sessions at the Nusas congress and was very important in this regard, she said.

Asked about the role that students could play in processes of change beyond the university, Ms Philip said that it was vital that students educated themselves to understand and respond to the key political issues of our time.

“We need to unravel some of the confusion about the government’s ‘reform’ initiatives, and draw the links between these and the abhorrent Orderly Movement and Settlement of Black Persons Bill,” she said.

“Also, we need to educate ourselves about the effect of the recession — how retrenchments and unemployment affect the lives of working people.”

Resettlement, the President’s Council, militarization, and the situation in SWA/Namibia were issues frequently considered at workshops and debates at the Nusas congress.

Asked what the overriding factor of last week’s congress was, Ms Philip said that it was encouraging to see the increasingly broad base of English campus students with a “very real commitment to working for a democratic future”.

Ms Kate Philip
Kambule slams poverty of black education

DEPARTMENT of Education and Training officials do not send their children to black schools so how do they know that black education is improving, educationist Mr Tamsanqa Kambule asked last week.

Mr Kambule was reacting to a DET statement published in The SOWETAN on Thursday.

"We parents know there is a blatant lack in our kids' education. DET also admitted in their statement that there was a shortage of teachers. How can they expect to produce quality?" he asked.

WELCOME

The phasing out of standard 8 should have been done 30 years ago, he said. It was a welcome move but was just a drop in the bucket and it could not make black education any better.

The Government gives whites their brand of education and blacks theirs. Education can never be equal as long as it is separate," he said.

He added that when black students studied at white universities, "bridging courses especially for them are introduced."

"I teach black students every Saturday and I speak with authority that there is much they lack in their education. DET is trying to convince people that something is being done about blacks' education whereas we know that it is only the quantity that is being increased at the expense of quality."
POOR control over school funds has often caused disputes between parents and teachers at black schools.

In an editorial in Education, the Department of Education and Training (DET) official magazine, the department says these matters are not handled correctly and create problems which give rise to disputes.

Education says the main purpose of school funds is to supplement facilities teaching aids and books supplied by the department.

"The principal must be very careful not to offend or hurt people's feelings by the way in which he raises funds. Above all, he must consult the parents and allow them a say in whatever he may be doing." The article says that principals must bear in mind that the school committee represents the parents and is therefore responsible for the control of the funds.

The (principal) is the treasurer and must keep a clear and correct record of the state of the funds. At each meeting he must submit a detailed report to his committee on funds raised and spent, and what the balance is.

Details of how the funds must be controlled and collected have been published by the department in Government Notice R330 of 30 April 1982. All principals should note this.

Referring to school uniforms, the article says most parents complain that uniforms are too expensive, and that their children are punished or even sent back home if they arrive at school without one.

DET does not prescribe school uniforms, but the principal should never take decision on his own.

He must consult the school committee or the governing body before hand. They must decide.

The principal must be very careful about taking action against pupils who have no uniform. No child must be forbidden to attend school if he she does not have a school uniform.

The regulations state clearly that a child may be suspended because of misconduct, and failure to wear a school uniform is not misconduct.

The editorial emphasised that the school was the centre of the community. The whole community, and particularly the parents, had a direct interest in its management.

It was the duty of all parents to take part in their school. Cooperation between teachers and parents must be improved, the article said.
‘Matric’s score 95 pc pass

Girls lead the boys home

By MARK LOUDON
Pietermaritzburg Bureau

MORE than 95 percent of the 6 695 white candidates who wrote the Natal senior certificate examination this year have passed — 3 224 of them with university-entrance qualifications and 3 175 with senior certificates.

Three candidates obtained a full house of six distinctions, while another 10 achieved five As in higher grade subjects.

Releasing the results yesterday, the Director of Education, Mr Solly Levinsohn, said a total of 39 papers had been written, ranging between 4 060 pupils who wrote English higher grade, and one pupil who did sculpture.

He said the 30 top pupils notched up no less than 134 distinctions between them, not counting any subjects they might have written for the Joint Matriculation Board, such as Portuguese or Italian.

According to Mr Levinsohn, a comparison of this year’s results against those of last year showed that the failure rate had remained virtually identical at 4.45 percent against 4.42 percent for this year.

There was an increase of more than 200 in the total number of candidates over last year, and the number of pupils to achieve a matrix exemption rose from 3 074 to 3 224.

Mercury Reporter
PIETERMARITZBURG Girls’ High came out ‘top of the pops’ this year by producing four of the 30 top matric pupils in Natal. The girls with the brains were Liesel Meiring with five As and a B; Anne Field with five As and two Bs; Annie Marie Stelau with five As, a B and a C; and Jennifer Talbot with four As, a B and a C.

There was a fairly even balance between the sexes in the top 30, with 16 girls and 14 boys.

Second

The two schools that produced the second-highest number of pupils within the top 30 were Kingsway High School and Hilton College.

At Kingsway, Rosemary Mey scored five As and a B. Carol Oates four As, a B and a C, and Elizabeth McNees three As and three Bs.

At Hilton, Lance Natesath scored six As and a B, Richard Levitt five As and a C, and Douglas Banks three As, two Bs and a C.

Other schools that produced either one or two pupils in the top 30 were: Durban High School (David Porteous and Peter Trevor); Westville Girls’ High (Ann Warren and Anita Heilberg); Northlands Boys’ High (David Meadows); Port Shepstone High (Richard Hodgson); Vryheid High (Ingrid Gaskin); Durban Girls’ High (Shirley Brooks); Pinetown Boys’ High (Mark Montgomery); Dundee High (Cathrin Levine); Glenwood High (Steven Grey); Durban Girls’ College (Julia Knight); Hoërskool Dunoon (Elmari Noller); Hoërskool Port Natal (Sella Potgieter); Kloof High (Andre Theron); Howick High (Mervyn Tyner); Pinetown Girls’ (Helen Kelly); Beauforde Boys’ High (John Whitfield); Maritzburg College (Manfred Dedekind); and Westville Boys’ High (Wayne Goddard).

However, Mr Levinsohn advised candidates to get in touch with their schools first for details of their marks for each subject.

He emphasised that the Education Department would not give results over the telephone, and neither should anxious candidates and their families call at Natal head-quarters in the hope of being ‘put out of their misery’.

A feature of this year’s matric is that a school assessment of each candidate’s performance during the year was included in the results.

Computer

‘The purpose of this was to help those who suffered from “exam nerves” or ill health on the day of writing, and to encourage consistent work instead of last-minute cramming,’ said Mr Levinsohn.

Another point of interest was the introduction, for the first time, by the department of an examination for computer studies — although only at standard-grade level.

Mr Levinsohn said that if this subject had recently been received at the University of Natal, he would not be able to form part of the future mathematics course in the
SA ‘is committed to education inequality’

The Star Bureau

WASHINGTON—A joint congressional mission has found that the South African Government is still committed to an education system which “perpetuates the social and political disenfranchisement” of blacks.

In a report released yesterday, staff members of the House of Representatives’ Committee on Foreign Affairs Subcommittee on Africa recommended United States assistance that would reflect the drive of most South Africans for an end to apartheid.

The mission visited South Africa in August and consulted a wide spectrum of people of all races ranging from the Minister of National Education, Dr. Gerrit Viljoen, to university professors and banned trade union activists.

Their report rejects any direct aid to the segregated Government-backed education system.

However, it stresses that a “modest amount of politically sensitive US educational assistance” could help promote peaceful change.

Apart from anything else, the report said, the recommended aid projects would “send a message to the South African Government that it should pursue fundamental change in its own self-interest, while providing blacks with the educational resources to help advance such change.”

The report made the following recommendations, which, it said, were “widely approved by black and white foes of apartheid.”

- The present R4 million programme in which 100 scholarships were provided every year for blacks to study at US universities should be continued.
- The establishment of an undergraduate programme for black students in South Africa to be administered by the anti-apartheid South African Institute of Race Relations.
- Helping the teacher-upgrading and “bridging” programmes administered by the multi-racial, black-led South African Committee on Higher Education and related agencies.
- Helping independent black trade unions with their labour-education programmes.

The report said black education remained “vastly inferior” to white education and that the Government had not yet committed itself to a plan or a timetable for education equality in South Africa.
Speaks out

Educationalist

Apartheid negates any notion of a normal education system.

Afrikaans South Africans

University Lecture Tumangwa

Issues:
- Inequality
- History
- Language
- Discrimination
- Policy

Heads up: Educational trends in South Africa

The current education system in South Africa is facing several challenges, including resource allocation, curriculum development, and teacher development. The apartheid system, which ended in 1994, had a significant impact on the education system, leading to unequal opportunities and resources. The education system is currently undergoing reforms to address these issues, with a focus on improving access, quality, and equity. The role of education in promoting social development and economic growth is emphasized, with a strong emphasis on the importance of education for all. The government is committed to providing access to education and training, with a focus on improving the quality of education and ensuring that all children have the opportunity to succeed. The education system is also facing challenges related to teacher development and retention, with a focus on providing professional development opportunities and supporting teachers in their work. The government is also working to improve curriculum development and resource allocation, with a focus on ensuring that all students have access to quality education. The education system is also working to address the impact of apartheid on the education system, with a focus on providing access to education and training for all. The government is committed to improving the quality of education and ensuring that all students have the opportunity to succeed.

University Lecture Tumangwa

AFRICA

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